



ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

TITLE:

**THE INCIDENCE OF TEACHING FOR UNDERSTANDING
METHODOLOGY ON THE READING SKILL DEVELOPMENT FOR
STUDENTS ATTENDING THE THIRD LEVEL OF THE ESPE'S
ONSITE ENGLISH PROGRAM DURING THE OCTOBER 2007 –
MARCH 2008 TERM.**

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Quito, Julio 2009

CERTIFICATE

We MSc. Miguel Vinicio Ponce Medina, Director and MSc. Mauro Ocaña, Co-Director, duly certify that the Thesis under the title: **THE INCIDENCE OF TEACHING FOR UNDERSTANDING METHODOLOGY ON THE READING SKILL DEVELOPMENT FOR STUDENTS ATTENDING THE THIRD LEVEL OF THE ESPE'S ONSITE ENGLISH PROGRAM DURING THE OCTOBER 2007 - MARCH 2008 TERM**, by Mr. Francisco Enrique Hidalgo Salazar, who has finished his studies in Linguistics to be applied in the English Language at distance modality in Army Polytechnic School, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

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ACKNOWLEDGEMENT

My gratitude to all people who have helped to shape the ideas printed in this research.

Special thanks to my Director MSc. Miguel Ponce Medina, my Co-director MSc. Mauro Ocaña, and also to my teachers during my long period of study, who helped me in the development of this thesis.

Francisco Enrique Hidalgo Salazar

DEDICATORY

With unconditional love, I have dedicated this research, first to our God for his spiritual support to accomplish our goals, then to my family for their incomparable help and comprehension along this work. I would like to dedicate this project to my wife and son, who I am deeply grateful for their support, motivation and help in every moment of my life.

Francisco Enrique Hidalgo Salazar

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ABSTRACT

To do this research, I have been followed a scheme proposed by the Army Polytechnic School Language Department which clearly specifies step by step each detail of how to develop a research and obtain the requirement results which permit me to complete it successfully, without forgetting the unconditional support of my dear tutors.

First of all, I selected the subject to be investigated which was not difficult for me, as student, I have had experiences in the English teaching-learning process during my studies at school, besides I have practiced at the Department of Languages as a fulfillment of the requirement to obtain the Bachelors' Degree in Applied Linguistics. I found some negative aspects in the development of English classes which give me a trace to start the first step of my research.

Through observation and suggestion of some colleagues and specialists, it was possible to select this interesting subject which would affect the student's life.

The main subject is **“The incidence of Teaching for Understanding (TfU) Methodology on the reading skill development.** Immediately I started to find out the primary and secondary sources which permitted me to understand this subject much better and have good arguments to do the theoretical framework in which I support my research.

This subject was chosen; because the Teaching for Understanding methodology is one of the most important projects in the teaching-learning process around the world, I have observed the lack of interest in reading the English language in the Department of Languages. This produces negative consequences and does not permit to develop this important skill in an excellent way.

Through this research I would like to help teachers to see the importance in teaching this methodology on reading, during their daily activities.

INTRODUCTION

The importance of Understanding

Some years ago a group of reflective schoolteachers and researchers from Harvard Graduate School of Education work to answer many questions about the importance of understanding, based on a six-year collaborative research project. They describe the theoretical foundations underlying a specific Teaching for Understanding framework, the process and results of using the framework in a range of classroom settings, and the implications for teacher education and school change. This project is directed to a broad audience including teachers, school leaders, parents, teacher educators, and educational researchers because all these groups must synchronize their efforts in order to make teaching for understanding a reality in schools.

Nearly everyone agrees that students in schools need to develop understanding, not just memorize facts and figures. In the past decade learning theorists have demonstrated that students do not remember or understand much from didactic instruction. To understand complex ideas and modes of inquiry, students must learn by doing and actively change their minds. New curriculum standards issued by educators in a wide range of subject matters call for schoolwork to focus on conceptual development , creative thinking, problem solving, and the formulation and communication of compelling arguments.

