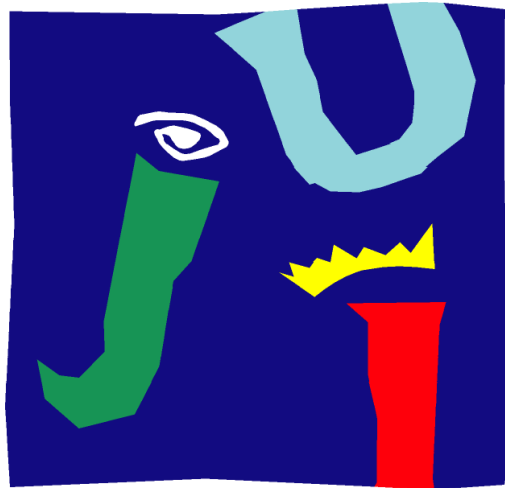**Màster Universitari en Ensenyament i Adquisició de la Llengua Anglesa en Contextos Multilingües**

(MELACOM)

"MOTIVATIONAL TASKS FOR INMATES"

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1. INTRODUCTION: THE EDUCATIONAL CONTEXT

- *1.1 Location*

The Public Centre for Adult Education Victoria Kent Castellon is located inside the Penitentiary Centre of Castellon, on Alcora road, Km 10, of that locality.

- *1.2 Features of the inmates in the centre*

Students who attend the school are the inmates who serve their sentence in prison. Their age ranges from 18 onwards, although most students do not usually exceed 40 years. The number of men is much higher than women. There are currently 595 men and 65 women. Permanence in the classroom is influenced by their criminal status. So, there are students who can complete the academic year, even end their schooling, while others fail to complete a term.

Attendance to classes is also affected by special characteristics of the centre where we are: transfers to other prisons, performance of paid work, attending trials, arraignments, interviews with psychologists, social workers, physicians, teachers, etc.

- *1.3 Structure of the centre*

The structure of the Centre is modular. It has 7 modules which work independently. There is a module of special attention for people under 21 years of age and the nursing module to care about people with chronic or temporary diseases. The other modules accommodate inmates on remand or sentenced status. All are equipped with the following departments: school, library, dining room, TV room, sports court, offices for the physicians, social worker, educators and so on, and are designed to ensure safety prior to treatment, so, school dynamics are subjected to this circumstance. The fact that the school is integrated within each module makes the educational work be interfered frequently by different reasons (medical check, enquiries to educator, interruptions of inmates who do not attend school and so forth) that could be clearly avoided if the school were a building outside the module.

The school makes use of the different facilities of the Centre like halls, sports centre, football pitch, nursing office and so on to complete training activities of students.

- *1.4 Educational offer*

The school of the Centre offers to all inmates the same educational opportunities than in external centres with the limitations arising from the teaching staff and the security of the prison.

Compulsory education (Primary and Secondary Education) is taught at the school. Also, formative programmes such as English and French courses, Spanish for foreign inmates and environmental, yoga, theatre, music, chess, volleyball and computer workshops are offered to the inmates. Moreover, World Book Day, International Women's Day and Cultural week among others, are some of the events that take place in the school (appendix   A   and   B). This educational offer is planned taking into account the specific context of this school, the needs and interests of students and the academic regulations of basic adult education.

To attend school, inmates have to submit a request to the module office in order to be delivered to the teachers' room by the service manager (appendix C). Once the request is approved, the resolution is posted on the notice board of the module. If the student interested in attending school is illiterate the resolution will be communicated orally.

- *1.5 Socio-cultural level of the imprisoned population*

The cultural level of the population in prison is in general terms low, as they come mostly from marginal environments, with limited financial means, where the educational aspect is not a priority. Thereby students present serious training deficiencies arising from school failure in the compulsory education stage.

Regarding the level of education of prisoners, it is detected that there is a high percentage that did not finish their compulsory education thus displaying numerous deficiencies in their training. Those inmates are generally gypsies, who have a high degree of family breakdown, homelessness and emotional rootlessness coming from marginal areas   and   educated   in   charity   institutions.

Another sector responds to young drug addicts who abandoned their studies due to drug problems. Within this group, there are large training differences, abounding inmates with complete primary education, as well as having completed vocational specialities, some high school courses and so forth. This type of inmates presents different features compared to the previous ones and usually has family support, financial resources and possibilities for rehabilitation. A very small sector has high school or college courses.

Special mention deserves the group of immigrants for its great cultural diversity, its

large academic differences, their different religious beliefs, originating heterogeneous groups of work with serious difficulties in obtaining stable groups. This fact requires specific organizational measures taking into account the peculiarities of this type of student in order to facilitate their integration.

A remarkable difference is observed between the educational level of women compared to men since they mostly belong to gypsy race and have been subjected to the man at home and remote from any educational opportunity.

Age affects the behaviour of inmates, so that the youth group has very distinct features that distinguish teaching performance, organizing activities, interests and so on. A very high percentage of crimes are related to traffic and consumption of drugs and violence. This affects directly to the school dynamics since students have a physical and mental deterioration that causes frequent setbacks in their learning.

School attendance and various training activities are voluntary, but they involve a number of benefits that inmates do not always appreciate. In addition, many of the inmates attend scheduled activities simply to occupy better their leisure time, to pursue an academic degree, to complete their training or to meet inmates from other modules.

- *1.6 Teachers*

The staff consists of 13 teachers. Six of them belong to the body of Primary school teachers and the remaining 7 to the body of Secondary teaching. The teachers are distributed by levels and modules so that all inmates are likely to complete their studies from the basic levels until the end of compulsory Secondary Education. Inmates who pass this level can continue studying undergraduate studies through face to face tutorials conducted weekly with teachers from IES Ribalta in Castellón. Students with university level can continue their studies through the UNED (Open University).

- *1.7 Tutoring*

Each group of students is assigned to a tutor who establishes the link with the school and caters for their academic needs, material, personal situation, etc. Given the conditions of the centre, tutors take on tasks that exceed the academic frame, since students have problems to solve to ensure their schooling (transfers, employment in workshops, sanctions, material needs and so on) and essentially force the management team to maintain close relationships with other professionals of the Centre (educators, lawyers,

psychologists, security officials, assistants and so on).

- *1.8 Facilities of the centre*

Each module has a classroom where instruction is implemented. It seats from 15 to 20 students; with improper visibility, as there are columns which impede a correct arrangement of school desks. Furthermore, in the centre there is also an auditorium, staff room, warehouse, sports centre, yoga class, environmental workshop and a computer room equipped with 15 computers but with little operational capacity.

- *1.9 Inmates' protocol for entrance and departure to school*

Inmates from different modules meet in the school during the day. Fifteen minutes before the lesson starts a bell rings in every module and inmates have to go to the gate of their module and wait until the prison officer checks the list in order to let them out. Inmates have 10 minutes to meet at the module gate. If the period of time is over, they are not allowed to attend class. Moreover, all the inmates have an identity card that should be shown at the school gate, and again, a prison officer will call them to check who should be there and who should not. Furthermore, every teacher has a list with all the students' names that should attend his/her lesson (appendix D).

Once classes are over, a prison officer checks again in his list the departure time from school and entrance to the module, making sure that all inmates return to their respective modules.

PART 2: THEORETICAL FRAMEWORK

- *2.1 Affective filter, motivation and its influence on the teaching-learning process*

  Stephen Krashen, a well-known linguist and educator, developed in the eighties a series of hypotheses about second language acquisition which have been deeply studied in the field of second language teaching, in part due to Krashen's desire to address classroom second language learning. Krashen (1982) proposed the monitor model theory based on five hypotheses. The fifth of them is the Affective Filter Hypothesis and it states that in addition to some objective factors, there are also some affective aspects in second language learning that act like a filter, like a screen, which filters the amount of input into the learners' brains. This hypothetical filter does not impact directly on acquisition but rather prevents input from reaching the language acquisition part of the brain; it means that affection disturbs acquisition, but not learning, by facilitating or preventing comprehensible input from reaching the language acquisition device. People with high affective filter will lower their intake whereas people with low affective filter allow more input into their language acquisition device.

  The affective filter hypothesis is responsible for the influence of affective factors on second language acquisition. Affection refers to non-linguistic variables such as motivation, self-confidence and anxiety.

  Motivation is one of the main determinants of second language learning and its role is vital on the second language learning process and success, for that reason, for a long time it has been the most used factor for explaining the success or failure of any task. Motivation is thought of as an inner drive, impulse, emotion or desire that moves one to a particular action.

  The term motivation is very broad and covers various components and origins that can affect human behaviour. Ellis (1994: 715) suggests that motivation is "the effort which learner put into learning a L2 as a result of their need or desire to learn it". Also, Lightbown and Spada (2001) suggest that motivation in second language acquisition is an intricate incident which can be identified along two factors: learners' communicative needs and their attitudes toward the second language community.

  Motivation involves neurobiological and physiological explanations and social, cultural and cognitive differences and as Gardner and MacIntyre stated (1992: 212) "there

are probably as many factors that might account for individual differences in achievement in a second language as there are individuals."

Gardner, in 1972 developed a model that influenced the evolution of the study of motivation. It was called the Socio-educational model and according to Gardner, there are only two types of motivation: integrative and instrumental. Students with integrative motivation have the desire to integrate and become part of the target language society. They want to be part of this group of speakers. On the other hand, instrumental motivation refers to motivation to acquire a language for functional reasons, for practical reasons that help students to achieve their goals. As opposed to intrinsic motivation, instrumental motivation is not for pleasure or enjoyment.

Students may have different reasons to study a foreign language, but inmate students who attend English lessons in jail share some motives that make them study a foreign language. Given the organizational idiosyncrasies of the prison and its impetus to educate and train inmates, they can attend school if that is their decision, but in order to get a job in jail it is compulsory to attend classes for at least a three-month period. Hence, in that case, students are driven by an instrumental motivation since their main objective is to attend class for a functional and practical reason, to get a job. Also, there is a sector of inmates who do not desire to become part of the target community, but wants to learn languages during their time in prison even they work or not. In fact, Graham (1984) claimed that integrative motivation was broadly defined and the desire to communicate or find about members of the second language culture does not necessarily imply direct contact with that group of speakers. In addition, the fact that integrative motivation does not only imply a desire of being part of the target community is supported by researchers such as Clément and Kruidenier (1983). They investigated and conceived knowledge, travel orientations and friendship as motivational factors. The two first factors are present in students who attend English classes just for learning without any reward, since many of them used to ask questions about tourism and useful basic knowledge when travelling abroad.

