



**UNIVERSIDAD DE JAÉN**  
*Centro de Estudios de Postgrado*

Trabajo Fin de Máster

**LINGÜÍSTICA APLICADA A LA  
ENSEÑANZA DE INGLÉS  
COMO SEGUNDA LENGUA**

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**THE INFLUENCE OF THE REAL ENVIRONMENT AND A GOOD MOTIVATION IN  
THE TEACHING OF SOCIAL STUDIES CONTENTS FOR ECUADORIAN  
STUDENTS OF 8TH GRADE"**

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**1. INTRODUCTION / PROBLEM FORMULATION**

**"HOW DO THE REAL ENVIRONMENT AND A GOOD MOTIVATION INFLUENCE  
IN THE TEACHING OF SOCIAL STUDIES CONTENTS FOR ECUADORIAN  
STUDENTS OF 8TH GRADE"**

**1.1 Justification**

There are many different aspects to consider while teaching a new subject but the most important is when the students have the opportunity to relate what they lived with what they are learning and all the contents are not only based on what they can read and find in the books. When learners experience something it will be recorded in their minds and they will remember it easily.

The students need to relate what they are learning with their own experiences which will help to optimize their learning processes. In the moment they are expressing and remembering their previous experiences it becomes easier to transmit something they have already lived applying another language. All this knowledge will also be reinforced in the moment they repeat the information in English. During the learning process it is relevant to focus on students' age, level of English and their previous knowledge because the purpose must be to apply the appropriate practice in the application of the new language, because this gives the personal satisfaction in the students to understand and be understood which are the most important aspects that will motivate them to continue.

During the process of teaching the application of what students are learning must be through constant practices which will help in their comprehension as well as in the application of functional patterns. Frequent practices, especially for holistic experiences which sometimes at the beginning are hard for some students, especially for beginners whose knowledge about the new language are limited, but if they have the opportunity to apply the information they are acquiring they will improve their communication little by little.

## **1.2 Feasibility**

To relate students' environment and real life experiences becomes easier and practical because it consists in remembering what they have lived, listened, watched before. Information that is still in their minds so they only have to recall it in order to translate and change part of that information into the new language.

It is hard for foreigner students to learn new names, strange geographical features that will not be used anymore, but if students can relate information about the place where they live, including real facts, culture, religion, typical customs it will be easier to learn Social Studies, which at the same time will help to reinforce their previous knowledge.

When students are learning a new language different from their mother tongue they do it through different contents that are immerse. The language is not acquired alone it involves contents about different subjects, that are being studied and the students have not realized that they are working with them. It also includes the appropriate application of text types and genres during the process which are applied by the students without a significant effort because they are related through practices which will help them to develop their thinking skills to be capable to give opinions, to compare, to determine advantages and disadvantages, which will give them the opportunity to practice and relate what they learn as contents that will be remembered better because they were previously involved with them. If students are worried about their own cultural background they will understand, compare and discuss about different cultures.

## 2. THEORETICAL FRAMEWORK:

**Motivation** is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. A motive is what prompts the person to act in a certain way or at least develop an inclination for specific behavior.

Motivation is a word that is part of the popular culture as few other psychological concepts.

Maehr, Martin L; Mayer, Heather (1997)

Accordance with Meyer, Motivation is the natural behavior of each human being which is inside themselves because of their mood, interests, desires. It also can be external because it is influenced by people who are around or spontaneous influences which can be positive or negative and will change the behaviour into positive or negative.

Motivation can be looked at as a cycle where thoughts influence behaviors, and behaviors drive performance, performance impacts thoughts and the cycle begins again. Each stage of the cycle is composed of many dimensions including attitudes, beliefs, intentions, effort, and withdrawal which can all affect the motivation that an individual experiences.

Motivation theories can be classified on a number of bases.

- Natural vs Rational based on whether the underlying theory of human Cognition is based on natural forces (drives, needs, desires) or some kind of rationality (instrumentality, meaningfulness, self-identity).
- Content vs Process based on whether the focus is on the content ("what") motivates vs process ("how") motivation takes place.

## **Push and pull**

**Push** motivations are those where people push themselves towards their goals or to achieve something, such as the desire for escape, rest and relaxation, prestige, health and fitness, adventure, and social interaction.

However, with push motivation it's also easy to get discouraged when there are obstacles present in the path of achievement. Push motivation acts as a willpower and people's willpower is only as strong as the desire behind the willpower.

**Pull** motivation is the opposite of push. It is a type of motivation that is much stronger. "Some of the factors are those that emerge as a result of the attractiveness of a destination. They include both tangible resources, such as beaches. Pull motivation can be seen as the desire to achieve a goal so badly that it seems that the goal is pulling us toward it. That is why pull motivation is stronger than push motivation. It is easier to be drawn to something rather than to push yourself for something you desire.

### **Intrinsic Motivation:**

Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for reward. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. In these studies, it was evident that the organisms would engage in playful and curiosity driven behaviors in the absence of reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development.

### **Extrinsic Motivation:**

Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Usually extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation. Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation

Motivation is of particular interest to Educational Psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields.

Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can:

1. Direct behavior toward particular goals
2. Lead to increased effort and energy
3. Increase initiation of, and persistence in, activities
4. Enhance cognitive processing
5. Determine what consequences are reinforcing
6. Lead to improved performance.

Because students are not always internally motivated, they sometimes need situated motivation, which is found in environmental conditions that the teacher creates.

If teachers decided to extrinsically reward productive student behaviors, they may find it difficult to extricate themselves from that path. Consequently student dependency on extrinsic rewards represents one of the greatest detractors from their use in the classroom.

The teaching of a content subject through another language while providing theoretical and practical routes towards successful practice.

(Do Coyle, Phillip Hood and David Marsh - 2010)

In the recently book published by Do Coyle, Phillip Hood and David Marsh they assure that the study of one subject can include the study of another one or a fusion of both. It cannot be considered as a new structure of language, because it only includes the study of two subjects at the same time. While we are teaching a foreign language its contents will make reference to specific topics that we need to study and teach during the apprehension of the new language. It is not necessary to recognize it as a new subject because its learning

is indirectly and sometimes teachers nor students do not assume as a different subject, they only take into account the development of the new language.

“Choose culturally relevant curriculum and instructional materials that recognize, incorporate, and reflect students' heritage and the contributions of various ethnic groups.”

(Saravia-Shore, M. – 2010)

Considering Saravia's strategies the students need to relate what they are learning with their own experiences which will help them to optimize their learning processes. In the moment they are expressing and remembering their previous experiences it becomes easier for them to transmit something they have already lived applying another language. All this knowledge will also be reinforced in the moment they repeat the information in English. During the learning process it is relevant to focus on students' age, level of English and previous knowledge because the purpose must be to apply the appropriate practice and the application of the new language, because this gives the personal satisfaction in the students to understand and be understood which are the most important aspects that will motivate them to continue.

Different ways of thoughts to be applied during the process of teaching-learning: During the teaching process we cannot focus only on one way to do it. It is recommendable to use different criterion to redesign and adapt the contents. Avoiding repetition will engage our students and it will not be monotonous.

It is necessary to understand that Cultural literacy poses a unique challenge for both teachers and students in the social studies classroom. Teachers may or may not be familiar with the cultures students bring with them to the classroom, and students are often unfamiliar with both the content knowledge and the rituals of their newly adopted culture. Moreover, social studies curriculum is inherently related to the culture, considering the local and regional needs, national and transnational exigencies that the students will be involved in their future lives. In the mainstream social studies courses, students are expected to learn about the society, history, economy, and political system of their newly adopted country even their home culture and home educational system are totally different.

To sum up all the materials need to be adapted including the application of well known vocabulary accordance with our students' knowledge, needs, interests, objectives, etc, materials are created thinking about students who live different lifestyles, experience different activities and have different goals for their future. While checking materials we do not have to consider only our students' information it is also necessary to evaluate the texts about their level of difficulty for our students, the connection with previous texts, complexity of exercises, diversity of tasks, interesting topics for young students, cultural places, etc in order to make them attractive and interesting for our students, otherwise the students will react negatively while they are learning, it becomes tedious and boring for them to be learning about topics that do not have any relation or are not connected with their reality. Teachers are also free to use "supplementary materials" that they consider will be useful during the teaching process. Obviously that each design of materials depends of the teachers' perspectives too, each person sees the contents to be taught in different ways and consequently will have a different criteria at the moment of designing or readapting them.

The correct choice to design the appropriate materials for our students will make them feel motivated to continue studying and will wake up their interests to learn more about the new language because they realize how easy and practical is to learn it. Moreover when Social Studies is a subject that requires cultural content and politico-cultural considerations which are related directly to the local context which will branch out into general international principles and examples adapted to general application to work across different countries, so that if the principles and the contents work they will become the vehicle to learn the new subject.

Social Studies as a science is based in original and proven facts, because it studies events in the past that can be proved if they were real, this information has been transmitted from generation to generation and up to this date we are interested in learning and clarify them without taking into account economical, social and religions beliefs. It is essential for students to know most of their background history in order to understand how were the situations in the past and how they are changing.

“Science is facts. just as houses are made of stones, so is science made of facts. but a pile of stones is not a house and a collection of facts is not necessarily science”

(Jules Henri Poincare - 2008)

Jules Henri Poincare accepts that Science is facts (real things) however not all the groups of facts constitute “science”, it is necessary to be sure about the facts because they have to be focused on information that is true or facts that can be verified. On the other hand the information to be studied has to be based on real things because it is going to be transmitted to different generations, cultures for people of different ages and sometimes it becomes controversial and at the moment to confirm something it has to be perfectly supported.

