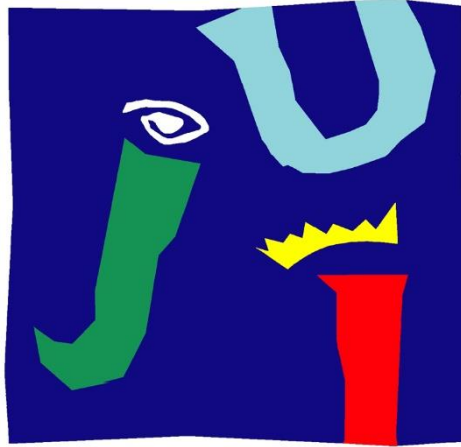


Màster en l'Ensenyament de la Llengua Anglesa en
Contextos Multilingües
(Melacom)

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AMCO Methodology: A Review and a Teaching Proposal

Presented by; Dulce Patricia Pan Vargas

Tutor: Ana Belén Fernández Guerra

ID: 20902112B

al227825@uji.es

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1. INTRODUCTION

When talking about the importance of the English language, there is no doubt that in the current society, the English language has a significant presence in a numerous range of professional and social fields. For this reason, there is a growing need of teaching of this language. Nowadays, learning a foreign language is necessary, if not almost vital at the time of developing any professional career. In this sense, the most learned language for this and for other purposes is the English language. The issue here is to achieve an appropriate and qualified level of implementation of the English language in schools since early ages, in order to make easier the task of learning this foreign language to this students. According to the European Commission (2012), English is the most taught language in the primary education in Europe.

Particularly, in Spain there is a big concern about teaching English at state and private schools; parents and teachers expect their children to end up with a proficient level of English, however, that is not the outcome achieved. For this reason, this thesis aims at providing an overview of several methods followed in the past, a review of the new methodologies focusing on communicative aspects of the learning process and, ultimately to provide a teaching proposal aiming at enhancing not only the communicative competence of the students but also their knowledge about the world that surrounds them. More specifically, the teaching proposal presented has a starting point, and this is based on my internship experience, in which I was able to observe a particular teaching methodology which caught my attention due to its approaches to English Language Teaching (ELT).

1.1 Educational context

The institution at hand is a privately-owned but state-funded school placed in Onda, a small town in Castellón de la Plana. The school's name is "Colegio Madre María Rosa Molas", and this is a catholic school managed by The Sisters of the Mother Consolation. This school was founded in 1891, and became an educational cooperative society in 1978. Since then, this school and of course the rest of schools are managed by the Sisters of Mother Consolation.

This particular educational center offers three different levels of education, being the following: 3 courses of kindergarten (from 3 to 5 years old); 6 courses of primary education (from 6 to 11 years old) and 4 courses of secondary education (from 12 to 15 years old).

The geographical location of this school contributes to the attendance of students coming from different nationalities and backgrounds, including Chinese, Russian, Romanian or South American, among others. For this reason there is a multicultural and integrative aim behind all the activities carried out, such as camps or extracurricular activities. At the same time they promote a sense of family unity by developing activities including the families and also making the families participate and communicate as much as possible with the school. As my internship was intended to be related to the English language teaching, it is important to mention that the teaching of English as a subject is implemented in all the courses including the kindergarten level, so students are familiarized with it from the very beginning of their learning experience at school. Another important aspect that is worth to mention is related to the methodologies and educational approaches implemented by this school. The multiple

intelligences theory laid by Gardner (2011) is put into practice in all the courses. In addition to it, another educational approach implemented by this school is the cooperative learning proposed by Kagan (2009).

Furthermore, an important issue that needs attention is the methodology used by this center in order to teach the English language in the kindergarten and primary courses. This methodology is called AMCO method, it will be developed in depth in the following section, in order to frame it within the theoretical background.

This particular methodology will be described, as well as an account of my experience in all the classes I have attended. At this point, it is relevant to point out that my role in the primary classes (the ones in which the AMCO method is implemented) was an observer role with little participation in the development of the sessions, due to the fact that this methodology needs to follow a strict schedule.

1.2. Aim

The main aim of this thesis is to provide a teaching proposal based on the English classes I have been able to attend and observe within the previously presented educational context. The theoretical background of the methodology observed will be developed, as well as the practical and actual practices carried out in the classroom, in order to assess if the theory meets the practice and achieves the potential and prearranged outcomes. Furthermore, as several drawbacks have been observed in the methodology, the teaching proposal aims at improving those aspects which needed more attention, in order to combine the main ideas comprising the methodology as well as implementing some other approaches which may end up by composing a teaching

proposal aiming at developing students' communicative competence in English in general, and also in a particular topic.

1.3 MELACOM subjects

The development of this teaching proposal would not have been possible without the information and training I have received during the MELACOM Master's Degree. On the whole, it can be stated that it is a combination of all the subjects I have taken. However, I will focus on the most important ones which I have taken into account.

First of all, the most relevant subject at the time of developing the teaching proposal has been SAY525 "Curriculum Design," since it has helped me to arrange my ideas at the time of designing the teaching proposal. I have followed the module at the time of thinking of what are the learners' needs, which teaching approaches would be the best ones in order to involve students in the process, and finally the assessment issue, which deserves the same attention as the teaching practice itself. This module has been useful not only at the time of planning but also at the time of designing the materials implemented and used in the teaching proposal.

The idea of thinking which the learners' needs are is related to another core subject in the Master's Degree, which is SAY513 "Theories of Second Language Acquisition". This module provides insights from linguistics in order to discover how languages are learned, and which theoretical aspects need to be taken into consideration when developing a teaching proposal.

Finally, some insights from SAY516 "Multilingual Education" will be taken into account since we have to be aware that the teaching proposal is implemented in a

multilingual context where Spanish, Valencian and English co-exist, and what is more, apart from these languages in this particular educational context more languages such as Romanian, Russian or Chinese can be found.

2. THEORETICAL FRAMEWORK

When developing a teaching proposal it is of vital importance to be familiar with the main theories upon which the proposal is based and which frame the proposal. In addition, it is also important to keep in mind the evolution that can be appreciated in the ELT field, in order to be able to provide a critical review of such evolution.

2.1 Evolution of Teaching Methods

To start with, when trying to frame a teaching proposal within a particular theoretical approach, it is necessary to be aware of the evolution of the different trends and methodologies at the time of teaching English as a foreign language, in order to understand the reasons behind the methodologies that are being used at this moment, therefore we can move from “what did we have?” towards “what we have” and finally answer the question “what do we want to achieve?”.

According to Larsen-Freeman (1986), one of the most traditional methodologies and the one that has been used by many teachers for years is the so-called *Grammar Translation Method*, and it dates back to the 18th and 19th Centuries. In this methodology, the primary focus is on grammar, involving little or no spoken communication. Students were told to translate passages into their native language as well as reading passages and answering comprehension questions. This methodology was in later years, declared as unnatural, since the learning process is reversed.

Consequently, as a reaction to the Grammar Translation Method, the following method that appeared was the *The Direct Method*. In this methodology, the main principle is that the meaning is to be connected to the target language, without allowing the translation between the native and the target language. This method dates back to

the late 19th Century and the early 20th Century, and it was the first time in which the oral communication was considered as basic at the time of teaching a language, giving no use to the students' first language. However, the drawback here was found at the time of approaching the task of learning a second or foreign language, since those processes were considered to be the same, and they are different processes that need to be approached differently.

Following the timeline that Larsen-Freeman (1986) presented, the next method reacting to the previous one was the *Audio-Lingual Method*. This method is similar to the previous one in the sense that both are oral-based and grammar is learned inductively. However, they differ at the time of presenting the sentence patterns to the students, in the Audio-Lingual method this was presented by means of shaping and reinforcing the sentence patterns. The primary focus of this method is to use the target language communicatively, through dialogues learned by means of imitation and repetition.

The following method is named *The Silent Way*. This methodology was originated in the 1970's, and this can be considered as one of the first attempts to make the students responsible for their own learning, since the teacher should try to be as silent as possible to encourage learners to produce as much language as they are able to. Therefore, in this case teaching is subordinated to learning. This aspect is the one that received more criticism, since this idea of "subordinating" teaching to the act of learning can have a negative impact on the learning process; furthermore, it can be argued that the role of the teacher is being undermined, as the role of the teacher needs to be more active and valuable in the language classroom.