On the other hand, attendance to classes is an incentive for the majority of the imprisoned population since it implies meeting with friends from different modules, avoidance of boredom and an excessive time alone that promotes thinking about their present situation and problems. For them, classes are an evading way from their daily life and their main reason to attend classes is not a learning one. This sector could be considered instrumentally motivated students because their attendance to class does not

mean the desire to be part of the target language, but considering that the educational offer is wide, the decision of applying to the English lessons instead of any other workshop or course is not instrumental and even integrative since they do not want to belong to the target community, but they all possess a driving force that motivates them to study English instead of any other subject.

Certainly, this example demonstrates that motivation is linked to many other factors and it has not to be instrumental or integrative only, they are not mutually exclusive or restricted. Most situations involve a mixture of each type of motivation. It is quite correct to note that students who value the second language community will tend to show higher levels of achievement than students who do not, but inmates are quite successful in language learning and they are not motivated by the desire to belong to the target community.

As mentioned above, attendance to classes is not compulsory; hence, students could not return to their classes any more or just join to another course at any time. For that reason, in order to students continue attending English lessons, these have to be motivating, wake a positive stimuli and adapt to students' interests and rhythm of learning. That is why cognitive components of motivation have been taken into account to promote acquisition in the language classroom: self-efficacy and self-confidence (Weiner, 1992). Self-efficacy refers to students' own judgements of their ability to perform an action. Past accomplishments develop self-efficacy, so as students did not study English before it is vital that failures during their learning process do not have much impact. To avoid it, observational experiences in pairs, teacher's reinforcement and peers' evaluation are crucial. Moreover, the teacher should provide meaningful and achievable tasks to make students feel efficient. In the same line, self-confidence is the other cognitive factor involved in motivation. The belief that one is able to accomplish goals or perform a task competently produces self-confidence and motivates oneself to keep up learning. This motivational subsystem includes self-evaluation to realise about the acquired knowledge.

Different factors drive students to learn a language, hence, further components should be taken into account instead of only classifying motivation into intrinsic and extrinsic. To do it, not only the social milieu should be taken into account, the foreign language classroom and its motivational components play a crucial motivational role that should not be dismissed. Dörnyei (1994), in his educational approach, focused on motivation from a classroom perspective and conceptualised second language motivation in terms of three levels: language level, learner level and learning situation level.

| LANGUAGE LEVEL | Integrative Motivational Subsystem |
| | Instrumental Motivational Subsystem |

| LEARNER LEVEL | Need for Achievement |
| | Self-Confidence |

Language Use Anxiety
Perceived L2 Competence
Causal Attributions
Self-Efficacy

LEARNING SITUATION LEVEL
Course Specific Motivational	Interest
Components	Relevance
	Expectancy
	Satisfaction

Teacher-Specific Motivation	Affiliative Drive
Components	Authoritary Type
	Direct Socialization of Motivation

Modelling
Task Presentation
Feedback

Group-Specific Motivational	Goal orientedness
Components	Norm & Reward System
	Group Cohesion
	Classroom Goal Structure

Figure 1. Dörnyei's (1994) framework of L2 motivation

The focus is on the last mentioned level: **the learning situation level** which embraces the course, the teacher and the group specific motivational components.

Course-specific motivational components are based on Keller's (1983) motivational system which is relevant to classroom learning. *Relevance* is one of the four major motivational factors to describe second language classroom motivation and it refers to the feeling of connection between students' interests, personal needs or goals and the instruction received. If students find the instruction relevant, this will be a motivational factor to continue learning and achieving the goal. This motivational factor connected to inmates' needs or goals coincides with Gardner's instrumentality and could be applied to students who attend classes for any reasons, for pleasure and for reward. As well, *expectancy* is present in students since it refers to the probability of success and it is related with students' self-confidence and self-efficacy. It concerns perceived task

difficulty, effort, guidance and familiarity with the task type. Hence, in order to promote inmates' success in activities the methodology used in the didactic unit is based on their needs and paces of learning providing a confident atmosphere to make them succeed in their tasks. Finally, *satisfaction* deals with the combination of extrinsic and intrinsic reward. On the one hand teachers' praise, so needed in some cases in order to enhance self-esteem and on the other hand, enjoyment of the activity and pride of being able to communicate in a foreign language (really important for inmates to continue attending classes on their own decision).

The second level concerns teacher-specific motivational components. One of them is *task presentation* and it refers to the way the teacher calls students' attention to the purpose and practical value of the activity. It is crucial to drive students' interest to the task in order to perform it successfully. For this reason games and authentic materials such as postcards, maps or songs are brought into the classroom to catch students' attention and promote meaningful tasks to the students.

Finally, the third level is group-specific motivational components, which embraces goal-orientedness. It is the goal of the group of students that in the case of inmates, given their circumstances, their goal is mainly to have fun rather than to learn. The second factor is the group's *norm and reward system*, which in the case of inmates is to get a job in jail, to meet with friends, promote relationships and to have fun. These extrinsic regulations should be internalised to foster intrinsic motivation, but in this specific case, these rewards are motivational factors to make students attend classes and at the same time intrinsic factors since they attend classes driven by a main force that is contact and interaction. The third factor is *group cohesion*, which according to Forsyth (1990: 10) is "the strength of the relationship linking the members to one another and to the group itself". In jail, students have a positive relationship in school since they are all enjoying of moments of pleasure and fun together. This fact and the size of group, usually small, stems group cohesion which is a motivational component in the second language classroom to succeed. Moreover, Evans and Dion (1991) found a positive relationship between cohesion and group performance. The last factor is *classroom goal structure,* which in this case is mainly cooperative. Students work in small groups or pairs sharing responsibilities for the outcome. This structure is powerful in promoting intrinsic motivation and leads to involvement and motivation in tasks. Cooperative learning also promotes positive attitudes toward the target language and a cohesive and caring

relationship with peers and with the teacher (Johnson & Johnson, 1991).

Furthermore, Julkunen (1989) analysed the most effective structure of group cohesion and stated that cooperative learning groups provide great advantages in motivation and in students' learning process.

As mentioned before, inmates are free to choose their attendance to class and their course, programme or workshop, hence, with the purpose to keep them attending English classes instead of any other, motivational strategies are applied to make students feel supported and engaged in the activities in each level of Dörnyei's framework of second language motivation (Keller, 1983; Brophy, 1987; Brown, Oxford & Shearin, 1994; Dörnyei, 2005).

In the *language level* the inclusion of a sociocultural component of the second language culture such as music or videos of the target language is a motivational factor to learn. For that reason, students will know the Australian culture and will listen to traditional songs of the foreign language.

In addition, in the *learner level*, as mentioned before, self-confidence and self-efficacy should be promoted by engaging students in accomplishing tasks according to their level. As students are in an initial level they should experience success, and that is one of the reasons of using cooperative learning, games and easy tasks.

Regarding the *learning situation level*, in course-specific motivational components, to make the syllabus of the course relevant to students is a way to promote motivation. Students have young children's level, but their interests and needs are quite different, hence, the same contents have to be taught but based on other interest. Therefore, interesting topics from Australia and Sydney will be introduced to students since it is an attractive issue for adult students. Moreover, the increase of attractive contents will be carried out by using authentic materials. Sydney's recordings of places of interest, songs, postcards, maps, real money and so on provides attraction and interest to students which then will be engaged in tasks more easily. Another strategy to motivate students is to arouse and sustain curiosity and attention by changing the type of interaction: changing groups and couples and introducing novelty and non-expected events. The use of varied games, songs and a TPR (Total Physical Response) methodology provides attention and arouse motivation to students.

Another motivational factor is the increase of students' interest and involvement in

tasks by performing varied and challenging activities, including surprising elements and games and working in pair and group interaction to promote cooperative learning in which the group achievement is assessed. Motivation is a crucial factor in the teaching-learning process that could be arisen by the integration of games to become learning more significant. Games foster play, which increases motivation and are motivational supportive. According to Chan & Ahern (1999), people intrinsically motivated to learn have a more positive experience and learn more. A reason for that is that games are potentially learning-immersion-experience supporters. Games provide students with active learning experiences and it is a requisite in order for knowledge to be meaningful and provide intrinsic motivation.

In the same line and related to cooperative learning in groups, this way of working enhances inter-member relationships in which students can know each other and promotes group cohesion. Cooperation promotes class group cohesiveness since in cooperative situations students depend on each other and share common goals fostering supportiveness and solidarity. Moreover, cooperative learning promotes peer-teaching and learners autonomy when deciding how to reach the expected goal in a task.

More positive attitudes towards learning and a higher development of self-esteem and self-confidence are found in environments where cooperative learning is applied. This teaching approach "cooperative learning", has been "one of the greatest success stories in the history of educational research" (Slavin, 1996: 43) since it is based on peers' interaction and collaboration. Moreover, cooperative learning is a prerequisite to build learners' communicative competence and promote motivation. Also, cooperative learning promotes motivation when there is a feeling of obligation and responsibility since peers encourage each other when motivation can be low. Moreover, cooperative teams increase the meaning of effort as so group members are judged on their commitment to the team, that in turns promotes effort attributions and raises motivation on learners. Furthermore, in cooperative groups the satisfaction experienced after a successful task is increased by the group celebration that usually follows.

- 2.2 *Authentic materials in the second language classroom*

There is a series of reasons that make songs be recorded almost for always in our minds and end up being part of ourselves. It is a common experience to forget nearly everything we learned in another language except the songs since they tend to stick on

our heads (Murphy, 1990). This characteristic makes them be an excellent resource for the language learning purpose and of easy exploitation in the classroom.

A lot of impetus has been placed in analysing the advantages and benefits that stem from the use of authentic material in the process of learning a foreign language. It is of general knowledge that authentic materials are good and recommended, however a more concrete approach is needed. Hence, an accurate description of its advantages is provided following authors such as Lee (1995), Higuchi (1998), Sanderson (1999), Donovan, Bransford & Pellegrino (1999), Guariento & Morley (2001) or Tseng (2002).

➢ Authentic materials engage students in real-world activities which are relevant to the learner that contribute to authentic leaning, which means that students are engaged in real learning problems and it promotes opportunities to connect the material that is being learnt and students' prior knowledge. They have an intrinsic educational value since they keep students informed about what is happening in the world.

➢ Students have experiences, beliefs and curiosities, they do not study rote facts in artificial situations. Hence, the authentic material bridges students' knowledge to the classroom learning.

➢ Authentic materials are a motivational key in the second language learning.

➢ Authentic materials provide real cultural information that changes individual perception and contributes to wider students' perception of the world.

➢ Authentic materials are a motivational key in the second language learning.