It is necessary to consider that the information about this science will be transmitted generation by generation and more than that its contents can be used in an interdisciplinary way, hence if the information is not well supported it will confound the other subjects that are involved with it in a direct or indirect way.

“Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world”.

(NCSS: National Curriculum Standard for Social Studies.-2010)

Accord with the National Curriculum Standards for Social Studies the definition of this subject is the coordination of different fields that integrate one complete subject. The active participation of the students, sharing information and experiences, basically will prove what is the teacher trying to explain. It becomes necessary that after the students study the subject

they will be prepared to analyze and make the relation between what they lived and experienced and what they are studying in the books about their real lives and environment which include external nature and internal behavior.

For NCSS another principal objective of the subject is to inform students about their previous reality, which are part of their roots as well as the geographical features of places where they live and those that are around them, in this way students must be prepared to share information between themselves and with strangers too.

Learning a new subject as Social Studies includes the application of different skills that the students have previously handled in the foreign language in order to learn the new contents of the subject. If they have a good level of the language it will facilitate the apprehension of the new knowledge in the new subject. One of the principal difficulties students have to focus while learning the subject is the memorization of unusual and sometimes weird names of places which become very hard to pronounce and remember, but they do not have another option than learning them even they analyse how unpractical they will be in the future.

Students must face different difficulties while they are learning a new language, barriers that they have to handle with and overcome to continue with the process. Moreover not only students have to face these difficulties because they are in the teachers' side too, specially for teaching ELL students in mainstream high school social studies classrooms poses a challenge to the social studies teachers who derive their content from history, political science, sociology, geography, and economics, each one of which contains its own specialized jargon and concepts. Cultural literacy poses a unique challenge for both teacher and student in the ELL social studies classroom. Teachers may or may not be familiar with the cultures students bring with them to the classroom, and students are often unfamiliar with both the content knowledge and the rituals of their newly adopted culture. Moreover, social studies curriculum is inherently culture specific. In the mainstream social studies courses, ELL students are expected to learn about the society, history, economy, and political system of the new country which differs to the views of their home culture and home educational

system as well as the environment where they were born, grew up and are living.

“I believe social studies should be part of the curriculum for the purpose of helping students understand human interactions that occurred in the past, are occurring now, and that are likely to occur in the future. The reason for these understandings is they may help students develop and nurture values that will make it more likely that they will be able to determine for any situation what the right thing is and do it, especially when doing the right thing is hard to do. It is about decency, respect, courage and honor. This is not a difficult idea to understand, but it can take a lifetime to appreciate.”

(Dr. Bob Kizlik - 2011)

For Dr. Kizlik, Social Studies is based in the comprehension and explanation that the teachers give to their students about the real environment where students are growing up. While teachers are working they must encourage their students to realize that the information and knowledge they have got, was learned naturally and spontaneously by each individual. Learners must understand the causes about different facts in the past, in order to be capable to analyze, compare, discuss and give their own points of view about them, because they are sure the decisions were taken properly and the benefits were for all the citizens.

If the students are really involved in all the disciplines of the subject they will be able to face and take appropriate and opportune decisions in front of any kind of situation in their future lives even if the decisions involve their personal values.

### **2.1 The Philosophy of Social Studies:**

The Philosophy of Social Studies is primarily concerned with the study of people, their activities and relationships, as they interact between themselves and with their physical and socio-cultural environment in an effort to meet their needs (to live and to make a living). It is essential the study of human group experiences.

Social Studies is considered as a multidisciplinary and interdisciplinary subject, because of its strength relation with the other disciplines. It is important for students to begin to understand, appreciate, and apply knowledge, processes, and attitudes from academic disciplines. But even such discipline-based learning draws simultaneously from several disciplines in clarifying specific concepts like:

- the discipline of *history*, to determine the concept's origin, study primary source documents that define and address the concept, and analyze the concept's development over time;
- the discipline of *geography*, to locate where the concept was first developed, map its movement from one continent or nation to another, and recognize the power of the diffusion of ideas as an example of global linkage;
- the discipline of political science, to determine the developing meaning of the concept as it is promoted or limited through existing political institutions, to study examples of actual practice related to the common good, and to acknowledge the need for citizen involvement in closing the distance between the ideal and reality;
- the discipline of *sociology*, to examine the role of individuals, groups, and institutions and their relationship and responsibility to the common good, and to develop an understanding of the complexities of those relationships resulting from the diversity of beliefs, values, and structures within and among them; and
- communication abilities from language arts/English and the *fine arts* to enable students to express their understanding of the concept in a personally meaningful way.

Social Studies is also considered as the subject in charge of the integration of socio-cultural aspects in the individuals, without considering any social, economic or religious beliefs. Its studies must be focused about specific features of each nation.

Applying new contents in Social Studies will be used as the main vehicle to contribute in the process of learning, where students will put in practice the language competences: to understand and express oneself written and oral English, to recognize and appreciate the importance of learning a new language, to put in practice oral and written

messages, to value their roots, to understand cultural differences, to relate information.

### **3.- RESEARCH PLAN / DESIGN / METHODOLOGY**

#### **3.1 Formulation of Hypotheses, Objectives or Research Questions:**

Teaching must be centered in the students but focusing in the different learning styles based on linguistic and paralinguistic techniques in order to get their best comprehension about content and context, working from a particular content to a general one, providing students` real examples and experiences which will let them to work independently.

**The General Objective** for this investigation is

To determine students` difficulties to learn contents of Social Studies, through the application of different surveys to analyze the importance of Motivation and the teaching accordance with students` real environment.

Some **Specific Objectives** for eighth grade are to recognize the most important facts and details in History, which will support the students for:

- 1) To diagnose the use of materials to teach Social Studies to establish their weaknesses,
- 2) To verify the application of real information to motivate students to learn more;
- 3) To classify actual contents vs the real information about students` environment to encourage students to learn;
- 4) To adapt students` real facts to be taught in English to improve their learning.

One of the most important aspects while we are teaching is to do it in an appropriate and comfortable classroom where the students will develop their skills enjoying a friendly atmosphere, where the teacher feels free and make the comprehension of the different contents easy using mimes and pantomimes, visual aids, bilingual materials, rephrasing,

playing games, etc

Methodology includes the principles, techniques, procedures and tools to be used as a guide during the teaching of a subject. All of them follow an order in a logical sense and have to be followed in the same way during their application. If the methods are followed accurately the whole process will work well, because they facilitate the learning process including the interaction and participation of the students in a collaborative and constructivist classroom through real facts and examples which encourage them to work in an Autonomy way.

It is necessary to reflect that the best texts to facilitate students comprehension are those that include illustrations because they give the learners the opportunity to discover, make relation with the information and identify in their mother tongue what they can see in order to follow a sequence of information which will enable the communication in the new language even using their own words. The tasks to be applied are also designed considering the learning objectives as well as the learners` preferences and styles.

In order to avoid the strict repetition of the contents previously learned by the students in their mother tongue, it becomes imperative to plan the principal objectives of the teaching and then design the best way or how to engage the students to learn contents. On the other hand the design of the materials have to be connected with the tasks, sometimes it would be necessary to make some predictions about the students´ reactions and questions of specific topics they are learning and if necessary a previous practice would help the teacher to create an environment of harmony and confidence with the students.

If the students can make a connection between what they have experienced, places they have visited, anecdotes they have lived it would be comfortable, practical, easy, rewarding for the students at the moment of learning the contents of Social Studies because all the places, history, sites, dates will be taken from the real life and all the geographical features, culture, customs, beliefs of Ecuador people.

### **3.2 Identification and Description of Variables:**

In this Investigation two Variables were identified as the Dependent and the Independent Variable.

**The Dependent Variable is:** THE LEARNING OF SOCIAL STUDIES CONTENTS

**The Independent Variable are:**

- 1) THE INFLUENCE OF A REAL ENVIRONMENT/ CONTEXT AND
- 2) MOTIVATION .

For the process of teaching Social Studies there are some aspirations that must be focused for an effective result:

- 1) The student feels a flexible and open environment, with emphasis in the acquisition and development of the four principal skills, in order to achieve an interdisciplinary approach, It is also necessary to take into account the evolution of the students as well as their pedagogic experiences and contents that are oriented to the integral comprehension, not only in relation to the physical environment even including the societies where students live, considering their families, scholar community and neighborhood because these special structures will have a connection with the country.
- 2) Demonstration of efficiency, efficacy, contextualization, respect and capacity to transfer and apply scientific knowledge in the solution of problems through a critical thinking understanding aspects, concepts and dimensions of a social, cultural and natural world.

### **3.3 Educational treatment / intervention programme:**

The school where the investigation is applied is a bilingual, catholic, private high school called "Unidad Educativa Maria Auxiliadora" which is located in Guayaquil-Ecuador, Km 20 in the Coast Road, as it is a private institution its curriculum is based on different Prospective that include Social, Cultural, Communicative, Cultural and Evangelization. To reinforce our students' knowledge in English we teach the subject Social Studies, during two

hours per week, for students of eighth grade, who have an Elementary level and the book to teach is "The World and its People" by: Silver Burdett Ginn, which is divided for eighth , ninth and tenth grades, but most of its information is based on international cultures and international geographical features.

The Social Studies subject is situated inside the English area and different terminologies, phrases, idioms, grammar tenses and their frequent application, as well as the appropriate pronunciation, written structures and reading comprehension will be taught during the process of teaching the language.