The next relevant method is named *Community Language Learning*, it was developed by Charles Curran in the 1970's, and it was considered the first humanistic method. In this methodology students are encouraged to use the language with communicative purposes and to reflect upon their own learning. For this purpose, teachers create communicative situations removing threatening factors, in order to make students comfortable at the time of communicating, and letting them become less independent as the lessons evolves.

The last method which deserves attention at the time of reviewing the evolution of methodologies and approaches is the one called *The Total Physical Response Method*, this methodology combines the coordination of speech and action, and it was very popular in the 1970's and 1980's. The main aim of this method is to make learners enjoy the learning process by reducing the stress. The most salient feature of this particular method is that actions make meaning clear, and commands are given to the students to perform an action. An important aspect to consider within this method is that it is based on the idea that children possess an innate-language capacity, which makes the process of learning a second or foreign language similar to the one that takes place at the time of learning the mother tongue.

Having reviewed the main methods that have been used throughout the 19th and 20th centuries, a substantial evolution can be appreciated regarding the focus of each methodology. It can be stated that an evolution from teaching only grammar towards a more communicative approach can be found. An evidence of this evolution, can be appreciated in Waters (2012) study. Waters carried out an analysis by comparing two editions from a particular and widely-used ELT (English Language Teaching) course book,

one from 1995 and the other more recent. The findings were that in recent years a more “communicative” approach is adopted, although “many of the main features of the methodology remain unchanged” (2012:446).

However, none of the methods explained above have taken into account the construct of communicative competence, and in order to develop the students’ communicative competence and to teach the target language from a communicative approach, teachers need to be truly aware and to understand in depth the construct of communicative competence.

2.2 Communicative competence

In order to understand what is meant by “communicative competence”, it can be stated that the communicative competence is the knowledge of the language system and ability to use that knowledge in particular situations. The origin of this term can be traced to a work from Hymes in 1972. Celce Murcia (2007) developed a detailed account of the chronological evolution of the term “communicative competence” (See Figure 1). In this evolution the term coined by Hymes was a reaction against Chomsky’s theory in which social factors were considered to be out of the domain of the linguistic competence. Hymes considered that in addition to the knowledge of the rules, one also needs notions of sociolinguistic competence in order to use the language according to the context. The following linguists who expanded the scope of communicative competence were Canale and Swain in 1980, who added strategic competence (the ability to compensate for problems or deficits in communication and do various types of planning). This addition can be matched to the “communicative approach” taken as a reaction to grammar-translation and audiolingual methods seen in the previous section;

in addition to this they referred to “linguistic competence” as “grammatical competence”. Three years later, Canale added discourse competence (the ability to produce and interpret language beyond the sentence level).

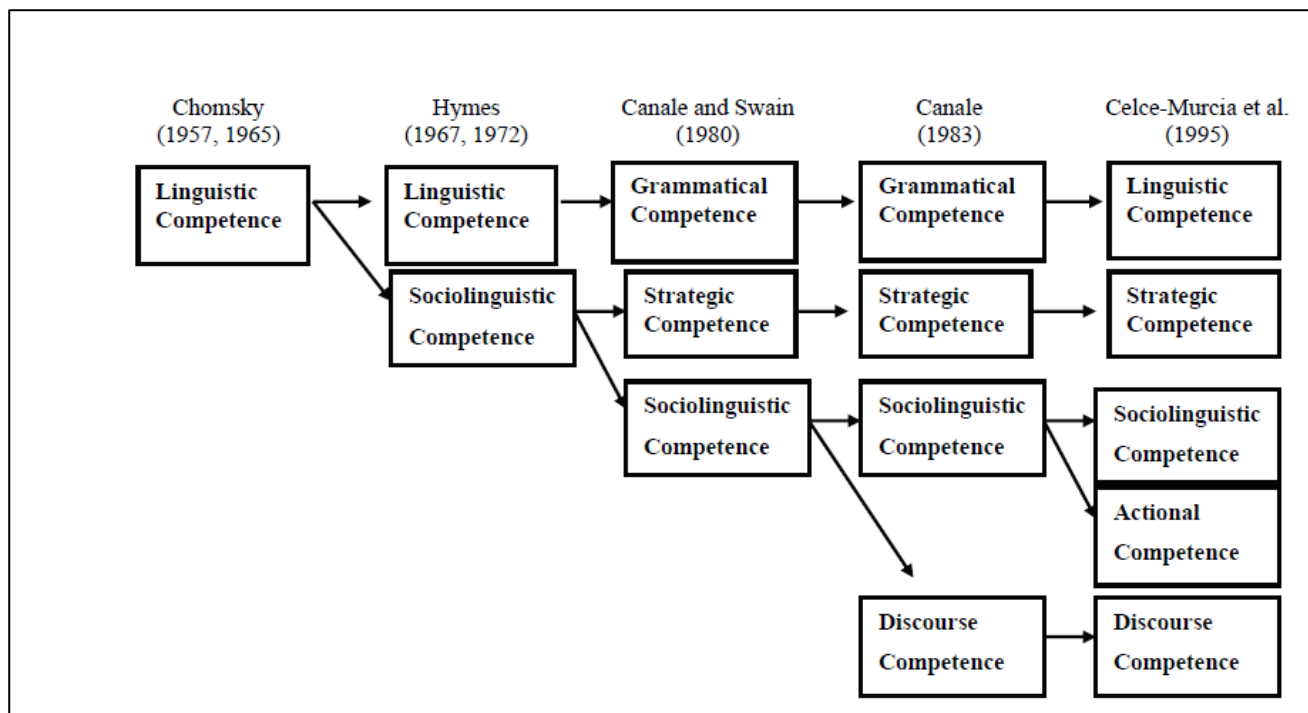


Figure 1: Chronological evolution of “Communicative Competence” (Celce-Murcia, 2007:43)

Finally, Celce-Murcia et al propose a new model for communicative competence in 1995. (See Figure 2). In this revised model, it can be appreciated that several competences surround the same core, being its core the discourse competence; this discourse competence “refers to the selection, sequencing and arrangement of words, structures, and utterances to achieve a unified spoken message” (2007:46). The main sub-areas of this discourse competence are: cohesion, deixis, coherence and generic structure, all of them relevant at the time of understanding and producing a message. It

is important to have a clear idea of each of the elements of the communicative competence, in this case the ones proposed by Celce-Murcia in 1995, since it is the teacher's responsibility to be aware of them at the time of enhancing the students' competences. These competences, as seen in Figure 2, are the following:

- Sociocultural Competence: this can be considered as the pragmatic knowledge of the language, thus the ability to express messages according to the social and cultural context of the communication at hand.
- Formulaic Competence: refers to the fixed expressions and chunks of language that are used in everyday communication.
- Interactional Competence: is extremely important, since it is the ability of participating in interaction and conversations, there are three sub-components that are: actional competence, conversational competence and non-verbal/paralinguistic competence; being the three extremely important at the time of developing a conversation or everyday encounters.
- Strategic Competence: this competence refers to the strategies that the user manages to enhance their own learning, being the following: learning strategies and communication strategies.
- Linguistic Competence: this competence refers to the knowledge of the system itself, including the phonological, lexical, morphological and syntactic knowledge of the language.
- Discourse competence: As stated before, this is at the core of the rest of competences, as it has the central role at the time of understanding and producing utterances.

Having these definitions in mind, it can be stated that the teacher will not only have to draw the students' attention to the knowledge of the language (pronunciation, vocabulary, sentence order), there is a whole construct considering each and every aspect of the language that needs to be taken into consideration at the time of learning a second or foreign language. Therefore, these competences need to be incorporated into the syllabus in a way in which they are interrelated, and the students feel comfortable with them. Furthermore, there is the need of making students responsible of their own language and progress, so it would be ideal for them to be aware of these competences, so they could make the effort to strengthen and incorporate them in the learning process.