➢ Encourage students to be in contact with authentic materials such as songs or films (easily available on the Internet) in their free time.

➢ Students are exposed to real discourse since films and videos provide real language and offer learners unique exposure to "language in action". It makes students improve their receptive skills and eventually lead to the improvement of productive skills.

➢ Texts raise grammatical awareness and make students internalize language rules.

➢ Finally, students are encouraged to read for pleasure topics of their interest and choose from a variety of styles and genres, as well as songs or films (easily available on the web) in their free time.

2.2.1 Reinforcement approach

Reinforcement plays an essential role in the learning process of any students. Songs are a very easy and enjoyable way to reinforce what students have previously learnt.

However, it is essential to select very carefully the type of song we are going to work with, its structure, its lyrics and so forth (Geoff, 2003).

With respect to teachers, they are constantly looking for occasions to repeat words and sentences in order to reinforce the learning process of their students. But repetition in itself easily induces boredom. Therefore, it is a task of the teacher to find a good and meaningful way to reinforce this learning process. Using songs in class is a good way to achieve this purpose.

2.2.2 Automaticity approach

Many years ago, automaticity was believed to occur only by repetitive and boring activities without paying attention to communication. But nowadays, one of the main cognitive reasons teachers have to work with songs in the second language classroom is for the opportunities that songs offer for developing automaticity. Gatbonton and Segalowitz (1988: 473) define automaticity as "a component of language fluency which involves both knowing what to say and producing language rapidly without pauses." The language learning process of students can be improved by using songs since they automatize the language development processes and train students to talk faster. Furthermore, in order to this automatization be effective they may occur in natural and communicative situations. Hence, according to Gatbonton and Segalowitz (1988: 476) we must "place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion".

2.2.3 Listening approach

The melody and rhythm found in songs are unique in this type of resources. Songs avoid the monotony found in dialogues or narrations repeatedly listened to (Purcell, 1992). Songs are useful tools in the second language classroom since as stated by Murphy (1992: 3) "songs work on our short and long-term memory" and stated that they fix in our minds for nearly the rest of our lives if they have been significant to us. For the pleasure they produce listening to them, students like listening to songs and this repeated practice make students improve their listening skills. As well, songs can also help to improve listening skills because they provide students with practise listening to different forms of intonation and rhythm of this stress-timed language.

2.2.4 Speaking approach

Usually, native singers' pronunciation is a model for EFL learners and young students use to be concerned about imitating the singer as accurately as possible. Students really keen on learning and singing songs could raise questions about how language works in a concrete song in order to be able to sing it appropriately. They have to grasp the skill of speaking in order to sing the song on their own. Consequently, students will practice pronunciation and will probe many times how sounds are chained together. Thus, listening repeatedly the song they like they learn it and at the same they improve their pronunciation. Students will gradually correct their errors and achieve a more native-like pronunciation. Moreover, there is the need of familiarity with the rhythm, pitch and intonation which are phonological factors demanded in the song learning process. These factors could not be taught explicitly, therefore, songs are an accessible key to achieve them by repetition and imitation (Chen, 2006).

2.2.5 Phonological approach

It is crucial to take into account that Spanish has a syllable-timed rhythm, while English has a stress-timed rhythm. Therefore, it is not easy for Spanish students to acquire the new rhythm of the spoken language. To repeat the natural rhythm found in songs is a good way to establish the stress pattern of spoken English since these repetitions help the students to fix the new rhythm in learners' minds. Moreover, songs are useful to learn new words and concepts, to master pitch and rhythm and through instruction, students can learn to identify written words with similar endings by hearing and reciting songs. In sum, songs contribute to develop students' phonological awareness in the target language (Shen, 2009).

Once the theoretical framework has been reviewed which aims at providing the context for the implementation of the didactic unit, we turn to consider the teaching proposal itself in Part III.

PART 3: TEACHING PROPOSAL

The following didactic unit is addressed to a class of 8 adult students (6 men and 2 woman aged between 20 and 55) who have very few knowledge of the English language. Their proficiency in the target language is low since they only know colours, numbers from 1 to 10, greetings and farewells, some simple vocabulary items and some conversational expressions. Hence, with the purpose to help them achieve a higher level and command of the English language, this didactic unit is thought to stimulate students' learning process and motivate them throughout enjoyable and communicative activities providing at the same time a view of the Australian continent.

The didactic unit is called "A trip to Australia" and within four 90-minute sessions the students will be introduced to already known topics in their mother tongue such as giving directions in a city, zoo and Australian animals and musical instruments. These topics will be dealt by using the Australian continent as a link that will guide each of the four sessions. Students will work on giving directions using a real map of Sydney. Also, two real recordings, one of the Taronga zoo and one of a performance in the Opera House will be the means of introducing animals and musical instruments that will encourage students to learn in the target language. These two touristic points of interest will be used to conduct this didactic unit. Hence, Australia, but particularly Sydney will be the place used to teach English and where this didactic unit is set.

This teaching proposal is based on the curriculum of the first cycle of Primary Education, but students are adult people that have never flown and the Australian continent is an attractive way to catch their attention since postcards, touristic places of interest, videos and objects related to the Australian continent will be shown. Moreover, as students' learning process is slow and they need to be encouraged and motivated, games and pair and group activities are present in every session in order to avoid boredom and frustration.

The decision of applying childish tasks to this concrete group of adult students is because the majority of students have never attended school or they did but long time ago. Hence, they do not withstand the dynamic of an adult English class and they require more entertaining and enjoyable activities such as learning games and pair or group interaction. They like music, movement and a funny atmosphere. Moreover, during the internship six lessons were conducted with these students using the same methodology and it proved to

be the one that best worked with them.

The objectives of this didactic unit are based on the general objectives of Primary Education, the specific objectives of the English area and the contents of the first cycle of Primary Education that the Decree establishes in order to obtain a greater efficiency and educative coherence. Furthermore, the specific objectives of this didactic unit are as follows:

➢ To know, say, read and write parts of the bus, animals and musical instruments.
➢ To know and use directions.
➢ To recognise the Australian country (on a map), Sydney points of interest and its Aborigen people.
➢ To listen, to sing and perform songs.
➢ To review previous vocabulary and structures already acquired.
➢ To recognise and use the auxiliary verb "can".
➢ To show interest and active participation in communicative activities and games.
➢ To be aware of the importance of speaking an L2.
➢ To be able to evaluate and appreciate their own work and the progresses they make.
➢ To notice similarities between students' L1 and L2.

- *3.1 COMPONENTS OF MY DIDACTIC UNIT*

- *3.1.1 Objectives*

The aim of Primary Education is to provide children with the appropriate tools and knowledge to consolidate their personal development and their well-being, and to acquire the basic cultural skills (oral expression and comprehension, reading, writing) as well as developing social skills, working and studying habits, the artistic sense, creativity and affectivity. It is also important to mention that our country, as a member of the European Union, must work according to the Common European Frame Work, which establishes some general guidelines for learning languages and for assessing the speaker's competence in the different languages.

- *3.1.1.1 The general objectives for the primary education stage are as follows:*

A) To know and appreciate the values and norms of living together, learning to act in accordance with them, prepare for the active exercise of citizenship and respect human rights, as well as the pluralism of a democratic society.

B) To develop habits of individual and team work, effort and responsibility in the study as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, creativity and interest in learning.

C) To acquire skills for the prevention and peaceful resolution of conflicts, enabling them to function
 with autonomy in the family and household ambit, as well as in social groups with which they interact.

D) To know, understand and respect different cultures and differences between people, equal rights and opportunities of men and women and the non-discrimination against persons with disabilities.

E) To know and use appropriately the Spanish language and, the official language of the Autonomous Community and develop reading habits.

F) To acquire, in at least one foreign language the basic communicative competence to enable them to express and understand simple messages in everyday situations.

G) To develop basic math skills and initiative in solving problems that require elementary operations of calculation, geometry and estimates, as well as being able to apply them to everyday life situations.

H) To know and appreciate their natural, social and cultural environment and the possibilities of action and care of the same.

 I) To start using, for learning, for technologies of information and communication development a critical mind to the messages they receive and produce.

J) To use different artistic representations and expressions and get started in building visual proposals.

K) To value hygiene and health, accept their own body and others´ body, respecting differences and using physical education and sport to promote personal and social development.

L) To know and appreciate those closest animals to us and adopt forms of behaviour to foster their care.

M) To develop emotional skills in all areas of personality and in their relations with others and an opposed attitude to violence, the prejudices of any type and gender stereotype.

N) To promote road safety education and respectful attitudes that influence in the prevention of traffic accidents.

- *3.1.1.2 Objectives for the English area*

According to the Decree 111/2007 of 20 July of the Valencian Community, the teaching of a foreign language at this stage will target the development of eleven capacities.

1. To listen and to understand messages using information they know to do activities related to their own experiences.

2. To express orally in simple and usual situation, using verbal and non-verbal procedures and having respectful and cooperative attitude.

3. To write texts with different purposes about topics previously worked through in the class and always with a model to be followed.

4. To read comprehensively as source of pleasure and personal satisfaction and to extract information according to a previous objective.

5. To learn to use with increasing autonomy all the means at their disposal, including new technologies to obtain information and to communicate in a foreign language.

6. To identify phonetics aspects, rhythm, stress and intonation, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.

7. To use progressively the foreign language to affirm and expand the contents of non-linguistic areas already learnt and to learn new ones.

8. To value the foreign language, and languages in general, as a mean of communication and understanding between people of different backgrounds and cultures as a tool for learning diverse contents.

9. To use the knowledge and previous experience with other languages for a faster acquisition and independent learning of the foreign language.

10. To express a receptive, interested attitude and confidence in one's ability to learn and use a foreign language.

11. To use indifferently the languages of the curriculum as a tool for information and learning, taking into account the ability in each of them.

- *3.1.2 Contents of the first cycle of Primary Education*

Block 1: Listening, Speaking and Talking
1. Understanding of simple and oral messages, close to the students' reality in order to elaborate tasks in the classroom.
2. Careful listening and understanding of very brief and simple oral texts from different audio-visual and technological resources.
3. Participation in real or simulated acts related to oral exchanges of ritualized speech acts, through verbal and non-verbal responses provided by communication routines to do classroom activities in communicative contexts.
4. Reproduction of oral messages to express basic needs within the classroom.
5. Listen attentively and understanding of very short and simple texts related to meaningful classroom activities and produced in different communicative situations.
6. Reproduction of short oral texts previously worked through like songs, rhymes, drama and very simple stories with visual or gestural supports.
7. Appreciate the foreign language as an instrument to communicate.