The competences for the English area are:

- \* The development of communicative skills to allow the students to receive and give information through real situations.
- \* Increase the students` skills to handle the linguistic communication system of English (Semantics, Syntax, Phonology and, Morphology).
- \* Create communicative skills, critical thoughts and, independent learning so that the students could use them as an effective tool for their personal benefit and for the society as well.

One of the principal goals is to enrich the oral and written communication of a second language, as well as to reinforce and innovate the teaching-learning process to develop the communicative competence in the students through the linguistic competence using the different skills to listen, read, speak and write involving the application of values that will let them to recognize and value the human diversity, linguistic and cultural background of a second language.

The Ecuadorian curriculum for students of eighth grade includes the actual reality of Ecuador, the development of the socio-economic and political aspects, which are the continuity of the national geography previously studied, as well as the history of the country learned in the previous school years. It includes the economic life, the natural resources, agriculture, cattle, fishing, industries, commerce, financial services, the State and its economy, a general vision of the Ecuadorian society, the family, the organization of the society, religious groups

Basically the Ecuadorian students of eighth grade will recognize and reinforce their Ecuadorian identity as the principal axe of the whole curriculum without considering the vinculum between Latin America and the entire world. To accomplish them the curriculum is based in four fundamental aspects: skills, objectives, contents and methodological recommendations, consequently the students must develop the following abilities during the studies of the Ecuadorian and Latin America History:

- \* Apply the categories of historical time, continuity, change, sequence in their own, personal, familiar, interscholastic and community;

- \* Make comparison between “before” and “now”

- \* Value the importance of the history to understand the present situations;

- \* Understand the historic time through the identification of continuities and changes;

- \* Imagine situations of the ancestor characters;

- \* Judge the actions of the ancestor characters considering their historical contexts;

- \* Interpret symbols and representations of the past;

- \* Communicate, ask, talk about historical problems previously studied;

### **3.4 DESCRIPTION OF THE CREATIVE PROCESS.**

This section includes the description of the different activities that will be applied, how they are going to be applied, following a sequence, make relation with different skills and describing the kind of exercises to be applied in order establish a motivated and productive process:

- \* To make a relation and integration with the previous information that was discovered and learned before in their native language; through a video about the discovery of America. To show a video would a good motivation considering that listening to talk and explain about something that happened many years ago can become very tedious and boring for students.

- \* To identify and define the different topics to be taught in English which have a strength relation with the real students' environment. The most important is that our students recognize the places or situations they have already seen, study or lived.

- \* To motivate students and maintaining this motivation throughout their English learning. It

is rewarding for students when they realize they are learning more without the necessity to push them to do it.

- \* To recognize and reproduce grammar rules in English. Give the students the opportunity to identify by themselves the application of some grammar structures that unconsciously they are using.

- \* To establish some relation among meaning, representation of words and sentences. The most important is that as students enjoy the excitement of each discovery without any help from the teachers.

- \* To identify some words which have a clear similitude with their mother tongue. It becomes easier for students when they can understand some words because of the similarity with their mother tongue.

- \* To use non-linguistic expressive devices ( gestures, body, sounds, drawings... )

with the aim of trying to understand and be understood to avoid the mother language. It is a kind of activity that students enjoy doing and watching.

- \* To produce English messages using lexical and grammatical principles previously acquired. This is the most interesting part of the process when the students are able to work alone because they can coordinate the different ideas, messages they want to express which becomes into a challenge.

- \* To read in a comprehensive way the texts. The goal is not to read only, the most important is to understand what they are reading in order they can analyze the information, answer questions, give opinions, etc.

- \* To use the previous knowledge and experience that they have with other languages to develop the strategies of autonomous learning process. It become into a challenge when they can work by themselves.

- \* To recognize and compare some socio-cultural elements contained in the text

for mutual enrichment. This is focused in the development of critical thinking in our students, we must trust that they have opinions and their opinions are really worthy.

- \*To take part in a communicative dialogue with the teacher and the other students

about socio-cultural questions. To open debates where they have the opportunity to

express their ideas, discuss and fight for their positions.

\*To develop almost all the activities and tasks previously designed, which will let to demonstrate how useful was the change and application of the new design of materials to teach English through Social Studies, how interesting it was for students considering that they are reinforcing, relating and sharing their own information.

\* To show how useful this information will be for students who will be ready to transmit it to foreigner people who visit our country and they do not speak Spanish or when they travel to another country they will be prepared to pass on the information.

\*To integrate the application of technology through the teaching of another language, considering that students can learn creating their own videos, investigations, speeches, ,interviews, etc. Students will be involved in working tasks through the computers and on the internet because they enjoy being part of the technology.

\*Motivate students to organize debates, round tables, dramatizations, apply cases of study to be analytic and critical in their points of view. This kind of activities make them critical and analytic to express their thoughts and the most important they will not be embarrassed to make a mistake in English or to feel shy to talk in English in front of the others.

\*To reveal our students confidence when they have to apply the language, which will be a personal and interpersonal happiness to share because they can demonstrate themselves how well they can express their ideas in another language. This is the most difficult barrier for students because they are thinking two, three or more times before talking in English due to the embarrassment situation they can live if they say or write something wrong, they are scared of the people who are looking or listening to them so most of the time they decide not to participate.

### **3.5 MATERIAL PRESENTATION:**

Considering that the actual material to teach Social Studies is not practical for the Ecuadorian students because it is adapted accordance with each teacher´s criteria, choosing

the themes and subthemes they consider useful, it is recommendable to design it classifying the topics to be taught with a practical and useful criteria thinking in the best way to facilitate our students learning and future application. These topics will be organize as follows:

#### CONTENTS: UNIT 1

- THE DISCOVERY OF AMERICA
  - \*Principal reasons for the trips;
  - \*Trips to America;
  - \*Passengers for the trip;
  - \*The presence of Spanish people in America;
  - \*Arrival of the Spanish people to Ecuador;
  - \*Ecuadorian Indigenous and their reactions;
  - \*Consequences of the Spanish arrival for the Ecuadorian Indigenous;
  - \* Advantages and disadvantages of the Spanish presence;
  - \* Spanish contribution for the Ecuadorian Indigenous;
  - \* Spanish vs indigenous traditions and beliefs;
  - \* New Religion;

#### Functional contents:

- To get information from the text.
- Reading in a comprehensive way.
- Writing English messages properly.
- Speaking English fluently.
- To practice good manners in oral and written communication.

#### Grammatical contents:

- Narrative tenses: Simple Past, Past Continuous, Present Perfect .
- Time expressions
- Vocabulary

#### Lexical contents:

- \*Difference between simple past and past continuous
- \* Distinction between Simple past, Present Perfect

- \* Using words to connect grammar tenses
- \* Apply time expressions for past tenses

Reading contents:

- \*Biography of Christopher Columbus
- \* Explain the information through expositions
- \*Finding key words
- \*Listening to stories:
- \*Interview to a visitor
- \*Questions completion

Use of English:

- Practical workshops: to apply grammar tenses;
- \*Group work: to use the new vocabulary;
- \*Dramatizations: To reinforce information previously learned;
- Self-evaluation: to demonstrate their understanding

# THE DISCOVERY OF AMERICA

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# THE DISCOVERY

WARM UP: Watch a Video

<http://video.nationalgeographic.com/video/kids/history-kids/christopher-columbus-kids/>



## CHRISTOPHER COLUMBUS

He was an Italian sailor, who was born in Valladolid in 1432., his father was Dominico Columbo. He was a humble and hard-working man, whose dream was to prove that the earth is round, that's why in 1492 he proposed to the Queen Elizabeth to participate in the investigation so he promised to bring **riches and nobility** for the navigator if his theories were right.

## PRINCIPAL REASONS FOR THE TRIP

Christopher Columbus made a total of three voyages from Spain to what he called the New World, between 1492 and 1504. Even that most of people pointed him as "crazy", this motivated him to continue and it becomes into the main reason for the trip in order to prove himself and to the rest of the humanity his theory about the roundness of the earth. As nobody trusted on him, only the Queen decided to support his theory, giving him the economical and material facilities to continue with his dream.

# TRIPS TO AMERICA

- LISTEN TO THE TEACHER'S EXPLANATION AND WRITE A PARAGRAPH OF WHAT YOU UNDERSTOOD.

1. SPEAKING:  
DISCUSS PRINCIPAL IDEAS ABOUT THE FILM
2. READING AND COMPREHENSION:  
ANSWER THE FOLLOWING QUESTIONS:

- a.- Was Christopher Columbus American?
- b.- Who helped him to travel?
- c.' What did he want to prove?
- d.- How was his personality?

3. MAKE QUESTIONS for the underlined red words in the reading:
  - a.-
  - b.-
  - c.-
  - d.-

4. READ THE REASONS FOR THE TRIP AND MAKE A SUMMARY OF 3 LINES,

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5. CREATE AN ORGANIZER OF IDEAS ABOUT THE READING.

6. TRIPS TO AMERICA:  
COMPLETE THE DETAILS:  
a.- The first trip was in .....  
b.- ..... shouted "Tierra, Tierra"?  
c.- .....people travelled with Christopher Columbus:  
d.- .....boats travelled to the new continent.

## PASSENGERS FOR THE TRIP



### SPANISH PEOPLE IN AMERICA AND ECUADOR

After Rodrigo de Triana shouted "tierra, tierra...." The Spanish crew arrived to the new world called "America of Indians", all of them were safe and in good health conditions which help them to continue with the adventure in the new land.

The Spanish people arrived to the Esmeraldas province and they met the Ecuadorian Indian people who have really different and strange customs and lifestyles that were considered as strange and unbelievable.