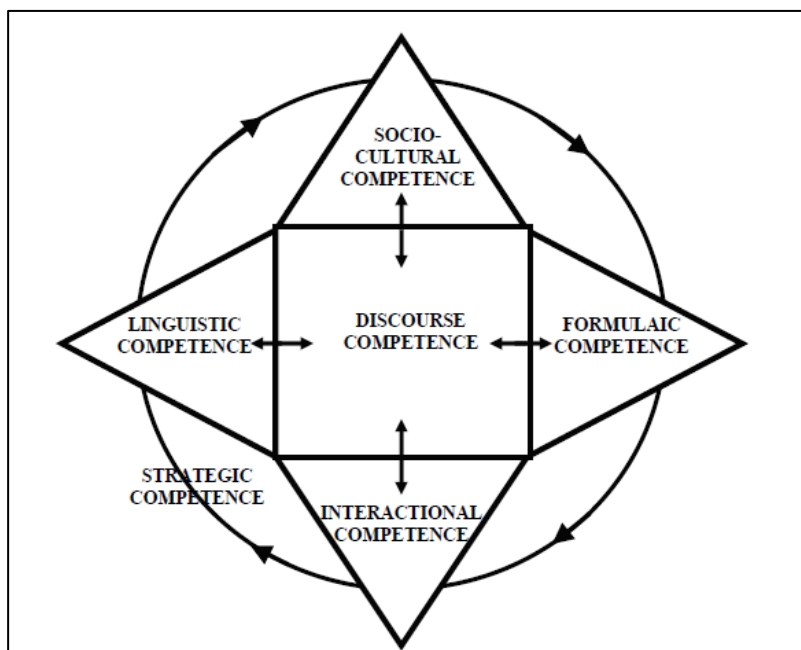


Figure 2: Schematic representation of “Communicative Competence” (Celce-Murcia, 2007:45)

2.3. AMCO Methodology

The AMCO methodology, is a relatively new method created in the USA, with the aim of teaching ESL to foreign people in this country. It can be considered a CLIL methodology since it also presents programs regarding content apart from language, furthermore the classes are conducted in English, without resorting to the first language of the students. In Europe, this methodology is relatively recent and it is starting to be implemented in private schools throughout Spain. According to Martorell (2011) this methodology is based on the Multiple Intelligences theory, using different strategies in order to involve all the students' different intelligences. Another innovative aspect of this methodology is the use of mind maps with the aim of organizing the information according to the abilities of each student, and finally, another important feature is the use of "The Generative Voice Theory", this theory was laid by the founder of this methodology, Angel Martorell, and claims that there are several "brains" in our minds in which different communication codes are stored, therefore the "English brain" of each student is activated by means of this method.

The teaching process presented in this methodology is built upon ideas and theories which shape the way in which the lessons are planned and carried out, therefore, according to the AMCO Educational Proposal, the ideas composing this methodology can be divided into three different sections, which are the following:

2.3.1 Pedagogical foundations

- Multiple Intelligences Theory: During the 20th century there was the widespread idea which supported that there were three main areas of thinking: the logical mathematical, the linguistic and the spatial (Puchta and Rinvoluncri, 2010:7). However, Gardner (2011) claimed that the intelligence is dynamic and plural rather than static, therefore everyone can develop their abilities and there is not an exclusive way of being intelligent. For this reason, all the students are given the opportunity of developing their abilities regardless their preferences and abilities. Gardner proposed eight (even though they were seven at the beginning of this theory) intelligences, being the following:

- Verbal-linguistic
- Logical-mathematical
- Naturalistic
- Intrapersonal
- Visual-spatial
- Musical
- Bodily-kinesthetic
- Interpersonal

Regarding the multiple intelligences application in EFL contexts, there are some studies investigating the benefits of this kind of instruction (Morilla-García, 2017; Barbulet, 2014; Ahour & Abdi, 2015; Romero & Salazar, 2017).

- Generative Voice Theory: as it has been previously explained, this is claimed to be the most innovative aspect of this methodology. Based on research on how

we acquire languages, the aim of this theory is that the connections made in order to learn a new language, have to occur in a natural way, without resorting to the mother tongue, thus enhancing the so-called switching process, as if we were learning the new language in the same way we learned our mother tongue.

2.3.2 Didactic foundations

- **Significant or Meaningful learning:** This kind of learning occurs when a new concept is linked to a previous one which already exists in the cognitive structure.
- **Cooperative learning:** This theory laid by Spencer Kagan (2009) refers to “small, heterogeneous groups of students working together to achieve a common goal”. In this sense, students work together to learn and they are responsible of their own learning as well as of the learning of their classmates. Moving onto the cooperative or collaborative learning within the EFL field, the strategy of assigning tasks to pairs or groups of students is a widespread practice, with the aim of making them use the target language in order to develop the activity, moreover this has social and cognitive benefits (Storch, 2011).
- **Project-based learning:** This kind of approach engages students through investigation and problem-solving which they have to carry out, and which allow them to have an outcome. The developers of the AMCO method may have changed the name of this approach, ultimately it refers to the TBLT (Task-based Language Teaching), since it focuses not on the process but in the final outcome that students create. Giving students the goal they need to achieve will make them participate as “communicators” rather than mere “learners” (Ellis and Shintani, 2013), making them responsible for their own learning.

2.3.3 Teaching strategies

- Mind maps: The mind maps are a simple way of organizing the information in the same way that our brains carry out that task. These mind maps help the effective learning by associating and connecting ideas and concepts. Therefore they increase their learning potential and also optimize time.
- Thinking Routines: These routines allow the students to put in order and to communicate their reasoning. So, they would be very helpful at the time of promoting comprehension of readings or understanding of complex linguistic structures.

2.3.4 Exploring AMCO books

In order to explain how an AMCO classroom is conducted, it is necessary to know how the textbook is organized. This methodology provides classroom materials including textbooks with CD's, flashcards, posters for the classrooms and a web platform with resources, schedules and tools for the teacher. Each course consists of three textbooks, each one of them for each trimester of the academic year. Each one of these three books are divided into four main sections: *spelling (pronunciation lab)*, *grammar*, *reading and listening*, and these sections are, in turn, divided into four lessons.

2.3.4.1 Grammar Section

The grammar aspects presented in the AMCO books are used as a guide, it is not expected from the students to learn and memorize these concepts. AMCO proposes a cyclic presentation of the grammatical structures, in order for the students to reinforce their knowledge of the language. The typical presentation of the grammar in the books

is a grammar box containing the rules, several examples and then exercises for the students to practice and drill the grammatical structure.

2.3.4.2 Spelling Section

In this section students are presented with a set of ten words per lesson. The aim of this section is to provide activities for the students to develop their listening skills, to expand their vocabulary and to pronounce correctly. There is an order established in order to work with each set of words: to listen, to produce and to work with reinforcement activities using crosswords or sentences.

For the first step, listening, they listen to the words, point at them, find the missing word and then identify them. In the second step, production, they repeat the words several times, then they write them in order, and finally in a different order. At the end of this process, in order to reinforce the practice of these words, students work with them using different kinds of activities such as crosswords, word search puzzles or gapped sentences.

2.3.4.3 Reading Comprehension

As in the rest of the sections, the reading section is divided into four different lessons, each one of them containing a text with activities to work with. These texts include simple structures and vocabulary, as well as more complex content in order to challenge students and to make them face real texts. All the books include audio tracks with all the texts read so students can follow the reading with the audio. The activities which accompany the reading range from comprehension questions to check students' understanding from more complex activities related to the topic, including mind maps and critical thinking questions, in order to make the students not only understand but

also reflect about the issue at hand, developing their knowledge about the world that surrounds them.

2.3.4.4 Listening Section

In this section the students are presented with some conversations, dialogues and even stories. After students listen to the recording twice, they have to answer different kinds of questions depending on the age. At first they have to choose the correct picture or option, as the level increases they have to order a sequence or write the correct word in the space provided within a sentence.

2.3.5 Daily Routine and the development of a typical AMCO class

As it has been said before, AMCO teachers are provided with month and daily schedules which they have to follow in order to achieve the outcomes on time. One of the key activities carried out in the AMCO classes is the “daily routine”, the aim of this routine is to make the students *switch* into the English language, following the Generative voice theory. The main topics covered during the beginning of each session are: greeting, talk about feelings, check the attendance, stating the date, review the classroom rules, talk about the weather and even review grammar aspects covered in previous classrooms. The students have to collaborate in a very active way and the teacher has to motivate and engage them, making them the protagonists of the activities.

Regarding the rest of the sections, the teacher has to follow the schedule provided by the AMCO methodology, in most of the sessions there is a combination of sections, always being from the same lessons. However, one aspect to consider is that

the spelling section is developed in every session, so they listen, repeat and use the words from the spelling section each day they have their English class.