Block 2: Reading and Writing	
Foster reading	1. Reading of very simple words and sentences (introduced in a previously known context) in real or simulated oral interactions, in different communicative or ludic interactions, as part of conducting a task or for pleasure and interest in reading.
Initiation to writing	1. Guided writing of basic vocabulary and simple sentences, already known in a speech/oral level by the students, in different ludic or communicative situations and/or as part of a task or with ludic intention. 2. Knowledge of different texts (stories, songs, poems and so on) and its application in the understanding and production in the target language.

Block 3: Knowledge of the language	
Uses of language	1. Use of the basic linguistic functions in simple communicative exchanges, using the simplest appropriate linguistic structures: Greetings and farewells, identify and introduce themselves and express feelings, likes and abilities, respond to simple directions and questions to provide information about location of objects, people and animals. 2. Practise of various contextualized linguistic uses in real or simulated communicative situations using appropriate linguistic elements: identify colours and objects, express quantity, recognise sizes and characteristics of the weather.
Reflection on language	1. Initiation and usage of phonetic aspects, rhythm, stress and intonation of the foreign language as a strategy for understanding and models for oral production. 2. Approach to rhythm patterns, accentuation and intonation characteristics by routines, songs and jingles. 3. Recognition and use of some usual structures characteristic of the target language previously used. 4. Global association of spelling, pronunciation and meaning from written models representing oral expressions known by students. 5. Familiarity with the use of simple strategies in the production of texts, having a model and/or comparing to techniques used in their own language. 6. Interest for using a foreign language in various situations.
Reflection on learning	1. Progressive use of graphic means of consultation and information (picture dictionaries, thematic vocabularies and so on), which support the role of language, reinforce and complement it. 2. Progressive use of new technologies of information and communication to introduce and reinforce the learning of the foreign language. 3. Positive attitude of self-confidence in the own ability to learn a foreign language and

	liking for cooperative work. 4. Value the foreign language as a tool to do and learn.

Block 4: The language as a learning instrument
1. Development of vocabulary and topics related to the students' immediate environment, interest and experiences based on already acquired concepts in their L1 or L2. 2. Realization of contextualized activities in the target language retaking low request cognitive contents from linguistic areas already acquired in L1 or L2. 3. Value of the foreign language as a tool to learn, organise and think.

Block 5: Sociocultural aspects
1. Recognition and use of expressions and basic forms of social relationship: greeting, farewell, thanking, say "please" in specific communicative situations. 2. Conducting representative socio-cultural activities of the foreign language studied. 3. Appreciation of the importance of language as a means of communication.

Block 6: Technology of the information and communication
1. Use of the basic technological means to access to an oral and written input of quality in the foreign language, with the purpose of facilitating the application of the own learning strategies (repetition, snatch practice...) o to be used in the own (recording of songs or dialogs, films of role-plays...)

- *3.1.3 Basic competences*

According to the Royal Decree 1513/2006 of 7 December the basic competences emphasize the essential basic abilities. These competences are abilities that students should possess at the end of the Primary compulsory education to achieve their personal fulfilment, active citizenship, joining adulthood successfully and be able to develop a permanent lifelong learning. They have been designed to educate people to apply their learning in a decontextualized way, when it could be necessary in different situations and contexts. Every school subject contributes to the development of the eight competences, and at the same time, every competence will be reached as a result of the work in several areas or subjects in a progressive and coherent way.

Taking into account the context of the proposal made by the European Union, the eight core competencies in the curriculum of primary education are as follows:

1	Linguistic communication competence
2	Mathematical competence

3	Competence in knowledge of and with the physical world.
4	Competence in processing information and use of ICT
5	Competence in social skills and citizenship
6	Artistic and cultural competence
7	Competence in learning to learn
8	Autonomy and personal initiation competence

Linguistic communication competence means the use of language as an oral and written communication instrument expressing feelings and opinions. Also, this competence works on the enjoyment of listening, reading and knowing new cultures. Using a foreign language, the same skills are worked, but with a different level of domain and formalization. The following didactic unit works the linguistic communication competence in every moment, since students are listening to the teacher speaking in English all the time. As well, they are encouraged to sing songs, speak, converse, read and write simple words and sentences in the target language throughout communicative activities. This is the most worked competence in the foreign language classroom.

The second competence is **mathematical competence.** This competence works Mathematics in as many contexts as possible with good solving problems skills. It means, expressing and communicating in mathematical language, using needed supporting tools and integration of the mathematical knowledge to other kind of knowledge to give a better answer to life situations. In this didactic unit, students work on this competence when they have to pay for the bus ticket and pay with real Australian dollars.

The third competence is **knowledge and interaction with the physical world.** It deals with the responsible use of natural resources, protection of the environment, rational and responsible consumption and the individual and collective health as a key element of the quality of people's life. It also focuses on an adequate perception of the physical space in which life and human activity is developed. For that reason, the following didactic unit proposes the activity in which students have to guide and be guided to reach a point using a real map and directions in order to know how to avoid getting lost in an unknown foreign city.

The treatment of information and digital competence consists of having the ability to search, collect, process and communicate information. It means to be an autonomous, responsible and thoughtful person in using information and its sources. When students work autonomously when doing their worksheets or when they process

the information to be able to guide their peers in the map activity they are working on this competence.

Social and citizen competence works the understanding of the reality in which we live, the acceptance of coexistence and conflict using ethical judgment, building peace, being caring and responsible in fulfilling the rights and duties. To work on this competence students will work in pairs and groups in most of the activities of the didactic unit.

The next competence is the **cultural and artistic** one. It involves knowing, understanding and appreciating artistic and cultural manifestations. Imagination and creativity are needed to communicate through these artistic codes. Also it implies identifying the relationships between these manifestations and the society of the time always in a respectful way. The following didactic unit is based on Australia, so some Australian points of interest and its aboriginal are introduced to students letting them know part of the Australian culture.

The **learning to learn competence** implies learning efficiently and independently depending on the needs. Pupils learn the abilities they have and what they can do with someone else's help or using a helping resource. It is good because they work self-competence. It means being aware of what they know and what they should know and how to get it.

Finally, the last competence is **self-autonomy and initiative**. This competence works on the ability of choosing with own judgments, imagining, transforming ideas into actions and working with a positive attitude. When students sing songs, perform commands told by the teacher or work efficiently individually, in pairs or groups that is a sign of the development of the self-autonomy and initiative competence.

- *3.1.4 Methodology*

Methodology is the set of different teaching methods used to guide the students' learning. Its purpose is to provide students with their learning and the teacher's way of teaching.

There are different methodologies to achieve a meaningful learning, depending on the object of learning, the students' personal characteristics (age, interests, and motivations) and their different learning styles and rhythms. We must also take into account the resources available in the classroom and in the school, but particularly in this context, only classroom resources will be used.

Taking into account my students´ age, interest, rhythms of learning and the class resources, I have adapted the methodology to all these aspects. Here are the methods used in this didactic unit:

The communicative approach is the most important method. The communicative competence coined by Hymes (1972) is based on the idea that learning language successfully comes through having to communicate real meaning. This approach understands language as communication. For that reason, its aims are to make students competent in the use of the language. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Moreover, language is learnt in an inductive way, language is learnt by using it. Furthermore, the communicative competence needs from other competences such as grammatical, strategic, socio-cultural and discourse that will be worked. Finally, with the purpose to the communicative competence be appropriately acquired, the correct order of introduction of the four skills and how they will be introduced to the students is the following: first, the two receptive skills: listening and speaking, and then, the productive ones: reading and writing.

Another method that I use also in my didactic units is **TPR: Total Physical Response**. It is based on the coordination of language and physical movement. In TPR, teachers give commands to students in the target language, and students respond with whole body actions. Usually, this method is used with young learners, but given the characteristics of my students and having checked its validity with them this methodology will be used in the teaching-learning process.

This method was created by James Asher (1969), who claimed that interaction experienced by young children combine verbal and physical aspects. It is an example of the comprehension approach to language teaching. Listening serves a dual purpose; it is both a means of understanding messages in the language being learned, and a means of learning the structure of the language itself. Grammar is not taught explicitly, but is induced from the language input. TPR will be used in this didactic unit to achieve simple commands such as sit down, turn left/ right and straight on. Students do not talk, they just respond with their bodies.

As these two methods named above are not enough for a complete acquisition of the English foreign language, I will use **task-based language learning** as it focuses on

the use of authentic material and on asking students to do meaningful tasks using the foreign language.

In the pre-task, the teacher will present what will be expected of the students in the task phase. The teacher may prime the students with key vocabulary or grammatical constructs. The teacher may also present a model of the task by either doing it themselves or by presenting picture, audio, or video demonstrating the task.

During the task phase, the students perform the task, typically in pairs or small groups, although this depends on the type of activity. And unless the teacher plays a particular role in the task, then the teacher's role is typically limited to one of an observer or counsellor. Thus, this is the reason for it being a more student-centred methodology.

Moreover, an efficient methodology has to focus on the students' needs and motivations. For this reason, I work with the **Student-centred learning** methodology, also called child-centred learning and it is an approach to education focusing on the needs of the students. This approach has many implications for the design of the curriculum, course content and interactivity of courses.

Student-centred learning, that is, putting students' needs first, is in contrast to teacher-centred learning. Student-centred learning is focused on each student's needs, abilities, interests, and learning styles, placing the teacher as a facilitator of learning. Teacher-centred learning has the teacher at its centre in an active role and students in a passive, receptive role. Student-centred learning requires students to be active, responsible participants in their own learning

Finally, I will analyse the last method I work with in my units, e.g. **CLIL (Content and Language Integrated Learning)**. Marsh (1994: 24) claimed that "CLIL refers to situations where subjects or part of subjects are taught in a foreign language with two different focus aims; the learning of content and the learning of the foreign language".

This approach involves learning subjects such as maths, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the students a positive 'can do' attitude towards themselves as language learners. In this didactic unit, students will reinforce maths, science and music in activities such as preparing money for the bus tickets,

knowing Australian fauna or working on musical instruments.

- *3.1.5 Evaluation criteria*

1. Grasp the global idea and identify some specific elements in oral texts, using linguistic and non-linguistic elements related to classroom activities and to students' environment.

2. Read and identify previously introduced words and simple sentences orally about familiar topics and interests through communicative and leisure activities with the support of visual, gestural and verbal elements.

3. Write words and expressions used orally or known by the students, from models and for a specific purpose.

4. Participate in classroom activities and guided oral exchanges on familiar topics in easily predictable situations or related to immediate communication needs, such as greeting, talking about likes, express feelings and basic needs.

5. Recognise and reproduce some aspects of sound, rhythm, stress and intonation appearing in communicative contexts or activities of reading aloud, always from models.