THE INDIANS CUSTOMS AND TRADITIONS,  
• COMPARE WHAT DID THE INDIANS DO.

## THE VOYAGES

**FIRST VOYAGE.-** The first voyage set sail from Palos, Spain, on August 3rd, 1492, with Christopher Columbus in the Santa María; accompanied by the Niña and the Pinta, and less than one hundred men.

After more than a month at sea, the crew could have been forgiven for thinking that their commander had lost his way and perhaps his marbles too. Columbus altered course to the south-west and the men soon saw signs that they were approaching land

**THE SECOND VOYAGE:** Columbus' fleet on the second voyage was made up of 17 ships and one and a half thousand men. They left Spain in September 1493 and made landings on the islands of [Dominica](#), [Guadeloupe](#), and [Antigua](#).

Columbus went on to explore the coast of [Cuba](#) again, and was adamant that they had found a part of the Asian mainland. [Jamaica](#) was also added to the new map.

**THE THIRD VOYAGE:** Columbus led his three ships - the *Nina*, the *Pinta* and the *Santa Maria* - out of the Spanish port of Palos on August 3, 1492. His objective was to sail west until he reached Asia (the Indies) where the richness of gold, pearls and species awaited. His first stop was the Canary Islands where the lack of wind left his expedition becalmed until September 6. When he arrived on Hidsnoiola un 1508. Las Casas says "there were 60.000 people living on this island, including the Indians, so that ffrom 1494 to 1508 over three million people had perished from war slavery, and the mines.

Who in the future generations will believe it ?

7- CREATE A POSTER TO EXPLAIN

**8. GROUP WORK**

- **DRAW COLUMBUS' ROUTE TO TRAVEL AND SUMMARIZE THE TRIPS TO EXPLAIN TO YOUR PARTNERS.**

**CONSEQUENCES OF THE SPANISH ARRIVAL FOR THE INDIANS**

- a. **LISTENING (1): LISTEN TO THE TEACHER'S STORY**
- b. **GROUP WORK:; ANALYZE POSITIVE AND NEGATIVE CHANGES**
- c. **EXPLAIN YOUR VERSION TO THE CLASS**

**SPANISH CONTRIBUTION FOR THE ECUADORIAN INDIANS**



agriculture



cattle



- d. **WORK IN PAIRS: LOOK AT THE PICTURES AND DESCRIBE IT TO YOUR PARTNER AND YOUR PARTNER TO YOU.**

- e. **WRITE A SENTENCE OF 2 LINES ABOUT EACH PICTURE, USING SIMPL**

**SPANISH VS INDIGENOUS TRADITIONS AND BELIEFS**

f.

**THE PAST TENSE**

**LISTENING (2)**

**LISTEN TO THE SECOND PART AND**

- g. **MAKE A LIST OF SPANISH TRADITIONS AND BELIEFS ACCORDANCE WITH THE LISTENING,**
- h. **INTERCHANGE IDEAS ABOUT ECUADORIAN TRADITIONS AND BELIEFS.**
- i. **USE COMPARATIVES TO MAKE (5) SENTENCES ABOUT THEIR SIMILARITIES AND DIFFERENCES.**

b.-

# NEW RELIGION

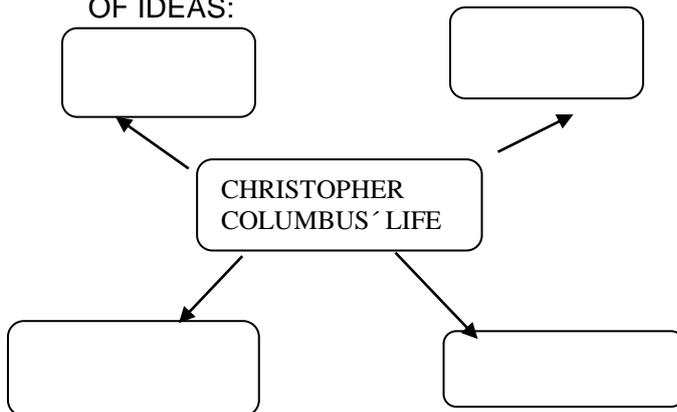
- j. INVESTIGATE INDIGENOUS RELIGION, GODS AND BELIEFS
- k. INVESTIGATE SPANISH RELIGION
- l. MAKE A PAPERBOARD EXPLAINING EACH RELIGION AND THEIR CONTRIBUTION



## EVALUATION SECTION

THIS IS WHAT I KNOW:

1.- COMPLETE THE ORGANIZER OF IDEAS:



2.- WRITE (T) FOR TRUE AND (F) FOR FALSE:

- a.- Christopher Columbus needed two boats for his last trip.....
- b.- Rodrigo de Triana yell "tierra, tierra" .....
- c.- The King of Spanish helped him with his theory. ....
- d.- The passengers for the trip were rich people. ....
- e.- Christopher Columbus discovered a new country. ....

3.- VOYAGES: READ THE PARAGRAPH AND REWRITE

## SENTENCES IN PAST TENSE.

- a.-
- b.-
- c.-
- d.-

## 4.- ARRIVAL OF CHRISTOPHER COLUMBUS:

WRITE (2) ADVANTAGES

- a. ....
- b. ....

(2) DISADVANTAGES:

- a.-
- .....
- b.-
- .....

## 5.- ANSWER THE QUESTIONS:

- a.- When did Christopher Columbus leave Spain in the first voyage?
- b.- How long did the first trip take?
- c.- How many boats did he use for the second trip?
- d.- What did Christopher Columbus find when he arrived to the new continent?
- e.- Why did they need more time to arrive to La Española in the last trip?

## 6.- COMPLETE THE CHART:

	TRADITIONS	BELIEFS	RELIGION
SPANISH			
INDIANS			

## 7th.- WRITE 2 SENTENCES USING COMPARATIVES ABOUT SPANISH AND INDIAN LIFESTYLES:

- a.- Agriculture:

#### 4. PROCEDURES FOR DATA COLLECTION:

The investigation was carried on for the directors, using a Questionnaire:

	QUESTIONS	Begin ners	Low Intermedi ate	Interm ediate	Upper Interme diate	TOTAL
1	What is the level of English of your students?	1	2	1	0	4
2	Are the materials well adapted by the teachers to teach?	Yes 1	More or Less 1	In Part 2	No 0	4
3	Is the quantity of students for each classroom suitable to give a personalised teaching?	Yes 0	More of Less 1	In Part 2	No 1	4
4	Do the teachers use extra resources to teach?	Yes 1	Somet imes 1	Rarely 1	No 1	4
5	Do the teachers relate students' real environment with the contents of the books?	Yes 1	Sometimes 2	Rarely 0	No 1	4
6	Do all the students receive English subjects in all the school years?	Yes 1	Some of them 2	Few of them 1	No 0	4
7	Are the contents of the textbook related with your students reality?	Yes 2	Some of them 2	Few of them 0	No 0	4
8	Do the teachers have Social Studies knowledge	Yes 1	Some of them 0	Few of them 0	No 3	4
9	Does the institution give periodical training to the teachers?	Yes 1	Sometimes 2	Rarely 1	No 0	4
10	Does the institution give authorization to participate in interscholastic competitions?	Yes 1	Sometimes 0	Rarely 2	No 1	4

For the Teachers, an Observation was carried out following this rubric:

	<b>QUESTIONS</b>	<b>Yes</b>	<b>In Part</b>	<b>No</b>	<b>TOTAL</b>
1	1.- Has the teacher planned the class?	1	3	2	6
2	Does the teacher follow the sequence of a class?	1	2	3	6
3	Are the students motivated to participate in the class?	0	4	2	6
4	Does the teacher give the whole class in English?	1	2	3	6
5	Does the teacher apply extra resources?	0	3	3	6
6	Does the teacher encourage students' interaction?	2	2	2	6
7	Does the teacher relate students' environment with the textbook contents?	1	2	3	6
8	Does the teacher make students share their experiences?	0	3	3	6
9	Do the students have to investigate about their own country?	1	3	2	6
10	If students relate their country with the book contents they will be motivated?	2	2	2	6

And for the Students a Test for Data collection was applied :

	QUESTIONS	Yes	In Part	No	TOTAL
1	Does the textbook have interesting contents?	1	2	2	14
2	Does the teacher give the whole class in English?	4	2	3	14
3	Are the textbook contents related with your own environment?	4	2	4	14
4	Do you consider the contents of the textbook applicable for your real life?	1	1	4	14
5	Does the book offer additional resources?	2	4	3	14
6	Do you feel motivated at working with the book?	2	2	6	14
7	Does the teacher encourage you to share your personal experiences?	6	2	3	14
8	Do you have the opportunity to compare the books' contents and the real life?	2	3	2	15
9	Would you feel more motivated If you work with topics about Ecuador?	4	4	5	14
10	Will you have more participation If you can explain your own anecdotes?	2	4	5	14

**4.1 POPULATION/SUBJECTS:** People who are part of this investigation are the Authorities of a Catholic Institution so they are nuns, who have the decision to analyse and choose the best option to change, to adapt new strategies to improve the teaching of English. The authorities are three, the Principal, the Vice Principal and the

Pedagogic Advisor.

In the Population are included the English Teachers, two men and two women with an Upper Intermediate level of English and around ten years of experience who are in contact with the students and have the opportunity to detect any difficulty during the process, they also can experience the advantages and disadvantages at the moment of applying any changes in the process. Teacher can perceive students' development and behaviour in front of the new changes. The teachers who teach English are five for the high school.