2.3.6 Drawbacks observed in the AMCO methodology

Even though there is a substantial amount of information and theories regarding the foundations of this methodology, once put into practice, some handicaps concerning the real achievement that we as teachers are pursuing, are found. This final fulfillment is the English language learning, or in other words, to make our students communicatively competent.

As stated before, the construct of communicative competence needs to be taken into consideration by the teachers or curriculum designers. In this particular case, the concepts composing the communicative competence construct are missing not only in the justification of the methodology but also in the contents of the book. In which there are only 4 aspects of the language presented.

Regarding the presentation of the language, the grammar is introduced in a very explicit manner in which the students can get lost at the time of using terms such as “present progressive” or “fact or opinion”. Moreover, there is a lack of context at the time of introducing the grammar rules and the examples, as the sentences used are not related with each other.

The issue of the lack of context can be found throughout all the book. For instance, in the spelling section all the words which are presented in each lesson are not related to each other regarding meaning. At the time of working with these sets of words, some sentences to clarify the meaning can be found, but not as a whole, there is only one sentence per word.

Learning vocabulary is a key issue when dealing with the topic of second language learning and teaching (Nation, 2001; Hiebert, 2005; Schen, 2003); without the sufficient vocabulary students would not be able to express their own ideas or thought, and what is more important, they would not be able to understand their interlocutors. In the AMCO books the only words introduced are made without a context supporting the meaning and without a situation which would make the task of learning vocabulary easier for the students.

As for the way in which AMCO presents the texts, in this particular book (Book 2), the four texts presented are related to the same topic, which would make the task of following them easier for the students. However, regarding the vocabulary or the grammar included in the text there is little support for the students to understand them.

In addition, all the classes are conducted in English, therefore they are exposed to the language in almost a daily basis, however, at the time of putting the words and the contents they hear into context there is no success, and students cannot make a communicative use of what they learn, as a result the contents they learn cannot be put into practice and they are not useful.

Furthermore, at this point it is worth to mention that there have been several studies on the effectiveness and availability of this methodology in a particular context (Gavaldón-Muñoz, 2015; Sesma-Marin, 2012; Sánchez-Mártinez, 2014). Most of them just analyzed the practices in the classroom and the final results obtained, however there is research claiming that the AMCO methodology does not work efficiently in a particular educational context (Alexander-Barreto, 2016).

On the whole, the four sections included in the book are not interrelated, the words presented in the spelling section and the grammar presented in the grammar section are not used within a particular context, students do not have the opportunity to use this language in a certain situation, therefore all the information they receive is neither helpful nor useful for them.

3. TEACHING PROPOSAL

Considering the explanation of the methodology, the real practices carried out in the classroom and the drawbacks observed in the books, I have decided to develop a teaching proposal taking into account all the issues previously mentioned.

3.1 Methodology

As it has been explained in the previous sections, in the AMCO methodology the teacher has to follow the schedule that accompanies the books, so there are few possibilities to change the way in which we introduce the topics, or there is no possibility to change the contents themselves. For this reason, I have decided to take the topics of the readings and to build a teaching proposal dealing with the topics presented in the reading. As a result, I would adapt the existing readings, in order to respect the contents included in them but from another point of view, including more engaging activities aiming at developing students' communicative competence, having in mind the cooperative learning and the multiple intelligences theory in order to take into account the needs and paces of all the students. And, ultimately, taking into consideration the role of the context at the time of giving meaning to the input they receive.

Moving on to the different ways to introduce the topic in the classroom; first it is relevant to point out the importance that instruction has in the process of language learning, as Long (1983) carried out a detailed review of the importance of instruction when learning a Foreign Language. Furthermore two different kinds of instruction can be distinguished, which are the ones that will be considered in this proposal, these are the following: explicit or implicit instruction. Ellis (2009) provides an account of what each one of the terms are about: implicit language learning takes place without an

intentionality or awareness, and, on the other hand explicit language learning is a conscious as well as intentional process. The former being used in this proposal, the latter is the one that is followed in the AMCO methodology. The main distinction among them can be traced by means of paying or not attention to the target form or the language, and the use of metalinguistic explanations.

3.2 Designing the proposal

The following teaching proposal is planned for 6th grade of primary. The AMCO methodology consists of three books, thus one book per term. In my internship, they were following “Book 2” (Buchanan et al, nd), so I am going to focus my proposal on the contents included in this book. This group had 3 hours of English per week, which results in 36 classes within the three months of the term. As I am going to focus on the reading section, I am going to develop my proposal in 20 sessions, 5 sessions for one out of the four topics. There were 25 students in this class, taking into account the cooperative learning approach, there are going to be 5 groups of 5 students. The topics covered are going to be the following:

1. The snowman → 5 sessions
2. Snowflakes → 5 sessions
3. Icebergs → 5 sessions
4. Sweets and snow → 5 sessions

Session 1 will deal with the pre-reading questions, activating their knowledge on the topic and creating the context in which they are going to build their knowledge. Session 2 will be devoted to the actual reading of the text presented in their book, as well as its

corresponding comprehension questions. Sessions 3, 4 and 5 will be the ones in which I will develop my designed proposal, dealing with vocabulary, grammar and communicative competence, as I will introduce situations in which the students will have to use the language in context.

TOPIC 1: The Snowman_(See Appendix A)

Session 1: Pre-reading questions

Students will be presented with a picture depicting the concept of *cold*. After identifying the word we are looking for, we are going to conduct a brainstorming with all the words they can think about which are related to the cold concept.

Then, they are going to see the video of the song appearing in the “Frozen” film, called “In summer”. The song will be separated in 5 verses, and each group will get some cutouts of words missing in the song. In groups, they will have to complete the gaps using the words given, but they will not know which verse they are assigned.

Once they have checked the answers, and after developing a discussion about what happens in the song and what it is about, a drawing contest will be held. They will draw a snowman, one per group, including as much details as they can, and finally they are going to vote which is the best snowman in the class. For this activity we can move to the Information Technology classroom and let the students use a drawing program in the computers. Once the best snowman is chosen, they will have to “dress” it, so they will review vocabulary related to the clothes used in winter.

Session 2: Reading lesson

Before starting to actually read the text, students will be asked what they remember from the past session, so their knowledge on the topic is activated. Once they remember what is the reading about, the teacher will play the recording and they will have to follow the reading underlining structures and words they do not understand.

After listening to the recording, they will have to read the text aloud, paying attention to the pronunciation they have already heard. One member of the group will stand up and read, being followed by a member of another group.

Once they have read the whole text, they will have time to look up the words they do not understand in the dictionary, if they have problems understanding the teacher can help by providing further explanations and examples.

After having clear the meaning of the words, they will have to answer the comprehension questions in groups. The following exercise is about sequencing the events, the teacher can let the groups develop the activities, but if there is enough time we can develop this activity as a class discussion, focusing on the sequencing connectors.

Session 3: The Weather

Using the Venn diagram we are going to talk about the things we can and cannot do in the hot weather and in the cold weather. Once they have an idea of how this works, they are going to be presented with other kinds of weather: *foggy*, *rainy*, *windy*, *snowy* and *stormy*. A list will be created in the board with all the sentences they come up with. Once the list is completed with at list two sentences per weather, in groups, they will have to add a reason. For instance: *When it's cold I can't swim in the beach because the*

water is very cold. So we are dealing with modals of ability as well as with cause-consequence connectors.

Session 4 + 5: Poster design about a cold country

In these two sessions we are going to carry out the class in the Information Technology classroom, in groups they will have to choose a country in which the weather is very cold and to develop a poster or a presentation talking about their chosen country. The teacher can help them by giving them this topics to talk about: name, location, flag, weather, people, animals, where animals and people live...

Once they finish they will have to present their country to the rest of the class in a 5 minutes presentation.

TOPIC 2: *Snowflakes* (See Appendix B)

Session 1: Pre-reading questions

Students will be presented with a picture of some snowflakes, they will have a discussion of what they are, how they are formed and the teacher will ask them if they know that no two snowflakes are the same.

After the discussion they will have to create their own snowflake in a paper craft.