6. Using some basic strategies for learning to learn as asking for help, accompany the communication with gestures, using visual dictionaries and identifying some personal aspects that help them learn better.

7. Value the acquisition of certain autonomy in the spontaneous use of simple forms and everyday structures.

8. Show interest and curiosity in learning the target language and recognise linguistic diversity as enriching element.

3.1.5.1. Assessing methodology & tools

According to the Decree 111/2007 of 20 July, which establishes the curriculum for Primary Education in the Valencian Community, the evaluation criteria are based on this Decree too and it states that the assessment of the pupils' learning process should be continuous, global and formative and will be performed taking into account the objectives, contents and competences laid down in the curriculum.

Assessment is needed since it provides an analysis of the teaching-learning process,

and is a tool for the teacher to confirm that his or her educational practice is correct. Also, assessment is useful to detect problems that arise in the teaching-learning process in order to anticipate them and correct them. Furthermore, assessment provides students an evidence of their progress in the target language.

Assessment will be <u>global</u> since it focuses on the achievement of the general objectives, basic competences, values, correct attitudes and suitable behaviour that should be acquired during the academic year. Also, it will be <u>continuous</u>, to assess the results of the acquired skills and the achieved objectives to analyse the teaching-learning process. This will identify the difficulties at the time they occur, determine their cause and therefore, reorient the educational intervention to adjust the assessment to the diversity of skills, learning rhythms, interest and motivations of the students. Although, given the circumstances of the students, many of them may not finish the academic year (they finish serving sentence, start working or just drop out of class) the assessment of those who continue attending lessons will be continuous.

Also, there will be <u>formative</u> evaluation, since it aims to assess and enrich the teaching-learning process by describing what the student has achieved, what needs to achieve and what has failed. It tries to determine the cause of students' and teachers' failures and successes and meet the students' progress and to plan the necessary actions to stimulate and improve the teaching-learning process.

Students' evaluation procedure will be throughout observation of the development of the activities carried out in the classroom, which have a high level of correspondence with the objectives established in the curriculum and in the didactic unit. There will not be a final test, so most of the activities will be used as a tool for assessment, mainly, games and pair and group activities. Throughout them, acquired grammar and vocabulary will be assessed. Moreover, phonological aspects, students' motivation, interest, collaboration, interaction between them and the four skills will be assessed, but the speaking skill will be given more importance. Also, students' autonomy and attitude toward the English class and the target language in general will be assessed.

- *3.1.6 Education in values*

Values are all those ideas or beliefs of each society or culture that influence the behaviour of citizens who follow cultural and social norms. Moreover, teachers must teach values to train people to learn to live in the society in which they live, forming their personality, behaviour and performance to live peacefully.

There are eight values to be worked on, which are:

First, **environmental education**; it works on how human beings can manage their behaviour and ecosystems in order to live sustainably. Pupils must know environmental problems and solutions to improve it.

Second, **education for the peace**; this value works the respect, tolerance, solidarity and the like which are basic attitudes to coexist. In this didactic unit this value is worked when students work in pairs, groups, dialogs or when they play games.

The third value is **consumer education**. Students must realize that the society has much more things than it needs; clothes, food, insignificant objects and so on. This value prepares learners to achieve maximum satisfaction and utilization of their resources.

Fourth, **traffic education**. It works the knowledge and use of public transport, specially, in big cities. Learners will work on traffic education through this didactic unit by a simulation of making use of the public transport in the first session and taking the bus at the bus stop.

Fifth, **education for sex equality.** This value consists on showing that both genders are equal, any better than the other. I will work it by doing activities in pairs of girl- boy, boys and girls tidying up the class and so forth.

The sixth value is **health education**, to develop healthy habits, psychological, emotional, social, intellectual, spiritual and physical ones to improve our life quality and self-esteem.

The seventh value is **moral and civic education.** The purpose is to students learn democratic, participative and caring values to become good citizens. Throughout the didactic unit, students will participate in activities in which students have to guide each other using a map, playing games or collaborating in problem-solve activities in pairs. Moreover, students and the teacher will use "please" and "thanks" most of the time.

The eighth and final value is the **multicultural** one. It provides students with knowledge about the history, cultures, and contributions of diverse groups of people. In this case, the didactic unit of Australia will introduce students to some aspects of the Australian culture such as touristic points of interest in Sydney or its aboriginal people.

- *3.1.7 Resources*

Resources are all the supporting equipment used by the teacher to facilitate the teaching-learning process. Resources may be object materials, places or people. They are classified in classroom (objects and materials in the classroom) and school resources

(building facilities). Classroom resources used in this didactic unit are the following: walls, worksheets, blackboard, pencils, computer, overhead projector, chairs, chalks, tables and the concrete materials to develop the unit: bus driver cap, songs, videos, postcards, maps of Australia and Sydney, animal masks, bus tickets, Australian dollar, teapot, tea bags, biscuits die, oars and bandage. School resources are the building facilities such as gym, playground, dining-room and so on. But this specific school is not as an ordinary one and to be able to get out of the school space a protocol is needed, so all the activities of this didactic unit will be done inside the classroom.

3.2 DIDACTIC UNIT: A TRIP TO AUSTRALIA

Table I. Components of the D.U.

				UNIT 2: A TRIP TO AUSTRALIA	
OBJECTIVES			- To review vocabulary from the previous unit: numbers 1 to 10, colours, conversational expressions, commands and the "do you like…?" expression. - To know, say, read and write animals and musical instruments - To know and use directions. - To recognise and use the auxiliary verb "can" - To recognise the Australian country (on a map), Sydney points of interest and its aboriginal people. - To listen, sing and perform songs - To show interest and active participation in communicative activities and games. - To be aware of the importance of speaking an L2. - To be able to evaluate the work done in this unit. - To notice similarities between students' L1 and L2.		
CONTENTS	**CONCEPTS**	**STRUCTURES**	- What animals is it? (S, L) - This is a/an…(S, L) - Can you play + musical instrument? (S, L) - I can play + musical instrument. (S, L) - Ss' names + can/can't play+ musical instrument. (S, L) - What's that? (S, L) - Auxiliary verb "can" in affirmative, negative and interrogative. (S, L)	RECOGNISE - Is it a/an…? Where is the + animal? - Go round, goes beep, go swish, stand up! Stop! - Parts of the bus	
		VOCABULARY	- Action verbs (L, S) - Australian and zoo animals (L, S, R, W) - Musical instruments (L, S, R, W)	RECOGNISE - Parts of the bus - Rocks, sea, beach, zoo, stadium, tea bag, teapot, biscuits.	
		PHONETICS	- Rhythm, intonation and stress of words and sentences studied in the unit. - Can/can't /ə/ /æ/ Jump, run /ʌ/ - Koala, kangaroo /k/ - Elephant, xylophone /f/		
		SOCIOCULTURAL ASPECT	- Active participation in the classroom activities. - Listen to and reproduce songs. - Understand cartoon dialogues - Recognise sounds of musical instruments. - Elaborate questions for an interview		
EVALUATION			- Recognize previous vocabulary. - Assess their own and their peers' work. - Respond verbally and non-verbally to simple oral instructions. - Listen to and reproduce songs. - Value and respect a different culture. - Use properly the auxiliary verb "can". - Respond verbally and non-verbally to oral exchanges. - Know, understand and identify specific vocabulary items in oral and written form. - Use English as a mean of communication in the classroom - Participate in short oral exchanges using structures appropriately. - Give directions appropriately.		
CROSS CURRICULAR			- Education for the peace. - Multicultural education. - Environmental education. - Education for sex equality. - Moral and civic education.		
COMPETENCES			- Linguistic communicative competence. - Knowledge of the physical world. - Learning to learn. - Autonomy and personal initiative. - Mathematical competence - Treatment of information - Social and citizen competence - Cultural and artistic competence.		
ICT			Songs and videos		

L = Listening,   S= Speaking,   R = Reading,   W = Writing

- *3.2.1 First session*
- 1st activity.

The teacher will draw a large picture of a bus on the blackboard occupying the whole space in order to elicit the image of a bus. Then, she will shade or colour the wheels and again elicit and chorus the word "wheels". Here, she will teach the action word "go round and round" and will get everybody making round and round movements with their arms as she says "the wheels on the bus go round and round". After that, the teacher will draw wipers onto the picture and teach "wipers" and "swish" and she will get everyone to do the swishing action with their arms. Then, the teacher will draw a steering wheel and the motion of driving and honking the horn in order to practice "horn" and "beep". Next, the teacher will draw the doors on the bus and teach "doors", "open and shut" and practise opening and shutting actions with their arms. Also, the teacher will show flashcard pictures to teach and practise "babies" and "boo-hoo". Finally, the teacher will draw the driver sitting on the bus holding the steering wheel in order to practise "driver" and "please sit down". When teaching "please sit down" she will ask everyone to stand up and have fun telling everyone to sit down and stand up, so they all practise the meaning.

OBJECTIVES
✓ To recognise and perform commands such as sit down and stand up, and action verbs such as go round and round.
✓ To recognise bus parts.

- 2nd activity

First, the teacher will play the song and will get everyone to follow her with the actions. Then, she will play the song again and encourage everyone to sing along (video-song with lyrics).

OBJECTIVES
✓ To follow the teacher with actions.
✓ To sing the song as accurate as possible pronouncing appropriately.

- 3rd activity

The teacher will take from the bus boot a large hanging bag full of items related to Australia, so as to introduce students to this continent. In the bag, students will find postcards from Australia, pictures of Australian animals, a teapot, tea bags and biscuits (typical from Australia), (appendix E). The teacher and students will comment what is in the bag and where they think they are going by bus.

OBJECTIVES
✓ To introduce them to the Australian continent in order to show them what they can find or see in Australia (a general view), and with the purpose to know its location on the planet.
✓ To motivate them by using authentic materials such as postcards, maps and traditional tea inherent by the British society long time ago.

- 4th activity

Students will arrange all the chairs so that they are facing forwards in rows, just like on a bus. The teacher can be the driver (wearing a driver's cap). The teacher will get everyone to line up outside the bus (at the bus stop), so the social behaviour of the second language country will be taught at the same time. Also, she will give real bus tickets to Australia with students' names written on them with the purpose to get students involved and motivated and give sense to the didactic unit (appendix F). Everyone can get on the bus and pay for their ticket (using real money) and then students will sit down. Then the teacher will start driving the bus and she will shout out "beep the horn (everyone will do it together)" and "please, stand up", "please, sit down" to help go up and down hills, "stop!" (everyone lurches forward), "speed up" (everyone is pushed back in their seats, and "jump up and down" (when the bus gets stuck in mud). At the end, the teacher will invite other students to take on the role of the bus driver.