The most important part of the Population are the Students, all of them are girls with a low intermediate level and this good be a good opportunity to express their own points of view, criteria and explain the difficulties they have to face as well as their suggestions at the moment of learning the subject in English. The students who participate are thirty eight.

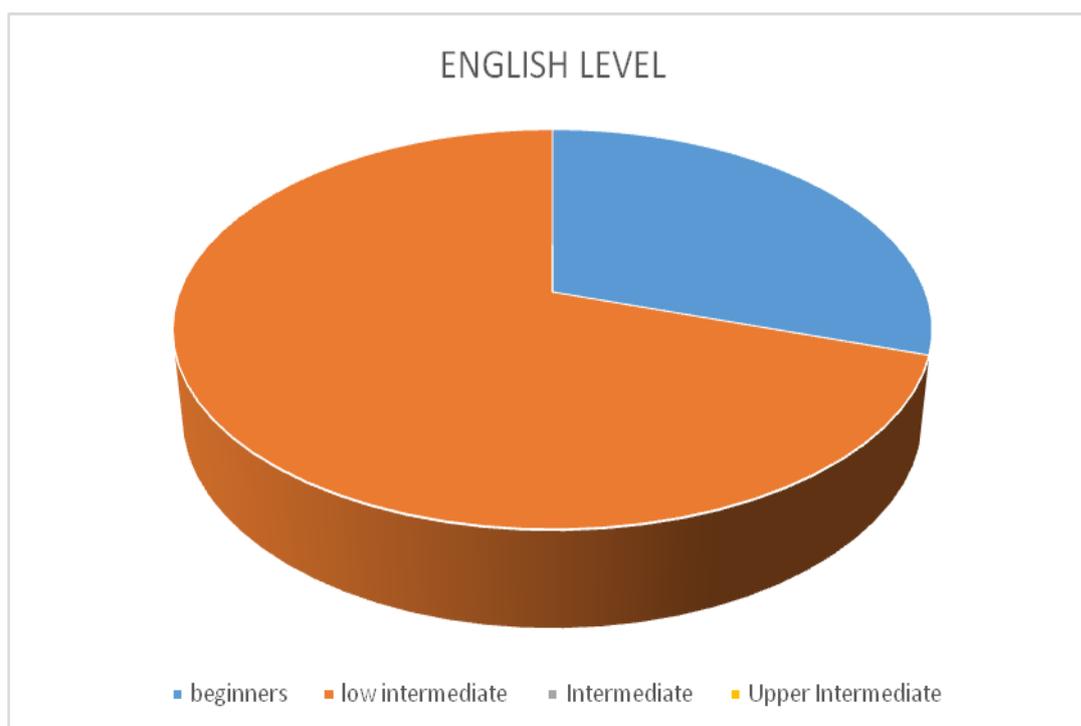
## 4.2 DATA ANALYSIS:

After all the questionnaires, observation and tests were applied the information is analysed and processed given the following results:

For the Authorities:

1.- What level of English do you think your students have?

...30...Beginners ...70..Low Intermediate .....Intermediate.....Upper Intermediate



In this question the results show that most of the students have a Low Intermediate Level which enable them to study an English subject, however 30% of students have got a level as Beginners. It means that not all the students can work contents in English but they are capable to express their experiences, opinions, give their comments about their environment,

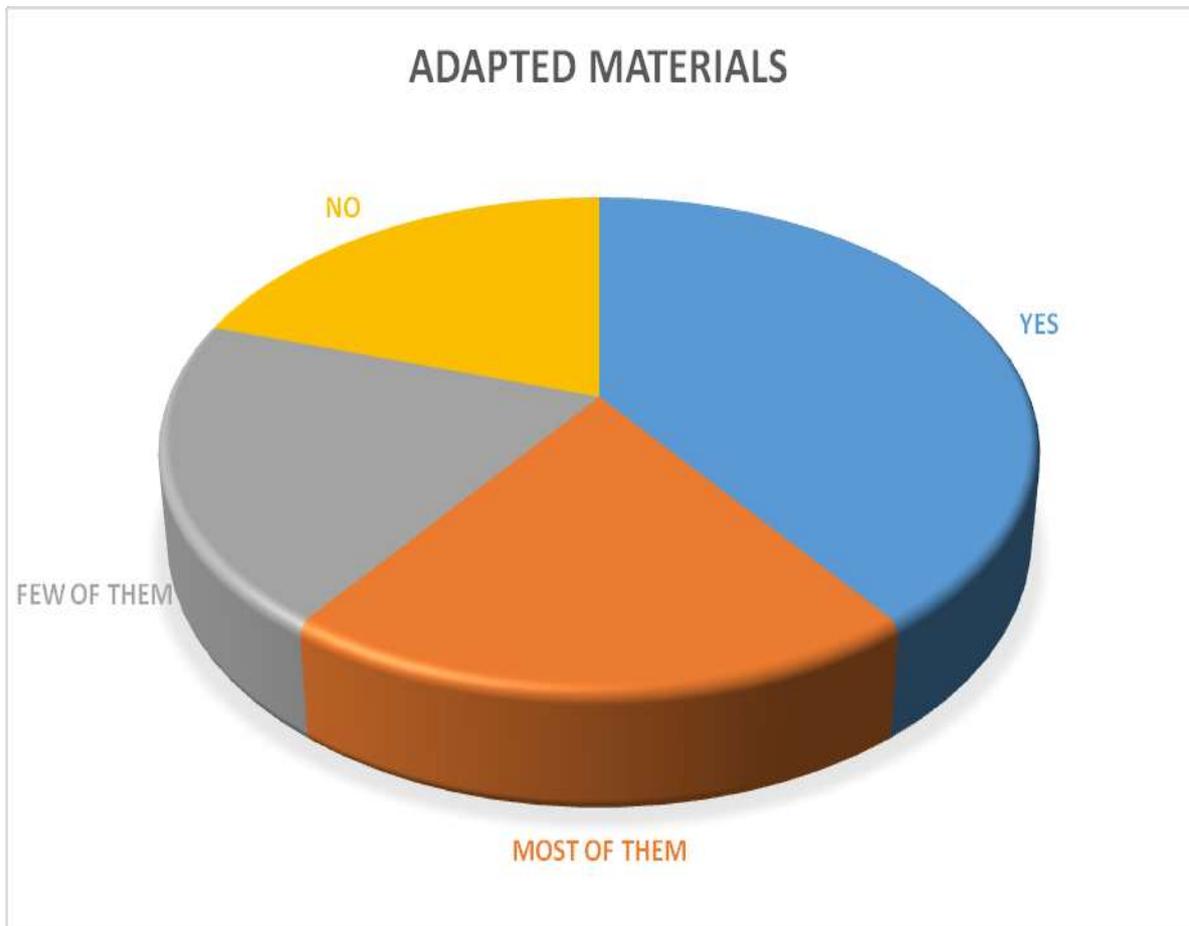
2.- Are the materials well adapted by the teachers to teach?

...40,,,Yes

20.....Most of Them

...20..Few of them

20....No



After analysing the information about this question the results show that 40 percent of the Teachers adapt all the materials before teaching, 20% of the teachers adapt most of the materials, 20% adapt few materials and 20% of the teachers do not adapt the materials accordance with students´ real life before teaching in order that the materials would motivate students to learn more.

**For the Teachers:**

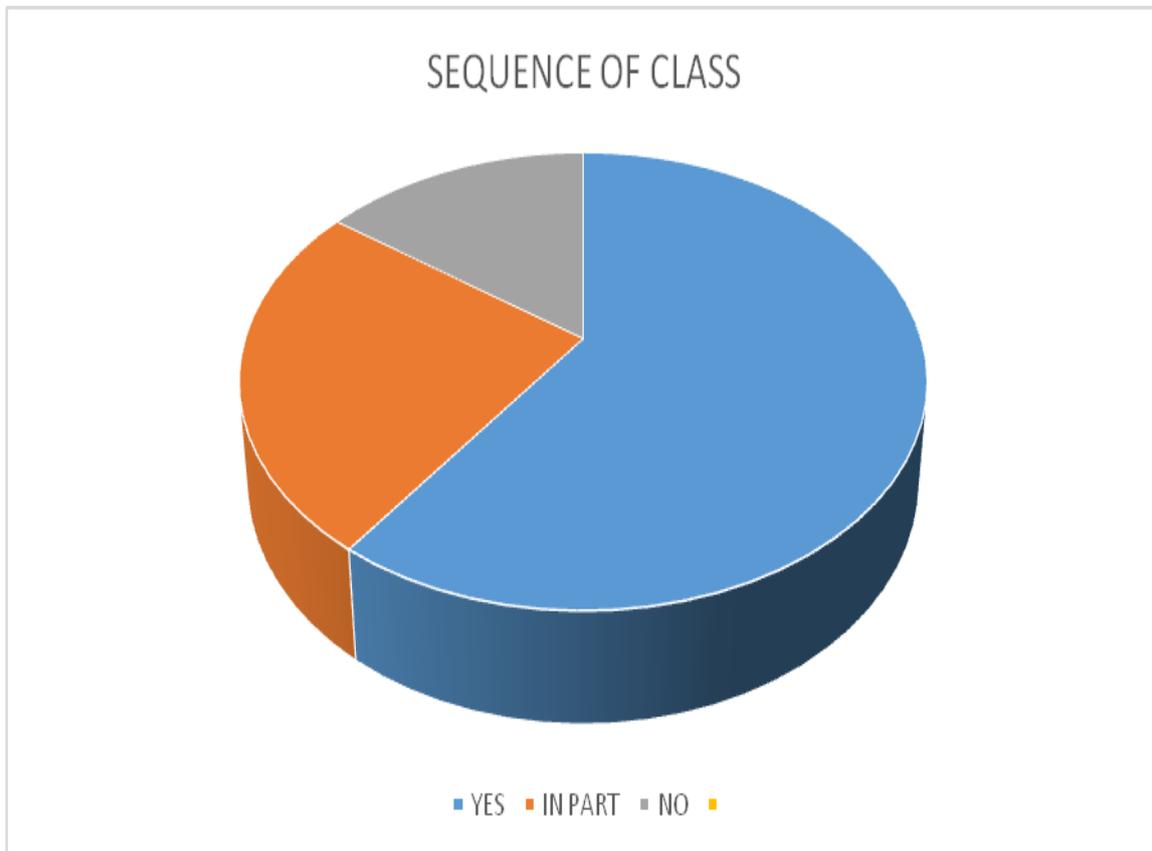
After observing teachers' classes, the results were analysed and summarised as follows:

1.-Does the teacher follow the sequence of the class?