General Policies and broad guidelines are not specific enough to help teachers design curriculum, plan educational activities, and asses student work. Before they can respond to the ubiquitous calls to teach for understanding, teachers need answers to the following questions:

1. What topics are worth understanding?
2. What about them must students understand?
3. How can we foster understanding?
4. How can we tell what students understand?

The heart of this project is a four-part framework whose elements address each of the questions above indicated.

- ✓ First, define what is worth understanding by organizing curriculum around *Generative Topics* that are central to the subject matter, accessible and interesting to students, and related to the teacher's passion.
- ✓ Second, clarify what students will understand by formulating explicit *understanding goals* that are focused on fundamental ideas and questions in the discipline, and publicize these goals for students, parents, and other members of the school community.
- ✓ Third, foster student's understanding of these goals by engaging learners in *performances of understanding* that require them to extend, synthesize, and apply what they know. Rich performances of understanding allow students to learn and express themselves through multiple intelligences and forms of expressions; they both develop and demonstrate understanding.
- ✓ Fourth, measure student's understanding by conducting *ongoing assessment* of their performances. Such assessments are most educationally powerful when they occur frequently, are based on public criteria directly related to understanding goals, are conducted by students as well as teachers, and generate constructive recommendations for improving performances. Ongoing assessments inform planning and measure students' understanding.

The Teaching for Understanding (TfU) Framework structures inquiry to help teachers analyze, design, enact, and assess practice focused on the development of students' understanding. It does not prescribe answers to the questions but rather provides clear, coherent, and specific guidance to help educators develop their own answers. Research on the development and use of this framework in schools has not only produced a practical tool for improving practice but also illuminated conditions that promote reflective practice.

In keeping with the collaborative process of this research, this project presents a continuing dialogue relating pedagogical theories with practice.

The most important aspects found in each chapter are summarized in the following resume:

Chapter I shows the problem identification of the research with all its dimensions: main problem, variables, objectives and justification that permitted us state the framework to develop our thesis and justify why it is necessary to do this research.

Chapter II describes the “Theoretical Frame” with relation to the researched subject, also the main concepts involved in this research as: the Teaching for Understanding (TFU) Methodology, its elements, understanding, reading comprehension, and so on, which are part of dependent-independent variables and relation between both. Besides, hypothesis systems that will let establish real outcomes of this research.

Chapter III focuses the “methodology” that was applied to develop the proposed investigation, it means its type and design, how was obtained data of the population sample, how was processed and finally how was its analysis.

Chapter IV displays a detailed analysis and interpretation of the data collection, through a descriptive statistics, by means of the respective percentages and their corresponding graphs in order to verify the hypothesis. .

Chapter V mentions conclusions and recommendations which were gotten at the end, as the result of the whole research.

Chapter VI describes a proposal, which shows clearly what the Teaching for Understanding (TfU) Methodology is, with its Elements of Planning and Instruction, how to use this methodology in the classroom, and the Lessons Plans used with this methodology.

Inside Bibliography will appear a brief description of the books, magazines and sites on the web that were used in the research, at the same time there will be showed the Appendixes that have tests, a manual, some aspects of the Reading skill, according to the Common European Framework, involved in this research.