OBJECTIVES
✓ To perform the actions appropriately.
✓ To motivate students using real material (tickets and Australian dollars).
✓ To learn social behaviour.
✓ To make students participate in the activity.

- 5th activity

    Students will observe a map of Australia to relate the postcards with the pictures in the map (appendix G). The teacher will ask what animal it is by using the structure "what animal is this?" in order to review the structure "this is a/an..." and to introduce rocks and sea, remarking the new words and reinforcing the colours when saying: brown kangaroo, green crocodile, brown rock, blue sea and so forth.

OBJECTIVES
✓ To introduce the structure "what animal is it?" since students will have to use it in the coming-up activities.
✓ To review the structure "this is a/an" and colours.
✓ To introduce Australian animals such as koala, kangaroo and crocodile
✓ To motivate students by using real material.

- 6th activity

    Using the over-head projector, the teacher will show a large picture of the ocean that surrounds Australia. Then, the teacher will provide oars and she will draw the outline of a boat with chalk on the floor and will explain to the students that they are going on a boat and that a storm is coming and it will "rock the boat" (she will show a picture of a storm coming and play the music on). She will tell the students that they must help her sailing the boat by using the provided oars and using the expressions "straight on", "turn to the left" and "turn to the right". She will be the sailor and will call out the commands to them. Once the stormy music stops, the game will end.

OBJECTIVES
✓ To introduce the command "turn left/right" and "straight on".
✓ To raise students' awareness about the meaning of the command throughout a game.
✓ To motivate students using a game-based methodology and stormy music.

- 7th activity

    The teacher will show pictures of five points of interest in Sydney pinned on the blackboard: Opera House, Taronga Park Zoo, Bondi Beach, Sydney Football Stadium and

Sydney Botanical Garden (appendix H). Moreover, she will discuss with the students what is in every picture taking into account students' proficiency level. (Sydney Opera House is big, white and boat-shaped. In the zoo there are elephants, lions, giraffes, zebras..., at the stadium soccer players play football. In the Botanical Garden you can see yellow, pink, red and violet flowers).

After that, the teacher will hand out a map of Sydney (appendix I) in which students and the teacher will mark the five points of interest using a pen. Students sitting in pairs will guide their dyad to find a point of interest (unknown to the other student) using the appropriated expressions to give directions. Guided students will trace the path with a red marker. The student's guide will not stop giving indications until his/her dyad reaches the point of interest. Then, students will change their roles and the guided one will be the guide and vice-versa.

OBJECTIVES
✓ To introduce students to Sydney's points of interest.
✓ To discuss what is seen in every picture bearing in mind students' proficiency level.
✓ To reinforce some of the coming-up vocabulary related to animals.
✓ Motivate students using authentic and real material.
✓ To assess how students interact in pairs and how they use commands.

- 8th activity

Once students finish the in-pair activity, the teacher will show some pictures of the zoo animals and will say that she likes animals so much and she would like to get to the zoo, but she is lost in the middle of the city of Sydney. Hence, she will ask students to guide her to the zoo by the time she shows a picture of the entrance of the zoo in order to clarify that she would like to go to Sydney's zoo. Students will collaborate to guide the teacher to the zoo. She will have the same map that students have, but bigger. So she will mark the path that students say following students' commands (turn left/right, straight on).

Once the teacher reaches the zoo, students will watch a video recorded in the zoo, so they will have the opportunity to see how the zoo is and its animals.

OBJECTIVES
✓ To observe students' initiative and collaboration.

- 9th activity

Students will watch a five-minute cartoon chapter in which they will learn some zoo animals (tiger, elephant, zebra, panda and monkey) and the expressions "what's that?", "is it + a/an + noun?", "that's a/an + noun". When some of those expressions are mentioned during the watching of the video, the teacher will stop it and will make students repeat them, so, students have to pay attention during all the time.

OBJECTIVES
✓ To introduce zoo animals to students.   ✓ To understand the expressions "what's that?", "that's a/an…" and "is it a/an…? what animal is this?"   ✓ To make students be on alert in order to repeat appropriately.   ✓ To make the learning process easy by using visual support.

- 10th activity

With the purpose of reviewing already known animals such as turtle, dog, cat, ant and to make students understand the next activity they will work in groups of 3, the teacher will ask "is it a cat?" (showing a picture) in order to students answer "yes, it is", "no, it isn't". It is a/an + the name of the animal". The teacher will not review the animals from the video because they are quite similar to students' mother tongue and because she will assess how much they retain and associate words from their L1 and L2.

OBJECTIVES
✓ To review already known animals.   ✓ To make students use the structure "it is a/an"

- 11th activity

This activity is carried out in groups of three. A student will ask some one of the other two peers "what' animal is this?" showing a picture just taken from a pile. If the student knows the animal's name, he will say it, if not, the other peer would answer. Then, a different peer will ask the other. The teacher will be observing the two groups to assess

their speaking skills. In this activity, students will practise with all the animals name appeared in the video (zebra, elephant, tiger, monkey, koala, kangaroo, crocodile and panda bear.

OBJECTIVES
✓ To promote students' interaction by carrying out communicative tasks. ✓ To make students use the structures "what animals is this?" and "it is a/an". ✓ To make students use the new vocabulary (zoo animals).

- 12th activity

Once students have practised the speaking skill they will practise the reading and the writing ones by doing individually a crossword with the vocabulary items just learnt (appendix J).

OBJECTIVES
✓ To promote students' autonomy. ✓ To introduce students to the writing and reading skills using knowledge previously worked orally.

- *3.2.2 Second session*

- 1st activity

The teacher will say a colour and the students will write down the name or names of the animal/s of that colour in order to reinforce listening and writing, e.g. "green", then students could write crocodile, turtle. "Black", then students can write down zebra, panda, dog... at the end of the activity students will share results by writing on the blackboard the animals in order to check a correct spelling of the words.

OBJECTIVES
✓ To assess if students are able to relate some colours with animals. ✓ To reinforce the listening and writing skills. ✓ To assess if they are able to remember Australian and zoo animals and write them

down.

- 2nd activity

    With the purpose to reinforce the expressions "what animal is it?", "this is a/an..." and "what's that?" students will play the game of *fast, freaky animal* using cards with a small picture of an animal on it. The objective is to draw the animals as quickly as possible, so that it can be recognized by the other students. A card will be given face down to each student. On the word *Go,* students will look at their cards, being careful not to show them to the other peers. They will have 15 or 30 seconds to draw a picture of the animal on the paper. When time is up, the teacher will call *Stop!* And all pens must go to the middle immediately. In turns, students will try to guess what animal there is by asking, for example, "what animal is it?" And "what's that?" The student who drew the picture answers: yes, it is or no, it isn't. The student who will guess correctly will get two points and the player who drew the picture will get one point. If the picture is completely unrecognisable, the artist gets no points.

OBJECTIVES
✓ To reinforce throughout a game the structures "what animal is this?", "what's that?"   ✓ To motivate students by using learning games.   ✓ To reinforce the drawing skill.   ✓ To promote students' learning by doing interactional activities.

- 3rd activity

    In this third activity, students will be wearing a different animal masks each one (monkey, elephant, tiger, turtle, koala, kangaroo, dog, crocodile and zebra). The teacher will ask "can you see a monkey? Where is the monkey?" so the student wearing the monkey mask will raise his/her hand. He/she will stand up and the teacher will bandage his/her eyes. The objective of the game will be to have the student reaching the door guided by the rest of the students, who using the expressions of "turn left/right" and "straight on" will prevent the guided student to collide with chairs that will be on the path. Once the student has reached the door, the teacher will call out the question again: "can you see a zebra?" and the student with the zebra mask will be guided to the door.

OBJECTIVES

✓ To recognize and react to the question "where is+ an animal?"
✓ To introduce the structure" can you + verb?
✓ To motivate students using games to learn.
✓ To promote students' interaction.
✓ To use the expressions "turn left/right and straight on"

- 4th activity

In a circle, the teacher and the students will move according to the command of the song played. The commands are the following ones: *walking, hopping, running, tip-toeing, jumping, swimming, let's stop* and *let's sleep*. Students will observe the gestures the teacher does and imitate her.

OBJECTIVES
✓ To introduce students to some action verbs.
✓ To make students relate actions verbs to actions and perform them.
✓ To motivate students by doing gestures according to the song.

- 5th activity

Students will watch the video-song called "can an elephant jump?" (appendix K) in which students will gesture according to what they will be watching on the video-song. Action verbs such as *walk, swim, run, jump, hop, dance, sleep* and *fly* appear. Also, already known animals appear in the song: elephant, kangaroo and koala. *Octopus* appears too, but it is new for them. This song will reinforce the interrogative sentence of the verb can, action verbs and animals.

OBJECTIVES
✓ To review animals
✓ To introduce the structure "can+ animals+ action verb (from the song)?"
✓ To understand the meaning from the song's context.
✓ To motivate students to learn by using visual and musical resources.

- 6th activity

In order to practise the phonological aspects of the action verbs of the song, students

will play a game that is the following one: two chairs are placed in front of the class. A flashcard of already known vocabulary is laid on each chair. A student will come in front of the class and the teacher will pronounce a word. The student will have to sit on a flashcard, uncovering the word (action verb) that rhymes with the one the teacher pronounced (appendix L). Students will utter the action verb uncovered.

OBJECTIVES
✓ To practice phonological aspects of the action verbs from the song. ✓ To associate rhyming pairs. ✓ To motivate students using a game-based methodology.

- 7th activity

As a last activity, students will play the *snake-track* game. It is a board game in which along a line there are black and red dots. Students will put the counters at the "start", one for each students. The aim of this game is to be the first player to reach the "finish" line. There will be 20-30 picture cards with animals and students' pictures as a surprise (on the bottom of the pile). In turn, students roll the dice and move their counters along the track. If a student lands on a red dot, he or she will take a card and will turn it face up for everyone to see. Then, the student will describe the animal on the card, giving as many details as possible, for example, this is a kangaroo, it is brown, a kangaroo can hop, a kangaroo can sleep and so forth. The student will move his or her counter one dot forward for every correct sentence, with a maximum of five correct sentences per person in every turn. If the students make a mistake he/she must move his or her counter one dot back (appendix M).

OBJECTIVES
✓ To promote learning by using a game. ✓ To motivate students to learn by playing the learning game instead of a boring methodology. ✓ To apply students' knowledge to the game. ✓ To promote students initiative.