60..... YES

25....IN PART

15....NO



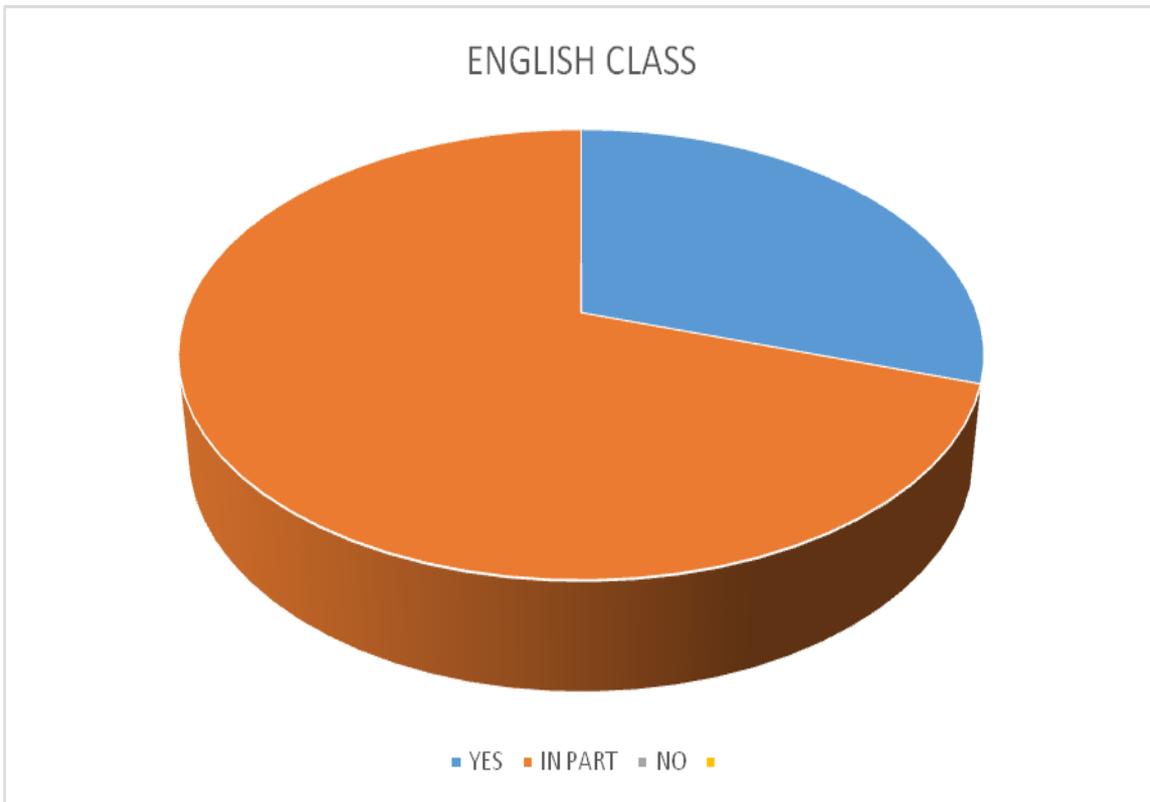
After analysing the information, 60% of the observed teachers follow the sequence of a class, 25% of the teacher apply the sequence in part and 15% do not follow the sequence of the class which is disadvantage for the teaching process.

2.- Does the teacher give the whole class in English?

..... YES

.....75.....IN PART

.....25.....NO



The results of the information show that 75% of the teachers give the class in English and the 25% give the class in Spanish, which is against to improve students' level of English, the most the students listen and practice the most they would practice and learn.

**For the Students:**

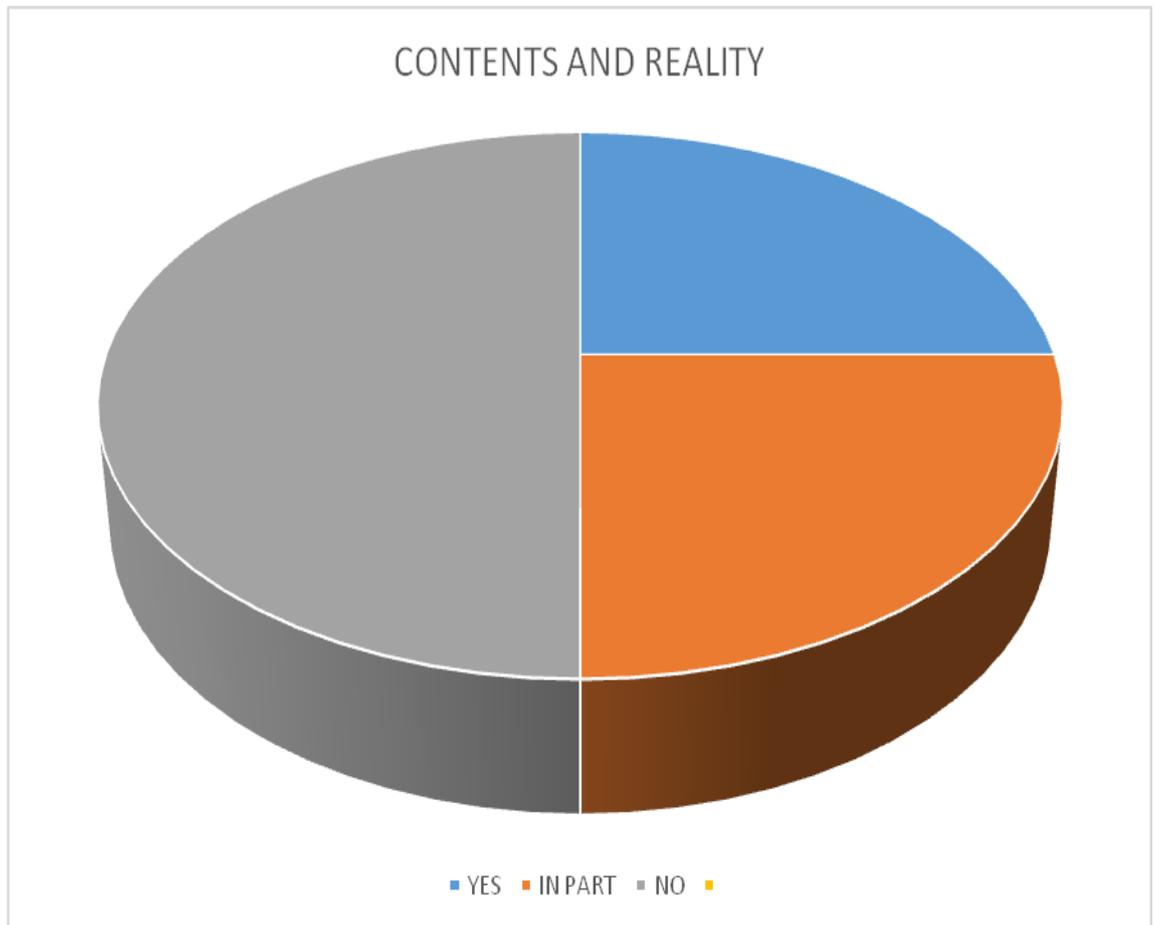
The results about Students' information is analysed as follows:

1.- Are the textbook contents related with your own environment?