Session 2: Reading lesson

Before starting reading the text, we will read the title (*Snowflakes*) and the teacher will encourage the students to remember what they learnt in the last session about snowflakes. After the brief discussion of ideas, students will listen to the recording

and follow the text paying attention to the intonation and pronunciation. They will also have to underline words and structures they do not understand.

After listening to the recording, they will have to read the text aloud, paying attention to the pronunciation they have already heard. One member of the group will stand up and read, being followed by a member of another group.

Once held a class discussion about the meaning of the words and the sentence structures they did not understand, students will answer the comprehension questions in their book working in groups. The first group that finishes answering the questions will write the answers on the digital board.

After checking the answers and discussing them. Students will do the sequencing exercise from their books. In this case the answers will be discussed among all the students, not by groups.

Session 3+4: Patterns in nature

They will be presented with some patterns found in nature such as the animal stripes, insect patterns, the cubic crystals or water splashing. They will have to talk about them, focusing implicitly on the present simple and the passive.

Session 5: Role-playing

Half of the class will assume the role of biologists, and the other half will assume the role of magazine or TV journalists, the journalists will have to ask questions to the biologists about the patterns. Both groups of students will have to think of the questions and the answers as a group, the teacher will help them with their questions and doubts.

TOPIC 3: Icebergs (See Appendix C)

Session 1: Pre-reading questions

Students will be presented with a picture of an iceberg, and they will have to explain in their own words what is it and where can we find it. Then, the question *Is it sea water or rain water?* will appear on the board and they will have to think about the answer in groups. Finally they will watch two videos about icebergs and glaciers in order to clarify the answers to the questions.

Session 2: Reading

Before starting reading the text, we will read the title (*Icebergs*) and the teacher will encourage the students to remember what they learnt in the last session about icebergs. After the brief discussion of ideas, students will listen to the recording and follow the text paying attention to the intonation and pronunciation. They will also have to underline words and structures they do not understand.

After listening to the recording, they will have to read the text aloud, paying attention to the pronunciation they have already heard. One member of the group will stand up and read, being followed by a member of another group.

Once held a class discussion about the meaning of the words and the sentence structures they did not understand, students will answer the comprehension questions in their book working in groups. The first group that finishes answering the questions will write the answers on the digital board.

After checking the answers and discussing them. Students will do the “fact or opinion” exercise from their books. In this case the answers will be discussed among all the students, not by groups.

Session 3+4+5: Polar expeditions

In these three sessions we will “travel” to the poles, and to recreate some of the expeditions carried out. They will discover both poles, their fauna, the global warming problem and we will discuss potential solutions to it. All this information will be given by the teacher with a PowerPoint presentation and also they will go to the IT classroom and look for more information on the internet.

Finally, we will gather all the information and pictures and we will create a big poster to be hung on the class, or even in the school aisle.

TOPIC 4: Sweets and snow (See appendix D)

Session 1: Pre-reading questions

In this first session of the last topic, students will be shown a picture depicting a typical breakfast including pancakes and maple syrup. Students may not be familiar with this kind of meal, so the teacher will ask in which moment of the day they could eat this kind of food. Once the word *breakfast* appears in the discussion, the teacher will ask “What do you have for breakfast?” and then they will write on the board the different food they can have for breakfast. Finally, students will watch a video of how to make maple syrup.

Session 2: Reading

Before starting reading the text, we will read the title (*Sweets and snow*) and the teacher will encourage the students to remember what they learnt in the last session about maple syrup, making the connection between the two words. After the brief discussion of ideas, students will listen to the recording and follow the text paying attention to the intonation and pronunciation. They will also have to underline words and structures they do not understand.

After listening to the recording, they will have to read the text aloud, paying attention to the pronunciation they have already heard. One member of the group will stand up and read, being followed by a member of another group.

Once held a class discussion about the meaning of the words and the sentence structures they did not understand, students will answer the comprehension questions in their book working in groups. The first group that finishes answering the questions will write the answers on the digital board.

Session 3: What happened in the story?

Here they are going to tell in their own words the story, focusing implicitly on the past tense. At this point, the teacher will help them with the use of the past tense of the verbs they use to tell the story, writing them on the board. Once students have explained the events in the story they will create a PowerPoint presentation by groups explaining the process of making maple syrup.

Session 4: Let's cook!

Students have a recipe in their books, which we are going to follow and cook pancakes with maple syrup. Focusing on the imperatives found in recipes. For this outcome, the teacher and the students will go to the kitchen and follow the recipe, paying special attention to the kitchen and food vocabulary.

Session 5: Recipe presentation

Students will have to prepare a recipe at home, and to present it in the classroom to their classmates. The aim of this activity is to get to know the different meals that their classmates eat at home, and also to make them aware of the different cultures in the classroom.

4. ASSESSMENT

When designing a teaching proposal apart from the proposal itself, another important issue to consider is the assessment. In this particular context, the evaluation tools are provided by the AMCO methodology. The teacher receives the exams already printed in order to be administered directly to the students when the schedule indicates it. These exams only test the writing and listening skills of the students, including the same structures and words used and practiced throughout the lessons. Therefore, by this means the teacher is only testing if students remember the isolated sentences they have practiced.

This kind of assessment is inconsistent with the aim of the methodology, which is that students will learn English as a “second mother tongue”, because students are not encourage to produce their own ideas, they only fill the gaps with the word that they remember fits in each place.

For this reason, I have decided to include the assessment for my proposal in the form of classroom assessment. According to Rea-Dickins (2000:384) “Classroom-based assessment is concerned with gathering useful information that the teacher can use to support student language learning”. In this same paper some benefits of this kind of assessment were analyzed and found in a survey:

- Place learner in class
- Provide information on learners’ strength and weaknesses for course planning
- Provide information on funding authorities for accountability purposes
- Encourage students to take responsibility for their own learning
- Provide students with a record of their own achievement

This classroom assessment in this proposal is planned to be carried out in the form of classroom observation. The collaborative groups at the time of developing the tasks would make easier for the teacher to go around the class and check students' understanding and use of the target language.

4.1. Students' Self-Assessment

Furthermore, an important issue at the time of dealing with assessment, is the so-called "self-assessment". One of the main aims of the teacher in an EFL class is to make students responsible for their own learning. For this reason, it is of vital importance to make students reflect about their progress and to make them aware of their own achievements. The following tables would be an example of the self-assessment questionnaire which students would have to complete.

Questionnaire 1			
Think about your progress this term. Give yourself a mark out of ten for these areas:			
• speaking	/10	• pronunciation	/10
• listening	/10	• grammar	/10
• reading	/10	• vocabulary	/10
• writing	/10		

Figure 3. Learners' questionnaire 1 (Rea-Dickins, 2000:392)

Grade these things (1-5) related to effort and attitude:

participation in class	
use of English in class	
homework and projects	
working in groups	
planning and working on my own	

Figure 4. Learners' questionnaire 2 (Rea-Dickins, 2000:391)

Figure 3 focuses on the learner achievement regarding some aspect of the language, whereas the figure 4 deals with the students' attitude and efforts towards the process of learning.

4.2 Teacher Self-Assessment

It is important to gather information about the learners' expectations and also the degree in which those expectations are fulfilled. Furthermore, as teachers we want to make our students responsible of their learning process, and for that reason we provide them with questionnaires to make them aware of what, how, and how much they have learnt.

These aspects also need to be tested from the opposite point of view, which is the teacher's point of view. The teacher needs to have clear ideas of what his or her expectations are, in order to be able to check if they have been fulfilled in the teaching proposal. For these reasons I have created a "checklist" in order to be answered by the teacher at the end of implementing the teaching proposal:

- Did I meet the schedule?
- Did I use all the tools I have?
- Did I engage my students in the learning process?
- Did I create enough situations for my students to use the language?
- Did I create a good classroom environment fostering English use?
- Did I give opportunities to all the students to use the target language?
- Did I give my students tools and strategies?
- Did I encourage and challenge my students to think and reflect?

5. CONCLUSION

The main conclusion that can be drawn after reviewing the methodology at hand is that it does not meet the expectations of teachers, educators or even students. The input received is not put into practice, therefore they do not learn how to actually use the language.