- *3.2.3 Third session*

- 1st activity

Students will watch a video of a performance recorded in the Opera House of Sydney in order to show how the building is, the types of performance that take place in there and also enjoy the music they will listen to.

OBJECTIVES
✓ To motivate students by using authentic materials based on an audio-visual resource.   ✓ To show students this important point of interest in Sydney and the type of performance that takes place there.   ✓ To enjoy and value the music they listen to.

- 2nd activity

The teacher will bring toys or real musical instruments to the class with the purpose of introducing musical instruments to her pupils (drum, violin, maracas, trumpet, xylophone, harp, oboe, harmonica, piano, and clarinet). Also, she will play some of them to introduce "I can play + the musical instrument".

Then, a student will be called on to come in front of the class to play some instruments. The teacher will ask: "can you play the clarinet?" And the student will be encouraged to play it. Once the student has tried it, the teacher will say: "he/she can" or "can't "play the clarinet". Every student will try to play more than one instrument and the rest of the students will assess it by saying "the pupil's name + can or can´t play the instrument". In this way, the negative auxiliary verb will be introduced as well as musical instruments. Besides, the auxiliary "can" will be reviewed.

OBJECTIVES
✓ To introduce and practice musical instruments with students.   ✓ To introduce the structure "I can play + musical instrument" and "students' name + can/can't play+ musical instrument".   ✓ To make students assess their peers' ability by using the above mentioned structure.   ✓ To raise students' awareness of the phonological similarities of most of the musical instruments in Spanish and English.

- 3rd activity

Students will be provided with a worksheet (appendix N) in which the above musical instruments will appear in a written and in a graphic form. The objective will be

to match the name of the instrument with its picture when each instrument plays.

OBJECTIVES
✓ To associate every sound to its musical instrument.
✓ To associate instruments' pictures to their written form (similar to Spanish).
✓ To reinforce the reading skill.
✓ To promote students' autonomy.

- 4th activity

Once students have recognized the written form of the vocabulary items, in order to practise the written skill, instruments will be heard two by two and they will have to write down the two instruments they think are playing at that moment. This is a group activity and students will sit in groups of three.

OBJECTIVES
✓ To practice the written form of the musical instruments in an entertaining way.
✓ To recognise musical instruments' sound.
✓ To promote students' interaction and decision-making among them.

- 5th activity

The following task will be developed in pairs. Every student will have different pictures of orchestras. Every orchestra will be composed by different instruments, but no picture will share the whole set of instruments. Students will circle its favourite orchestra and his/her dyad cannot see it. In this sense, students will have to find out his/her dyad's favourite orchestra by using the interrogative from of can: "can you play the piano? Can you play the oboe?" Every time their dyad answer "yes, I can. I can play the piano/oboe", they will cross the instruments in all the pictures in which these instruments appear until all the instruments of a picture are crossed out. The first dyad that figures out the selected

orchestra by his/her peer will be the winner (appendix O).

OBJECTIVES
✓ To promote interaction among students throughout a communicative task. ✓ To practice the structure "can you play+ musical instruments?" ✓ To promote communication by looking for information in a motivating way (peers' interaction).

- 6th activity

The *didgeridoo* is an aboriginal Australian wind instrument still played nowadays. Students will watch a video of this instrument played by an Australian aboriginal in order to observe how it sounds. After that, in a class group activity students will be encouraged to ask the aboriginal as many questions as they would like to. e.g. "What is your name? Do you like dogs? Can you swim? Can you play the harmonica?"

Students have to propose questions to be asked to the aboriginal in a future interview. In order to do so, students should prepare as many questions as they could using the knowledge they have in the target language. The teacher will write the questions on the blackboard by the time students formulate the questions. Students should be aware to do not repeat the same questions and they should help each other in the process.

Moreover, students should decide in group the questions in order to not be repetitive but asking as many questions as their proficiency level allows them.
Furthermore, interaction is needed between students to discuss doubts about grammar or vocabulary in order to formulate the questions correctly to the teacher (who will write them down).

OBJECTIVES
✓ To know Australian aboriginals and appreciate their own culture. ✓ To promote group work and decision-making. ✓ To arise students' awareness about usefulness of knowing another language to communicate with foreign people. ✓ To practice structures, vocabulary and in general all the knowledge they have in the target language.

PART 4: ASSESSMENT

Throughout this teaching proposal my main aim was not that students acquire to perfection all the contents taught in the didactic unit, but to make them aware that they can cope with a new language.

Taking into consideration the type of students (varied ages, scarcity of knowledge in the target language, their backgrounds and their specific personal situations that influence students' moods and attitudes), it is of great importance to create a feeling of comfort in the classroom and maintain the affective filter low with the only purpose of promoting in students the desire of studying a second language. The objective is to provide students with enjoyable situations at their reach. In other words, to turn students' own judgments of their ability and command in the English language into intrinsic motivation.

In order to do so, relevance of the contents and methodology played a crucial role to enhance students' motivation. That is why a game-based methodology and cooperative learning (among others) were present throughout the didactic unit. Moreover, students' satisfaction was assessed in the development of each task by observing students' involvement, interactions and expectancies to make sure that motivation was present.

As far as the expected results of the teaching proposal "A trip to Australia", I hopedstudent's to be encouraged to learn by using this continent as linkalong the three sessions and motivate them with the use of real materials to make the lessons meaningful to adult students. I tried students to be interested in the target language and to value it as an enriching experience and a way to learn about the world in general. Moreover, I wanted them to consider the satisfaction felt when they were able to reach a goal with the help of peers, interacting and communicating in a different language that was not their mother tongue. This awareness of own capability would boost self-esteem, satisfaction, cooperative learning and group cohesion. This made students feel that their collaboration with peers enhanced their own and group learning process since they cooperated in communicative activities in a much funnier and enjoyable atmosphere when they worked together, which enhanced interpersonal relationships among inmates at the same time.

Finally, it was my purpose to widen student's world and make them change the conception of school and jail institutions. They had to be aware of the formative role of

school and its components and the importance of learning a foreign language in the second language classroom in order to know and appreciate their own and other cultures and be able to communicate and understand a growing multilingual society.

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Royal Decree 1513/2006 of 7 December of Spain

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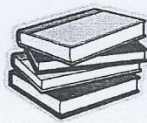APPENDIX A

VICTORIA KENT
Escuela de Adultos Castellón
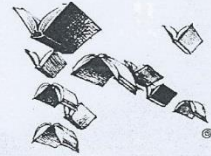
CONCURSO DE *REDACCIÓN*
"Día del libro"

ALUMNO/A: _____

Estando privado de libertad…
¿Qué supone para ti la lectura de un libro?

EXPRÉSALO BREVEMENTE EN ESTE RECUADRO

SI PRESENTAS ESTE RELATO A CUALQUIER PROFESOR ANTES DEL MIÉRCOLES 16 DE ABRIL SE TE OBSEQUIARÁ CON UN LOTE DE LIBROS A ELEGIR ENTRE MÁS DE 300 EJEMPLARES.

La entrega se realizará el día 2 de mayo

APPENDIX B

DÍA INTERNACIONAL DE LA MUJER 2014

HOMENAJE A:

VICTORIA KENT   -   MALALA YOUSAFZAI

Se celebrará en el Salón de actos el lunes 10 de marzo

PROGRAMA

Horario: de 9,30 a 11

-Proyección de un vídeo sobre las causas que originaron la celebración de esta onomástica.

-Proyección de un vídeo sobre la figura de VICTORIA KENT.

-Entrega de diplomas a los 6 alumnos ganadores del concurso de "Cartas de amor"

-Lectura por parte de los alumnos de las importantes transformaciones que realizó VICTORIA KENT mientras ocupó la Dirección general de prisiones.

-Proyección de un vídeo sobre la figura de MALALA YOUSAFZAI.

-Lectura por parte de los alumnos de las mejores frases de MALALA.

-Despedida del acto con la audición de "Entre dos aguas" de PACO DE LUCÍA

APPENDIX C

ESCUELA CI. 1º

PARA

PACO

MINISTERIO DEL INTERIOR
Secretaría General
de Instituciones Penitenciarias
Establecimiento Penitenciario *DE*
CASTELLÓN I

Modelo I
Nº referencia 9960

El/la interno/a _____

de 43 años de edad, natural de ESPAÑA destinado/a

en el Módulo nº 1 y con nº de D.I.I. 8911300005

EXPONE:
Solicito POR FAVOR SALIR A LA
ESCUELA.

MUCHAS GRACIAS

por todo ello,
SOLICITA
Le sea concedida dicha petición.

En CASTELLÓN a 13 de MAYO de 2014

Firma,

Recibí
El funcionario

SR. DIRECTOR DE ESTE CENTRO

APPENDIX D

CENTRO PENITENCIARIO
CASTELLON

ORDEN DE DIRECCIÓN

Sr. Jefe de Servicios:

Facilítese la **salida al SALÓN DE ACTOS EL VIERNES 16 DE MAYO DESDE**

LAS 11,30 h. HASTA LAS 13 h. a los internos que a continuación se relacionan **CON**

MOTIVO DE ASISTIR A CLASES DE INGLÉS

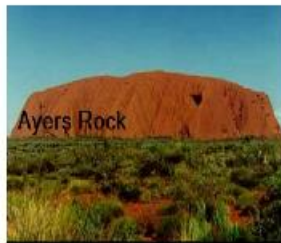MÓDULO 3

MÓDULO 4

MÓDULO 5

MÓDULO 6

MÓDULO 7

MÓDULO 8

(Internos que se incorporan a la actividad)