.....50..Yes

.....25...In part

.....25.....No



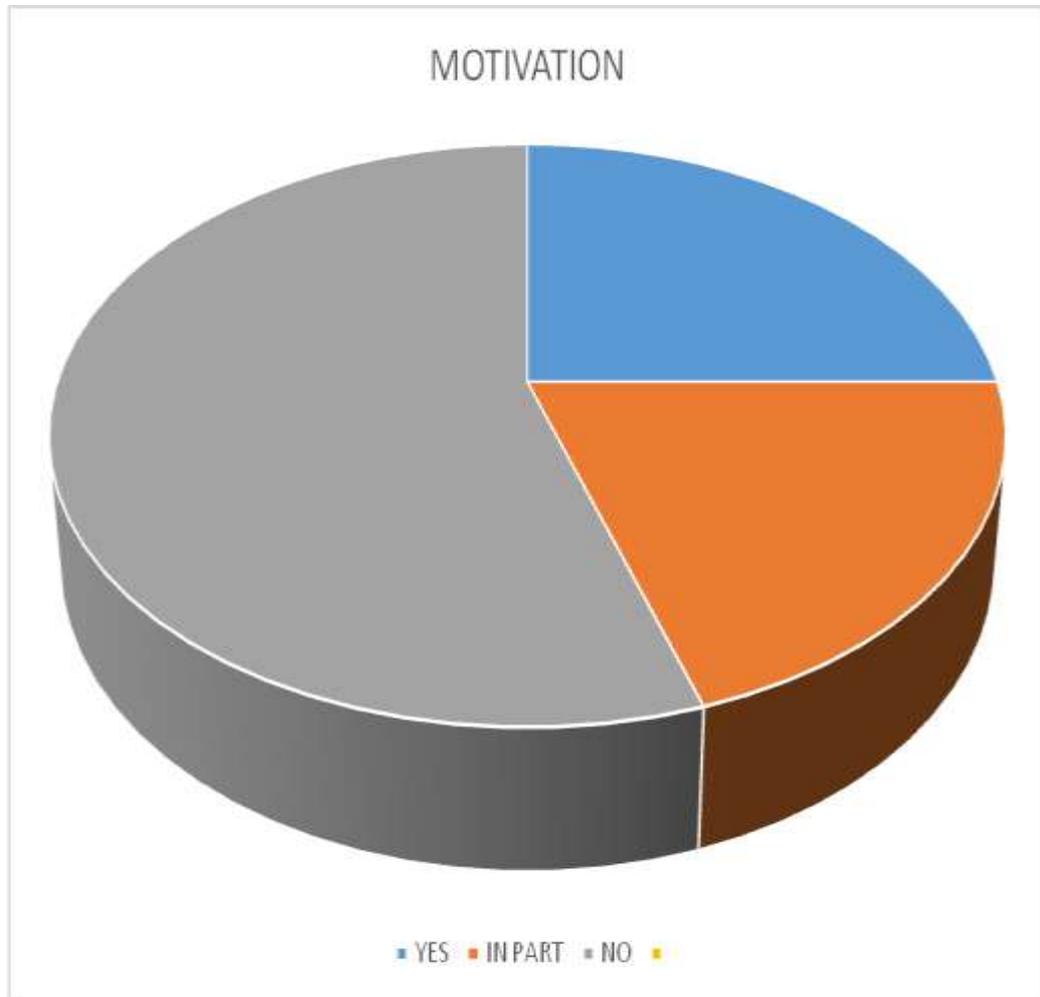
After analysing the results of the survey 50% of the Students disagree that the contents of the book are related with students' reality, 25% of students agree that part of the information is related with their reality and 25% of the students agree that the information have a relation with the reality.

2.- Do you feel motivated at working with the book?

.....Yes

.....In part

.....No



The results about the survey to the students show that 60% of the students are not motivated at working with the book, 25% are motivated in part with the book and 25% are motivated with the book, which is a big disadvantage in the learning of students.

### **4.3 DISCUSSION:**

Learning a foreign language is not easy for some students, but learning a subject in another language becomes harder because of the new terminology and contents students have to handle with

which sometimes is memorized only to pass an evaluation or to pass a course but the reality is that those students will not remember the information anymore.

After the application of the different questionnaires and observations all the results were focused in the use of materials and how difficult is for students to learn accordance with a different reality because of the new vocabulary and specific words they must learn when they work with foreigner materials which are totally different from the real environment where students live, grow up and get experiences that they can explain very well.

For the Authorities would be a good opportunity to apply new strategies in order to demonstrate the good quality that the institution can give to all the students.

Teacher consider that the application of contents related with their reality will reinforce information that was acquired previously by the students and this will facilitate them the comprehension. Teacher will have the opportunity to compare, share and analyze information which will make them confident to continue learning.

The majority of students agree that the subject becomes difficult and tedious to study and it is only an obligation they must accomplish and they do not do it with the complete desire to learn more or to study because they will apply what they learned in their future lives.

### **5.- CONCLUSIONS:**

The principal objective of this investigation is "To determine students' difficulties to learn contents of Social Studies and the importance of Motivation teaching accordance with students' real environment."

Through surveys to the authorities, teachers and students this investigation have found out the different situations that do not let students to develop completely the process of learning the contents of Social Studies, difficulties that will be detected,

classified and analyzed to demonstrate their negative influence during the apprehension of new contents. The most important is Motivation which affects directly to the students because they have to learn about unknown places and facts which are not going to be applied in the future. The motivation for students would be learn in English about their own country, information that they can handle very well and make a relation between the contents and the surrounding places

Among the Specific Objectives are:

To diagnose the use of materials to teach Social Studies to establish their weaknesses,

It is really important to verify the textbook, activity book and extra resources that are being applied to teach the subject because they are accordance with a new and strange reality which will not motivate students to continue learning and the teacher will not get enough material to use during the class, but if the contents are accordance with the students' environment they will be anxious to learn more and the teacher will have more opportunities to adapt real facts and situations to the contents.

Another Specific Objective is "to verify the application of real information to motivate students to learn more" The use of real facts containing authentic information will stimulate students who will be engaged in the process of learning Social Studies because of the relation they can make with the contents of the subject.

One important Specific Objective is "To classify actual contents vs the real information about students' environment to encourage students to learn"; It is necessary to organize the contents students are learning now and the contents that are proposed which will be in relation to students' real life. This classification will categorize the contents in order of importance to consider in first place those that are in relation to the students' environment,

Other Specific Object is "To adapt students' real facts to be taught in English to improve their learning" If the information about the students' environment is adapted in English it will be easier for them to relate their experiences, personal events, lifestyles to be shared with the teacher and partners which at the same time will let them to practice their previous knowledge in English, consequently the most they practice the most they apply their English.

After the surveys to the Directives of the Institution their principal interest is to improve the quality and level of students, consequently they are open to apply and prove new strategies that can modify the actual procedures to teach the subject. For the Directives the most important are the students and they are conscious that the students must be competitive to be successful in their future lives.

For the teachers would be easier and comfortable to teach accordance with the reality because they consider that this information was previously studied in their native language so they only need to remember facts, geographical features, customs, culture, traditions and adapt the information in English, which at the same time will reinforce what they have already learned and at the same time would be a would opportunity for students to demonstrate how much English they know at the moment of explaining the different situations.

For the students would be practical to use information they have already studied in their own native language because they are contents that they are in contact with through their experiences, visits or because they live in the different sites, they only need to do it in English.

The results show that students would be motivated to study their own reality in another language, considering they will have more data to share, to learn, to discuss, to give opinions and that becomes challenging for them and the most important they are producing in English.

Teaching Social Studies accordance with students´ reality will give them a lot of interesting advantages:

**For the Authorities:**

- a.- Students will improve their English level;
- b.- More prestigious for the high school;
- c.- The application of new resources will motivate students to learn more;
- d.- The institution will get more practical resources;
- e.- The authorities will confirm how useful is for students to study with their own environment.

**For the teachers there would be some advantages too:**

- a.- Teachers can find more extra exercises to work with the students;
- b.- Most of the information could be related with students´ environment;
- c.- Teachers can send more investigations and more experiments;
- d.- More practical exercises can be applied; expositions, debates, group works, etc
- e.- Teachers can explain with real information

**For the Students:**

- a.- Students will feel confident to demonstrate what they know about their own country;
- b.- Students will feel motivated to apply information they have already studied;
- c.- It would be rewarding for students to demonstrate themselves they can work the same information they have already studied in Spanish and in English;
- d.- They would have the opportunity to match the real life with the contents of the book;
- e.- The Vocabulary will not be hard because there are specific names and places which are familiar for students;
- f.- Students will have the opportunity to visit the places and investigate more.
- g.- Students could use the information English to share with foreigner people;
- h.- Students will practice more their English;
- i.- It would be satisfactory for the teachers and authorities of the high school to see the progress of the students;
- j.- The information the students learn is not only in the books because it will become part of their daily life.

**5.1 PEDAGOGICAL IMPLICATIONS:.**

The pedagogic method will be adapted to the characteristics of the students to develop their capacity to learn by themselves and work as a team promoting creativity and dynamism with the integration of resources based on information technology. Some principles are based on:

- Language is above all the communication systems, language is first and its integration could be acquired in a natural way without considering any kind of systems,
- How to communicate properly, first orally, then by writing. The first step of communication starts orally because of the natural repetition we are learning in a simultaneous way,
- Aim for pupils´ development, integrating their experiences and learning. For a

better development of the learning process it is useful the connection between the students' experiences and the learning contents,

- Adapt different strategies. For the teaching process it is necessary to use or change the strategies to be applied, only one strategy for the same students would become monotonous and students will be bored.
- Recreational activities constitute an especially suitable resource, teachers must be worried to use activities accordance with the students' age, level of English, culture, etc. Activities have to be chosen thinking in our students not accordance with the teachers' necessities or the books' tasks,
- Contents should be organize with a global focus, all the contents to be taught have to be arranged considering all the different aspects that will be needed or applied in a near future for the students,
- The teaching process has to be based on pupils' constructive activity. It is necessary to consider activities that will develop our students' creativity, criteria which help them to reinforce their personality, previous knowledge and will make them practice in the new language.

To get better results in the teaching process the types of activities to be applied must be based on:

-Communication between peers to demonstrate they assimilate conceptual content and are capable to communicative competences,

-Reading Strategies to develop students' comprehension, analyses, critical thinking,

-Student production where they have the opportunity to express themselves orally or written

-Cognitive skills, tasks that make students think, criticize, defend their points of view and contribute with more ideas.

“Without knowledge of the reality there is no area for the previous knowledge, but without previous knowledge there is not horizon for the previous knowledge”  
Ernst Bloch

All the new information the human being acquired always have a previous one and

without the previous data people can not continue with the next stage. It means that if our students have background of information it will be easier to apply it in a new language.