For this main reason, there are many issues and aspects to consider when designing a teaching proposal, from the more natural ones that can be the number of students or the level, to more abstract and complex such as the students' background or location of the school. Ultimately, the main aim of the English teacher is to make the students aware of how important the English language is for their lives and future. Learning English is not a race they have to win and arrive to the finish line in the first place. In addition, learning English is not something parents have to force their children to do, since this can have a negative impact on them. Sometimes students feel frustrated and their attitude to the language is not the desirable in order to successfully complete the learning process. For these reasons our aim as teachers is to make the English learning process enjoyable for all the students, taking into account their strengths and weaknesses, their interests and motivations and to make the most of every lesson.

Future EFL teachers need to be trained in order to achieve this, to focus on the communicative competence of the students, to make them talk, and make them comfortable at the time of using the target language, no matter which methodology is used, the ultimate goal is to provide them the tools needed to become autonomous learners, responsible for their own learning.

Regarding my teaching experience, I positively evaluate my stay in this school. It has been my first encounter in a professional setting, I have been able to observe not only the academic work but also the personal relations established among teacher and colleagues and also teacher and students. Regarding the academic aspect I have been able to observe the different processes at the time of teaching: preparation, implementation and evaluation. I have observed the impact that this profession can have on the students' performance and involvement in the learning process. Even though I have not been able to implement any teaching unit in depth, this experience has been very useful for me at the time of designing my own teaching proposals considering the students variable. In short, I really appreciate the opportunity which I have had at the time of carrying out my internship in this school, since I have discovered not only the real challenges at the time of teaching, but also the human value of this profession.

As a final conclusion concerning this proposal, first of all an important aspect to comment is that it is a proposal, I have not had the opportunity to implement this in my teaching practice. However, as I have included peers interaction, discussion and more engaging activities taking into account students' differences and interests such as songs and role-plays, the results obtained regarding the units tackled would probably be better than the obtained following the class schedule.

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7. APPENDICES

APPENDIX A

TOPIC 1: The snowman

SESSION 1: Pre-reading

Picture depicting “cold”



“In Summer” song link:

<https://youtu.be/Cm5Nevsj1CE>

“In Summer” song activity:

Bees will buzz, kids will blow dandelion fuzz

And I'll be doing whatever snow does

In summer

A drink in my hand, my snow up against the burning sand

Probably getting gorgeously tanned

In summer

I'll finally see a summer breeze blow away a winter storm

And find out what happens to solid water when it gets warm

And I can't wait to see what my buddies all think of me

Just imagine how much cooler I'll be in summer

Da da, da doo, ah, bah, bah, bah, bah, bah, boo

The hot and the cold are both so intense

Put them together, it just makes sense

Ratdadat, dadadadoo

Winter's a good time to stay in and cuddle

But put me in summer and I'll be a happy snowman

When life gets rough I like to hold onto my dreams

Of relaxing in the summer sun, just letting off steam

Oh, the sky will be blue, and you guys will be there too

When I finally do what frozen things do

In summer! In summer!

The Snowman

Lesson 1



When John and Heather looked outside, all they could see were deep drifts of fluffy white snow. The parked cars were buried in mounds of snow and looked like lumpy white elephants. Mother came in and announced, "The streets have not been cleared of snow, so there will be no school today."

John and Heather smiled at each other as they went into the kitchen for breakfast. While they were eating their oatmeal, Mother suggested, "Since you will be home all day, why don't you build a snowman?"

After breakfast, Heather and John brought their winter clothes out of the closet. They both pulled on hats to cover their ears, scarves to cover their necks, mittens to cover their hands, boots to cover their feet, and nice, heavy coats.

After they went outdoors, each one took a snowball and rolled it in fresh snow until it became larger and larger. They used the smaller ball for the head, and the larger one for the chest. Together, Heather and John pushed one last snowball until it became very large. "This will be the bottom of Mr. Snowman," declared John.

Next, John and Heather placed coal in spots for the eyes, a carrot in the spot for the nose, a pipe in the spot for the mouth, and a hat on top of his head. Finally, Heather gave their snowman a broom and a scarf.

They named their new snowman "Mr. Chilly."

Comprehension questions:

Questions and Answers



Please answer the following questions.



1. What did Heather and John see outside?
Deep drifts of fluffy white snow.
2. What did the parked cars look like?
Lumpy white elephants.
3. What was Mother's announcement?
The streets have not been cleared of snow,
so there will be no school today.
4. What did Heather and John have for breakfast?
Oatmeal
5. How did Mother think that they should spend their day?
Building a snowman.
6. Where did they keep their winter clothes?
Out of the closet.
7. What did they use to cover their hands?
They did use to cover their hands mittens.
8. How did they cover their feet?
They did use to cover their feet boots
9. How did the children give the snowman two eyes and a nose?
The children did give coal and carrot
10. What did they name their new snowman?
They named their new snowman
"Mr. Chilly."

Sequencing exercise:

Sequencing



There are four parts to this story. On the chart below, complete the four parts by writing a few words, and/or drawing a small sketch of what happens at each of the steps. Then, discuss the steps with your classmates, guided by the teacher.

You may work on this activity by yourself or with a partner.

1. Begin

There was snow and
mather announced
that will be no school
today.

2. Next

After breakfast, Heather
and John brought their
winter clothes.

3. Then

John and Heather made
the snowman.

4. Finally

They named their new
snowman "Mr. Chilly"

SESSION 3: The weather

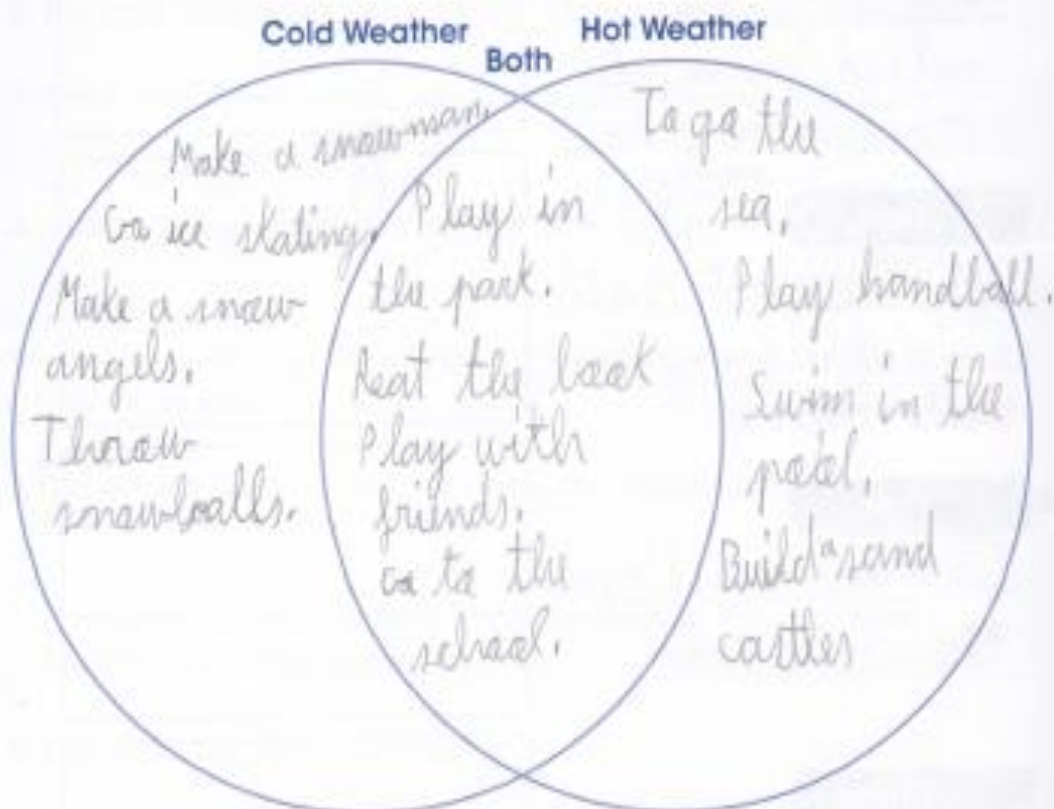
Venn diagram:

The Venn Diagram

The weather is an important factor in our lives. There are things to do and clothes to wear that will protect you in any type of weather.



Write four things to do, specifically in cold weather and hot weather. Write two things to do that are similar in both types of weather.



6

After you have finished writing your ideas, ask the teacher if you may share them with your classmates.