Desde el punto de vista de seguridad no hay inconveniente Castellón 15-5-2014

SUBDIRECTOR DE SEGURIDAD.   LA DIRECTORA

APPENDIX E

APPENDIX F

TRAVELTEN • CONCESSION

TERMS & CONDITIONS APPLY,
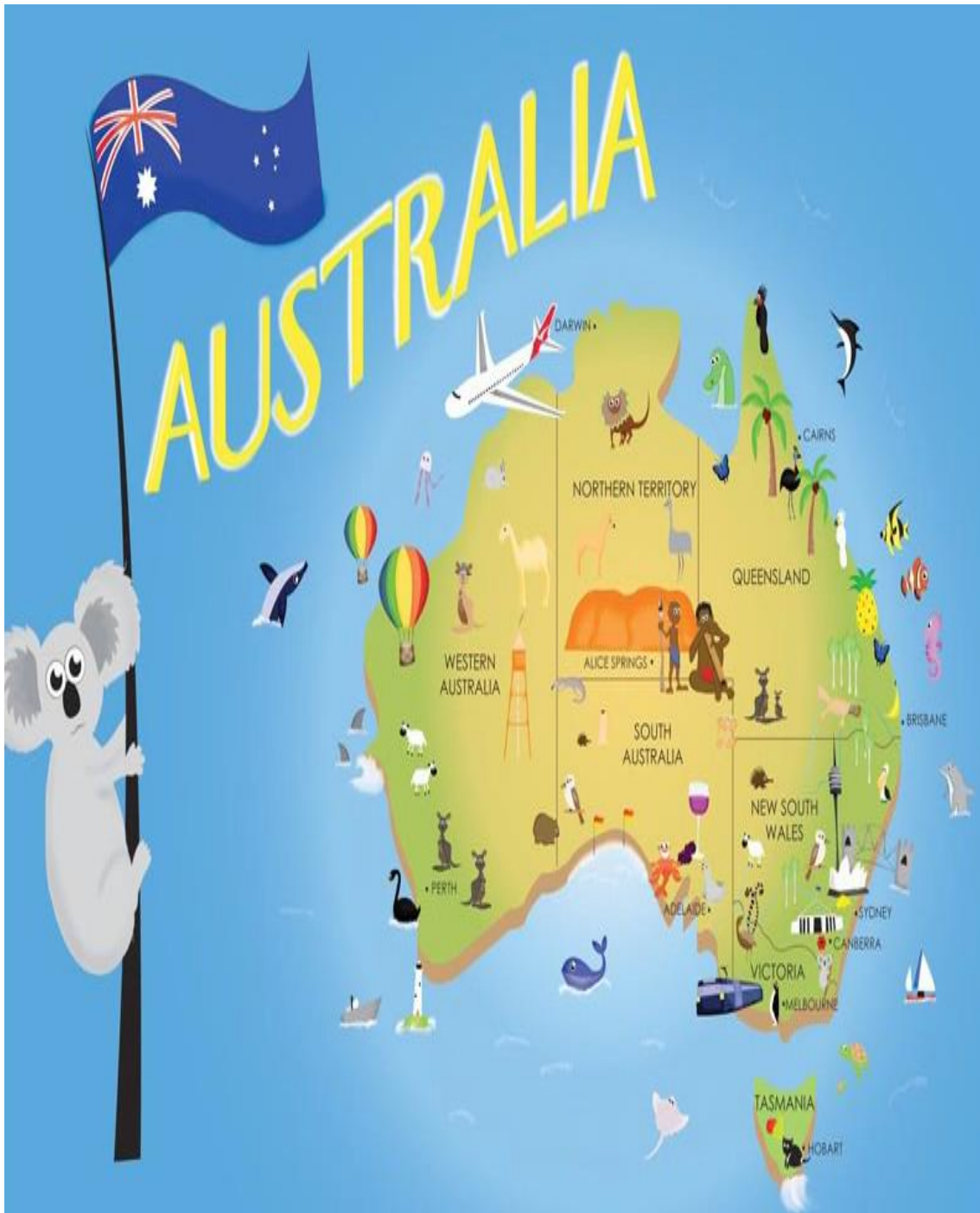VISIT 131500.COM.AU

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GOVERNMENT

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

APPENDIX G

APPENDIX H

APPENDIX I

APPENDIX J

Down

2.

5.

3.

8.

4.

Across

1.

7.

4.

6.

```
Z  R  U  M  S  T  Q  T  D  O  G  B
E  L  E  P  H  A  N  T  T  X  E  P
I  R  N  M  S  W  J  K  N  B  X  A
K  O  A  L  A  J  R  Z  A  U  W  N
S  X  G  B  A  G  K  E  E  G  Z  D
G  D  N  T  V  A  A  T  C  B  O  A
M  K  D  A  D  N  N  F  U  S  R  Q
O  Y  D  T  Y  Y  G  I  A  M  P  A
N  T  R  I  O  Z  A  R  P  S  D  E
K  I  Z  G  M  Z  R  U  S  M  I  Q
E  A  M  E  Z  L  O  U  Z  W  D  T
Y  K  N  R  Z  D  O  R  P  W  D  H
O  W  E  B  I  I  R  T  D  F  L  N
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I  D  J  C  C  X  L  D  D  C  E  C
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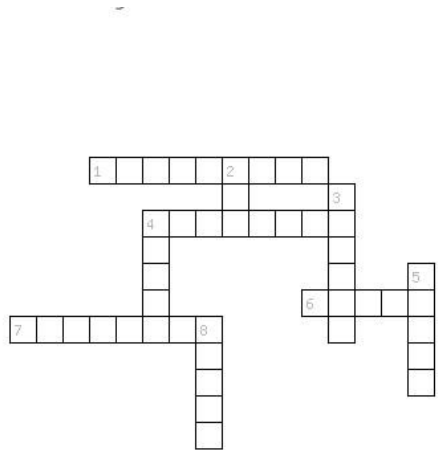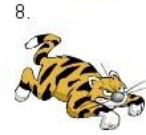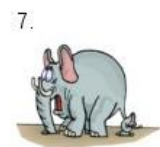
APPENDIX K

Can an elephant jump? No, it can't
Can an elephant fly? No, it can't
Can an elephant walk? Yes, it can. An elephant can walk.
Walk, walk, walk, walk, walk, walk, walk, stop!
Can a kangaroo walk? No, it can´t
Can a kangaroo run? No, it can´t
Can a kangaroo hop? Yes, it can. A kangaroo can hop.
Hop, hop, hop, hop, hop, hop, hop, stop!
Can an octopus hop? No, it can´t.
Can an octopus clap? No, it can´t.
Can an octopus swim? Yes, it can. An octopus can swim.
Swim, swim, swim, swim, swim, swim, stop!
Can a koala swim? No, it can´t
Can a koala dance? No, it can´t
Can a koala sleep? Yes, it can. A koala can sleep.
Wake up! Wake up!
Ohhh, I can jump, jump, jump, jump.
I can fly, fly, fly, fly!
I can walk, walk ,walk, yes I can!
I can run, run, run, run!
I can hop, hop, hop, hop!
I can clap, clap, clap, yes I can!
I can swim, swim, swim, swim
I can dance, dance, dance, dance!
I can sleep, sleep, sleep, sleep, good night everyone!
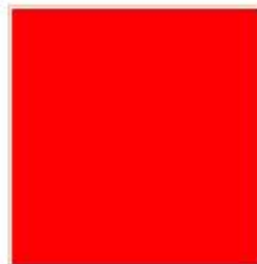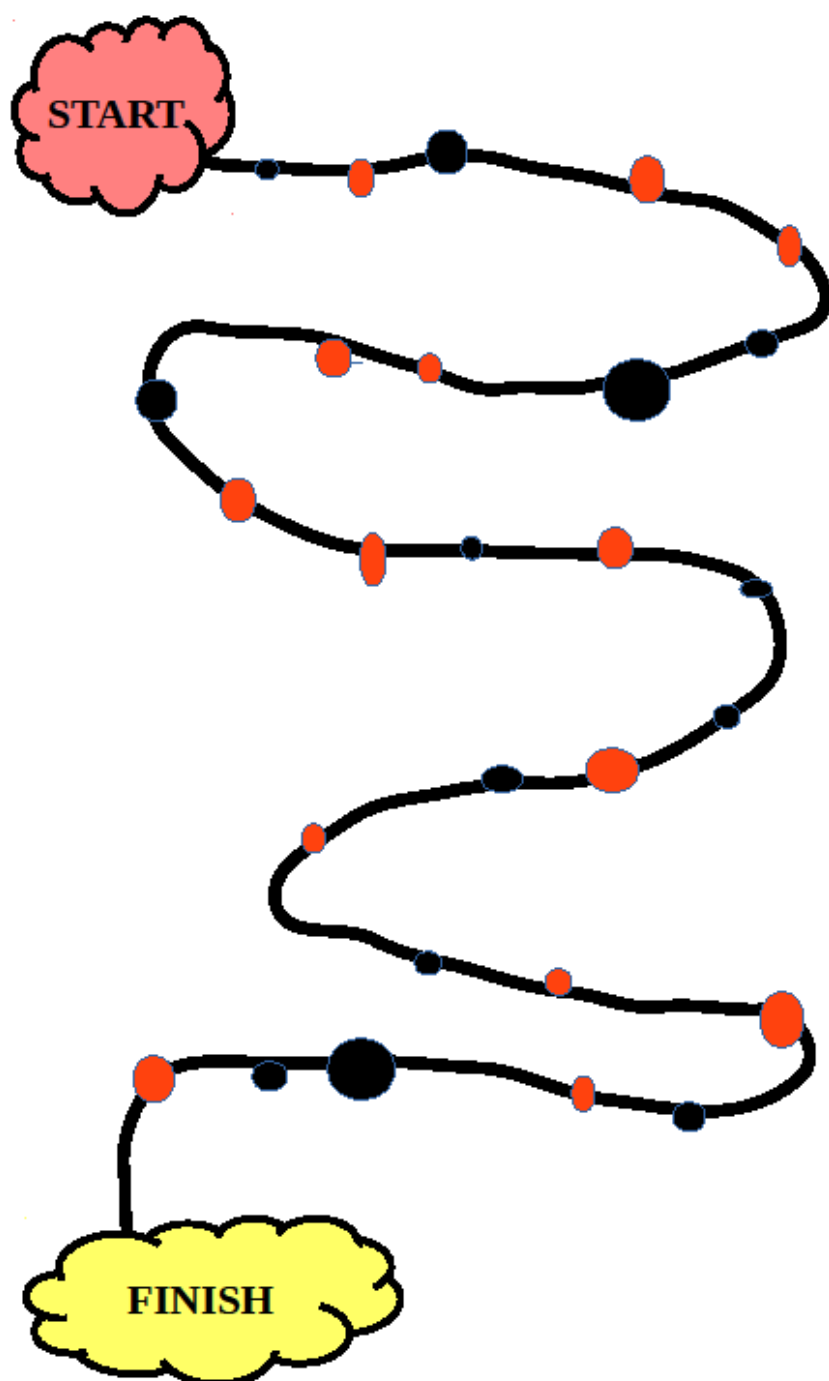Wake up!!

APPENDIX L

STOP (HOP- EYE)	

ONE (RUN- EAR)	

WALK (ROCK- RED)	

APPENDIX M

START

FINISH

APPENDIX N

NAME:

Write the numbers in the table accordingly

1.   2.   3.

4.   5.   6.

7.   8.   9.   10

10

Violin	Horn
Saxophone	Harp
Drum	Maracas
Trumpet	Xylophone
Oboe	Piano

APPENDIX O

N.1

N.2

N.3

N.4

N.5

N.6