PART I

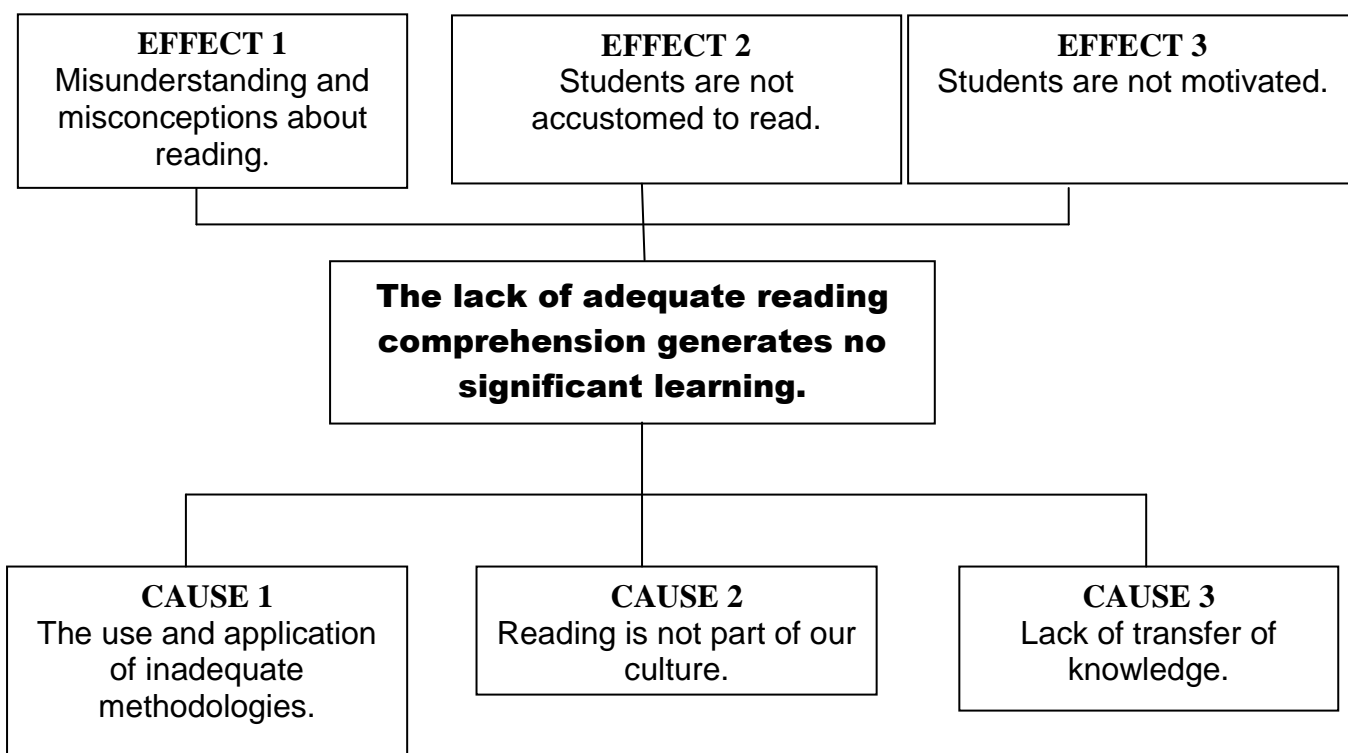
RESEARCH

PROBLEM

1.1. RESEARCH THEME

“The incidence of Teaching for Understanding Methodology on the Reading Skill Development for students attending the Third Level of The ESPE’s Onsite English Program, during the October 2007 – March 2008 Term”.

1.2. PROBLEM IDENTIFICATION



During the semester March – October 2007 Term, with students attending the third level of the ESPE’s Onsite English Program at the Department of Languages¹, it has been noticed that teachers and students only have time to teach to the test and move on to the next unit of study whether the students have understood the material or not. Thus, the result is that students learn in order to pass a required test, reading, or other activity that demands a grade. Most of students, when reading texts, have difficulty to learn in depth, they have misconceptions about the subject.

¹ Located in 6 de Diciembre y Thomas de Berlanga, Quito Ecuador.

This might happen because of some students have not had early experiences that guide them toward what reading is (a way of deriving meaning from text), and its sub-skills (a skill that is part of a main skill); these sub-skills include: Reading for specific information or *Scanning*², Reading for gist or *Skimming*³, Reading for detail, and Extensive Reading.