More weather conditions:







APPENDIX B

TOPIC 2: Snowflakes

SESSION 1: Pre-reading questions

Picture depicting “snowflakes”



Snowflake craft:

Taken from:

https://www.firstpalette.com/Craft_themes/Colors/papersnowflake/papersnowflake-6side12side.html

Materials

- Paper
- Scissors
- Protractor (optional)

Steps



1. Start out with a square piece of paper. You can use square origami paper or follow these [easy steps for making a square](#) from any rectangular piece of paper. Try not to use thick or heavy paper as it may be difficult to fold and cut.



2. Fold the square diagonally in half.



3. Fold the resulting triangle along the middle to come up with a smaller triangle.



4. The most crucial and perhaps the trickiest step in making a paper snowflake is dividing the triangle into three equal sections. The most accurate way to do this is to use a protractor to divide the angle at the triangle's apex (the corner opposite the longest side) into three sections, each with a 30-degree angle. If you don't have a protractor, you can estimate the size of the sections as you do Steps 5 and 6.



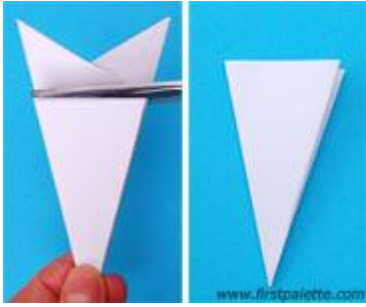
5. Once you've marked out the three equal sections, fold the left section towards the front.



6. Similarly fold the right section towards the front.



7. Flip the entire shape over so that the side with the horizontal edge is facing front.



8. Cut along the horizontal edge so that you come up with a wedge.



9. While keeping the wedge folded, cut out random shapes out of the edges.



10. Carefully unfold the paper to reveal your paper snowflake. Like real snowflakes, your paper snowflake has a 6-point or 6-sided symmetry.

Lesson 2



Snow crystals are formed when water vapor condenses into ice, which happens in the clouds. Snowflakes are made from ice. But the question is how are all these unique and beautiful snowflakes formed?

The creation of a clean, white snowflake starts with a tiny speck of dust or dirt that has been carried up into the atmosphere by the wind. Ice, which was made from water vapor, collects around the soil speck and a snow crystal is formed. Snow crystals later combine to make snowflakes.



Snow crystals form in four basic shapes, and each crystal of snow has exactly six sides.

The shape of the crystal is determined by temperature. Scientific studies are conducted in laboratories to understand how the snow crystals change their shapes when the temperature and the humidity levels change.

These tiny snow crystals grow and grow, and as they do so they become heavier, causing them to fall toward Earth. All those falling snow crystals join each other, and that's how snowflakes are formed. Each snowflake is made of up of anywhere from two to two hundred separate snow crystals that have joined together on their way down to Earth.

While snowflakes can share many similarities, like the number of their sides, their sizes and basic shapes, no two are identical. Every snowflake is unique.

Reading
Comprehension

Comprehension questions:

Questions and Answers



Please answer the following questions.

X 1. With what substance does a snowflake start?

A snowflake are made from ice.

X 2. How did the tiny dust appear in the atmosphere?

White snowflake starts with a tiny speck of dust or dirt that has been carried up into the atmosphere.

3. What type of vapor forms a snowflake?

4. How many sides does each snowflake have?

5. Are snowflakes all alike?

6. What determines the shape of the snow crystal?

7. How many separate snow crystals join together to form a snowflake?



Sequencing:

The Story of a Snowflake

Examine the facts of the story and create a Graphic Organizer. In this organizer you will describe the stages of a snowflake's formation. How did it become a snowflake?



Write a sentence in each space to complete the sequence of a snowflake formation.

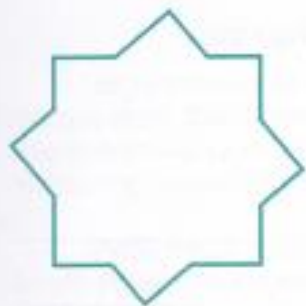
Stages in the formation a snowflake



1



2



3



4



When you are finished decorate each snowflake.
Make sure each one is different!

SESSIONS 3 & 4: Patterns in nature:

Pictures from patterns in nature:



APPENDIX C
TOPIC 3: Icerbergs

SESSION 1: Pre-reading questions

Picture depicting an iceberg:



Videos:

How icebergs are formed:

<https://www.youtube.com/watch?v=LCeliNEhUWk>

Differences between an iceberg and a glacier:

<https://www.youtube.com/watch?v=aPLlqo0sPm0>

SESSION 2: Reading

Icebergs

Lesson 3



Large chunks of ice in the ocean are called **icebergs**. "Berg" comes from the German word for "mountain." From the surface of the ocean, we can only see the peak of these mountains of ice. The remaining nine-tenths of an iceberg lie below the surface of the water!

These large pieces of ice have broken off from the North and South Poles. The largest **icebergs** can be larger than a small country, like Belgium.

A massive iceberg sank the huge ship Titanic in the early hours of April 15, 1912. The Titanic set out on its tragic voyage from Southampton, England, to New York City. The ocean liner hit an iceberg late in the evening, on April 14, 1912.

The Titanic disaster brought the world's attention to icebergs, and the need to develop better systems to detect and avoid them. Today's ships are very safe and well-equipped with many safety features such as Global Positioning Systems.



Reading
Comprehension

13

Comprehension questions:

Questions and Answers



Please answer the following questions.

1. How big are the largest icebergs?

Large chunks of ice in the ocean are called icebergs.

2. How much of an iceberg can we see from the surface of the ocean?

We can only see the peak of the mountains of ice.

3. What does the word "berg" mean?

The word "berg" comes from the German word for mountain.

4. Why are icebergs a danger to ships?

Because they are big and the ships can hit them.

5. When did the Titanic sink?

The Titanic sank on April 14th 1912.



Fact or opinion exercise:

Fact or Opinion



After having read the story on icebergs, write **Fact** or **Opinion** on the blank lines.

1. "Berg" comes from the German word for "mountain." _____
2. The largest icebergs come from the North Pole. _____
3. Icebergs have been in the ocean for millions of years. _____
4. The peak of an iceberg can also be seen from the air. _____
5. The size of an iceberg can be as large as a small country. _____
6. The Titanic could have avoided hitting an iceberg. _____
7. The Titanic disaster brought the world's attention to icebergs. _____
8. Ships equipped with Global Positioning System are very safe. _____

Reading
Comprehension



17

SESSIONS 3, 4 & 5: Polar Expeditions



THE ARCTIC (NORTH POLE)

- ❖ The Arctic is the region north of the Arctic Circle, at 66 degrees, 32 minutes North ($66^{\circ} 32' N$).
- ❖ A climate is considered an Arctic climate if the mean temperature of the warmest summer month is below $10^{\circ} C$
- ❖ The Arctic is a region that has continuous and discontinuous permafrost, which is permanently frozen soil.
- ❖ The Arctic is comprised of both land and ocean. It is the northernmost areas of the eight countries that border the Arctic Ocean - United States (Alaska), Canada, Russia, Finland, Norway, Sweden, Denmark (Greenland), and Iceland.

<https://www.youtube.com/watch?v=HTq7HkixZGc>

THE ANTARCTIC (SOUTH POLE)

- ❖ Antarctica is divided by the longest mountain range in the world, the Transantarctic Mountains, which are 4800 kilometers (3000 miles) in length
- ❖ Life is found only along the coastline of the Antarctic. All life is dependent on one ecosystem, the marine ecosystem. There are no land mammals in Antarctica. A tiny insect called a 'midge' is the continent's largest land animal
- ❖ Antarctica boasts the coldest temperature ever recorded on Earth, which was $-89.4^{\circ} C$

<https://www.youtube.com/watch?v=3tR5uHMILo>



Polar bears and penguins DO NOT live in the same place!
 What can you see under the penguins' feet? LAND! And... under the polar bears' feet? ICE and WATER!



- ❖ two major ecosystems – terrestrial and marine
- ❖ Terrestrial ecosystem: musk ox, caribou, fox, wolf, lemmings



ARCTIC WILDLIFE



- ❖ two major ecosystems – terrestrial and marine
- ❖ Marine ecosystem: polar bears and walrus
- ❖ Whales: bowhead, narwhal, beluga



ARCTIC WILDLIFE



ANTARCTIC WILDLIFE

- ❖ Marine ecosystem
- ❖ No land mammals!
- ❖ Food for most antarctic animals: Antarctic Krill
- ❖ Problem: Krill eats algae → If the amount of sea ice reduces the algae disappear → The krill disappear → Antarctic animals do not have food!