## 5.2 FURTHER INVESTIGATIONS:

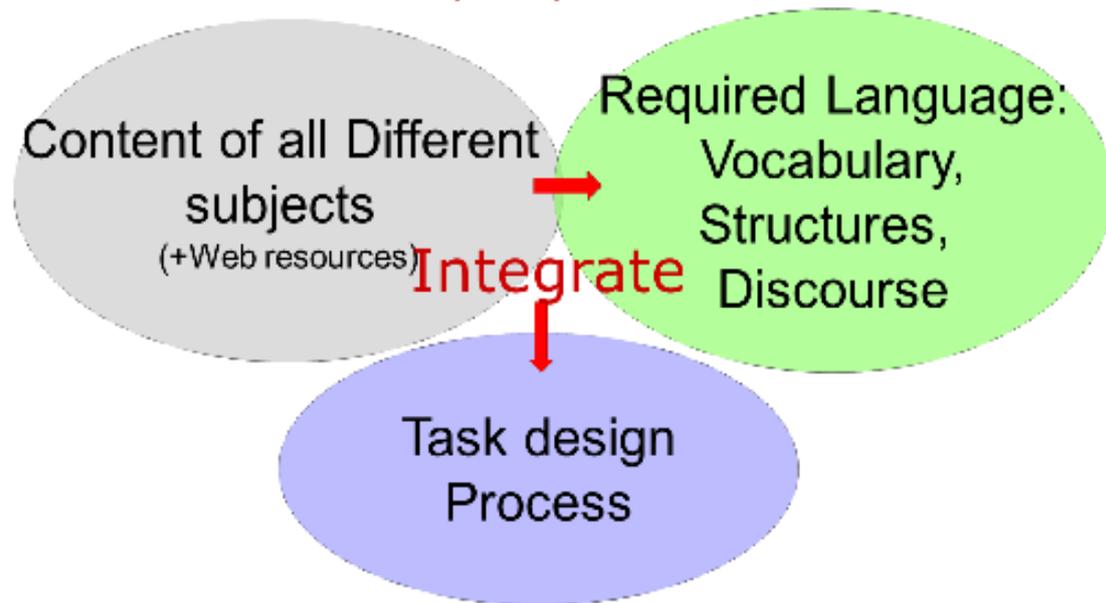
The chart below explains the different changes that the language has suffered through the years, how it was adopted in various places of the world and how its innovation has influenced accordance with the modernization.

The next picture explains the integration and purposes during the process for a CLIL class.

<b>A brief chronology of English</b>		
<p><b>BC 55</b> Roman invasion of Britain by Julius Caesar.</p> <p><b>BC 43</b> Roman invasion and occupation. Beginning of Roman rule of Britain.</p> <p><b>436</b> Roman withdrawal from Britain complete.</p> <p><b>449</b> Settlement of Britain by Germanic invaders begins</p>		<b>Local inhabitants speak Celtish</b>
<p><b>450-480</b> Earliest known Old English inscriptions.</p> <p><b>1066</b> William the Conqueror, Duke of Normandy, invades and conquers England.</p>		<b>Old English</b>
<p><b>c1150</b> Earliest surviving manuscripts in Middle English.</p> <p><b>1348</b> English replaces Latin as the language of instruction in most schools.</p> <p><b>1362</b> English replaces French as the language of law. English is used in Parliament for the first time.</p>		<b>Middle English</b>
<p><b>c1388</b> Chaucer starts writing <i>The Canterbury Tales</i>.</p> <p><b>c1400</b> The Great Vowel Shift begins.</p> <p><b>1476</b> William Caxton establishes the first English printing press.</p> <p><b>1564</b> Shakespeare is born.</p> <p><b>1604</b> <i>Table Alphabeticall</i>, the first English dictionary, is published.</p> <p><b>1607</b> The first permanent English settlement in the New World (Jamestown) is established.</p> <p><b>1616</b> Shakespeare dies.</p> <p><b>1623</b> Shakespeare's First Folio is published</p> <p><b>1702</b> The first daily English-language newspaper, <i>The Daily Courant</i>, is published in London.</p> <p><b>1755</b> Samuel Johnson publishes his English dictionary.</p> <p><b>1776</b> Thomas Jefferson writes the American Declaration of Independence.</p> <p><b>1782</b> Britain abandons its American colonies.</p> <p><b>1828</b> Webster publishes his American English dictionary.</p> <p><b>1922</b> The British Broadcasting Corporation is founded.</p> <p><b>1928</b> The <i>Oxford English Dictionary</i> is published</p>		<b>Early Modern English</b>
		<b>Late Modern English</b>



## Designing a Webquest for CLIL purposes



## 6.APPENDICES:

a) For the **directors** questionnaires were applied including the following questions:

Put an X in the correct option:

1.- What is the level of English of your students?

.....Beginners    .....Low Intermediate    .....Intermediate    .....Upper Intermediate

2.- Are the materials well adapted by the teachers to teach?

.....Yes                    .....More or less                    .....In Part                    .....No

3.- Is the quantity of students for each classroom suitable to give a personalised teaching?

.....Yes                    .....More of less                    .....in Part                    .....No

4.- Do the teachers use extra resources to teach?

.....Yes                    .....Sometimes                    .....Rarely                    .....No

5.- Do the teachers relate students´ real environment with the contents of the books?

.....Yes                    .....Sometimes                    .....Rarely                    .....No

6- Do all the students receive English subjects in all the school years?

.....Yes                    .....Some of them                    ..... Few of them                    .....No

7.- Are the contents of the textbook related with your students reality?

.....Yes                    .....Some of them .....Few of them                    .....No

8.- Do the teachers have Social Studies knowledge?

.....Yes                    .....Some of them                    .....Few of them                    .....No

9.- Does the institution give periodical training to the teachers?

.....Yes                    .....Sometimes                    .....Rarely                    .....No

10.- Does the institution give authorization to participate in interscholastic competitions?

.....Yes                    .....Sometimes                    .....Rarely                    .....No

For the **teachers** the Observation was done following this report:

Put an X in the correct option:

1.- Has the teacher planned the class?

.....,Yes                      .....In part                      .....No

2.- Does the teacher follow the sequence of a class?

.....Yes                      .....In part                      .....No

3.- Are the students motivated to participate in the class?

.....Yes                      .....In part                      .....No

4.- Does the teacher give the whole class in English?

.....Yes                      .....In part                      .....No

5.- Does the teacher apply extra resources?

-----Yes                      -----In part                      .....No

6.- Does the teacher encourage students' interaction?

.....Yes                      .....In part                      .....No

7.- Does the teacher relate students' environment with the textbook contents?

.....Yes                      .....In part                      .....No

8.- Does the teacher make students share their experiences?

.....Yes                      .....In part                      .....No

9.- Do the students have to investigate about their own country?

.....Yes                      .....In part                      .....No

10.- If students relate their country with the book contents they will be motivated?

.....Yes                      .....In part                      .....No

And for the **students** tests for data collection were applied:

Put a check mark in the correct option:

1.- Does the textbook have interesting contents?

.....Yes                      .....In part                      .....No

2.- Does the teacher give the whole class in English?

.....Yes                      .....In part                      .....No

3.- Are the textbook contents related with your own environment?

.....Yes                      .....In part                      .....No

4.- Do you consider the contents of the textbook applicable for your real life?

.....Yes                      .....In part                      .....No

5.- Does the book offer additional resources?

.....Yes                      .....In part                      .....No

6.- Do you feel motivated at working with the book?

.....Yes                      .....In part                      .....No

7.- Does the teacher encourage you to share your personal experiences?

.....Yes                      .....In part                      .....No

8.- Do you have the opportunity to compare the books' contents and the real life?

.....Yes                      .....In part                      .....No

9.- Would you feel more motivated If you work with topics about Ecuador?

.....Yes                      .....In part                      .....No

10.- Will you have more participation If you can explain your own anecdotes?

.....Yes                      .....In part                      .....No

b) Work Plan (list of activities and schedule).

CONTENTS	ACTIVITY	DATE
<b>THE DISCOVERY OF AMERICA</b> *Principal reasons for the trips;	*Watch a video *Brainstorm of ideas *Interchange opinions *Write a summary	<b>April 15-30, 2015</b>
<b>Trips to America</b>	*Teacher's explanation *Complete information	<b>May, 2015</b>
<b>Passengers for the trip</b>	*Pair work *Answer questions	<b>June, 2015</b>
<b>The presence of Spanish people in America;</b>	*Reading and comprehension *Make past tense questions *Match information	<b>July, 2015</b>
<b>Arrival of the Spanish people to Ecuador</b>	*Reading and comprehension * Create a dramatization	<b>August, 2015</b>
<b>Ecuadorian Indigenous and their reactions</b>	*Practice conversation *Create dialogue	<b>Sept. 2015</b>
<b>Consequences of the Spanish arrival for the indigenous</b>	*Group work to resume *Make expositions	<b>Oct, 2015</b>
<b>Advantages and disadvantages of the Spanish presence;</b>	*Design Speech *Answer questions and explanations	<b>Oct, 2015</b>
<b>Spanish contribution for the Ecuadorian Indigenous;</b>	*Pair work *Complete exercises	<b>Nov. 2015</b>
<b>Spanish vs indigenous traditions and beliefs;</b>	*Reading and comprehension *Investigate American traditions *Make comparisons	<b>Nov. 2015</b>
<b>New religion</b>	*Watch a video *Summarize the information	<b>Dec. 2015</b>
<b>For each topic</b>	Self-evaluation, co-evaluation, oral, written,	<b>At the end of the topic</b>

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