GLOBAL WARMING

ANTARCTIC WILDLIFE

- ❖ Marine ecosystem
- ❖ Penguins: king, emperor, Gentoo, chinstrap, adelle



ANTARCTIC WILDLIFE

- ❖ Marine ecosystem
- ❖ Seals: weddell, ross, crabeater, leopard, southern elephant
- ❖ A lot of seals! They have more food in the antarctic, and polar bears do not hunt them.



WHO LIVES IN THE POLES?



Inuit in Canada, Greenland, Alaska and Russia

Athabaskan family in Alaska



Saami family in Scandinavia



Nenet family in Siberia



WHO LIVES IN THE POLES?



Inuits build IGLOOS when they go hunting

Inuit village



A Nenet house in Russia



WHO LIVES IN THE POLES?

- ❖ In the Antarctic there aren't people living. There is no native population.
- ❖ We can only find scientists living in research stations





POLAR EXPLORERS

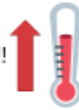
- ❖ In 1911 the explorer Roald Admundsen was the first to arrive at the south pole
- ❖ Richard Byrd flies over the North and South Pole in 1926 and 1929.
- ❖ In 1958, Vivian Fuchs of Great Britain makes the first successful land crossing of Antarctica via the South Pole.
- ❖ In 1995, Richard Weber (Canada) and Mikhail Malakhov (Russia) ski unsupported to the North Pole and back



WHAT IS HAPPENING TO THE ICE?



- ❖ The planet temperature is rising!!



- ❖ Glaciers are melting



- ❖ Polar bears and other arctic animals are losing their homes

- ❖ We have to take care of our planet!

YOUR TURN!



WHAT HAVE YOU LEARNT?

LET'S CREATE A CLASSROOM POSTER WITH ALL THE INFORMATION ABOUT THE POLES!

APPENDIX D

TOPIC 4: Sweets and snow

SESSION 1: Pre-reading questions

Picture depicting “pancakes and maple syrup”



What do you have for breakfast?

Video: “How to make maple syrup:

<https://www.youtube.com/watch?v=7SrdKlzvHSs>

Sweets and Snow

Lesson 4



Clara and Samuel worked close to the fire. It had been warm for days and the icicles had melted, but now it was cold and there was snow outside their cabin. Samuel was fixing his snow boots, and Clara was knitting some thick socks.

While they were working, Mother looked out of the window and said mysteriously, "This is the sweetest snow I've seen all winter!" Samuel opened the cabin door a tiny bit and grabbed a morsel of snow. He put it on his tongue. It was very cold, but it was NOT sweet.

Mother smiled softly at his puzzled expression and said, "Let's feed the animals before Father gets home." Both children struggled into their heavy coats, boots, mittens, and hats. Then they stomped through the snow to the barn. They gave hay to the cow, oats to the horse, and corn to the chickens. Then Mother came into the barn and milked the cows.

Sweets and Snow

While they were giving each animal final pats and squeezes, Father walked into the warm barn with four buckets in his arms. He gave one to each of them. Suddenly Clara remembered, "This is when we tap the maple trees."



They all went out with their buckets. Father pounded spouts into the maple trees and everyone watched as the sap began to drip into the buckets.

When they got home, Mother boiled the sap and carefully put it in bottles for the rest of the year. It was pure maple syrup! Then she boiled and boiled and boiled more sap to make sugar. For the rest of the year they would have sugar for their morning oatmeal and syrup for their pancakes.



Comprehension questions:

Questions and Answers



Please answer the following questions.

1. Why were Samuel and Clara working indoors?

Samuel and Clara working close to the fire.

2. What was Samuel working on?

Samuel was fixing his snow boots.

3. What was Clara doing?

Clara was knitting some thick socks.

4. What did Mother say mysteriously?

This is the sweetest snow I've seen all winter!

5. What kind of chores did the children do in the barn?

They gave hay to the cow, oats to the horse, and corn to the chickens.

6. What was Father carrying when he entered the barn?

Father walked into the warm barn with

7. What did Clara remember about the buckets?

two buckets in his arms.
This is where we tap the maple trees.

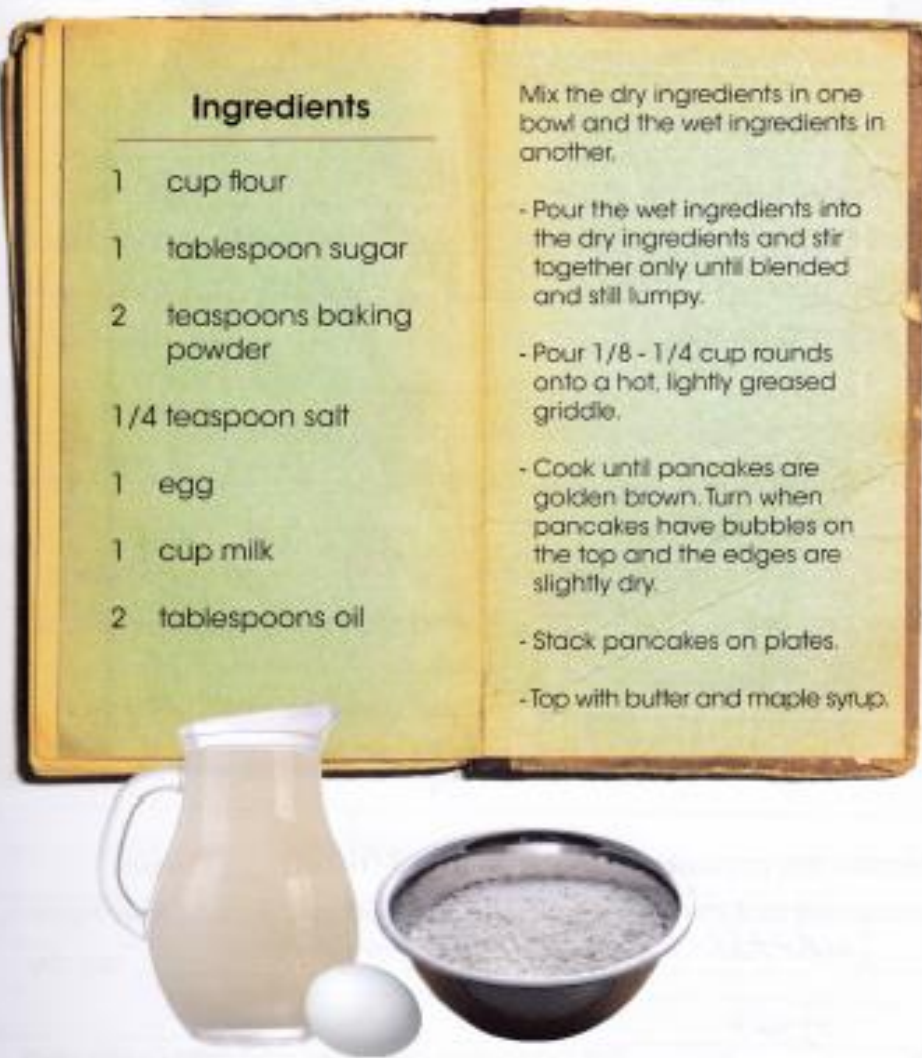
8. What did Mother make with the sap?

Mother boiled the sap and carefully put it in bottles for the rest of the year.

SESSION 4: Let's cook!

Recipe:

Pancakes with Maple Syrup



Ingredients

- 1 cup flour
- 1 tablespoon sugar
- 2 teaspoons baking powder
- 1/4 teaspoon salt
- 1 egg
- 1 cup milk
- 2 tablespoons oil

Mix the dry ingredients in one bowl and the wet ingredients in another.

- Pour the wet ingredients into the dry ingredients and stir together only until blended and still lumpy.
- Pour 1/8 - 1/4 cup rounds onto a hot, lightly greased griddle.
- Cook until pancakes are golden brown. Turn when pancakes have bubbles on the top and the edges are slightly dry.
- Stack pancakes on plates.
- Top with butter and maple syrup.

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