Students also have a poor comprehension and poor spelling skills, and they feel bored after reading for a short while. If teachers accept the idea that learning with understanding is a process in which a person tries to make sense out of new information by connecting it to prior knowledge and establishing relationships among ideas, and then it should come as no surprise that misunderstanding and misconceptions are common, natural consequences of learning with understanding.

Reading is one of the most important skills in learning a new language, and in order to teach it, teachers in the classrooms have to use as many techniques, and strategies as they can. Motivation is often a factor in learning problems. Difficulties in reading can be caused by many conditions outside reading ability, such as poor motivation or not being exposed to a literate environment at home and in the community⁴. As everybody knows, according to our culture, we are not accustomed to read, and this is another factor why students dislike reading, especially texts without interesting figures.

Another dilemma is the lack of transfer of knowledge. We know that knowledge and skills learned in one situation often do not transfer to new contexts in which they are relevant, so students have to develop more differentiated knowledge of the subject, which combined with the explanatory framework of the lecture to produce deeper understanding of the material.

² A technique used when you search for key words or ideas, or look up a word in the telephone book or dictionary.

³ A technique used to quickly identify the main ideas of a text and done at a speed three to four times faster than normal reading.

⁴ J P Das, Reading Difficulties and Dyslexia: An Interpretation for Teachers.

Students have to think through concepts and situations, rather than memorize and give back on the quiz, and then our society needs students who can understand what they are learning, not just to know about concepts, because if learners know how to read in their own language, they can transfer their reading skills to reading in English; sometimes they find it difficult, especially when their language level is not high, and they need help to transfer these skills.

The Department of Languages, which belongs to The Army Polytechnic School, is an institution in which the current research work is going to take place, and give an account of this investigation into two parts, the Reading Skill Development and the Teaching for Understanding (TfU) Methodology, and how this last one impacts, or make an incidence in the first one.

The problem related to the TfU Methodology (Project Zero) and its importance on the reading skill development for students attending the third level in The Onsite English Program is the reason for this research.

1.2.1.1 SECONDARY PROBLEMS

- ✓ Do the students in The Onsite English Program have a previous knowledge about what understanding is?
- ✓ Do the teachers in The Onsite English Program know what TfU Methodology is?
- ✓ How can students attending the third level in The Onsite English Program learn with understanding?
- ✓ How can teachers in The Onsite English Program teach for understanding?
- ✓ What should teachers in The Onsite English Program teach in order to improve the reading skill?

1.3. PROBLEM SETTING

This research is going to take place at The Department of Languages, Quito. Two classes of 10 students each will be investigated. The question is, “Does the Teaching for Understanding (TfU) Methodology influence on the reading skill development for students attending the third level of the ESPE’s Onsite English Program, during the October 2007 – March 2008 Term?”

1. 4. VARIABLES MATRIX

1.4.1 INDEPENDENT VARIABLE

Teaching for Understanding (Project Zero)

1.4.2 DEPENDENT VARIABLE

Reading Skill development.

VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS
I.V. Teaching for understanding.	<p>Teaching for understanding (Project Zero) is a research program designed to develop and test pedagogy of understanding. The project targeted the middle and high school years and focused on teaching and learning in the subjects of English, history, math, and science, and interdisciplinary studies.</p> <p>This project highlights some key concepts: generative</p>	<p>Thinking-Centered Process</p> <p>Provide for rich ongoing assessment.</p> <p>Support Learning.</p>	<ul style="list-style-type: none"> - To learn around a topic. - Understanding performance. - To learn effectively. - Teaching for understanding needs. - To bear in mind factors.

	<p>topics, understanding goals, and ongoing assessment.</p> <p>For teachers, attention to each of these aspects of instruction helps ensure that they will be focusing their time on helping students to learn about those concepts, ideas and skills, that are most important to understand.</p> <p>For the students, this approach to teaching and learning enables them to apply their knowledge and skills flexibly in a variety of situations.</p>	<p>Pay heed to developmental factors.</p> <p>Induct students into the discipline.</p> <p>Teach for transfer.</p>	<ul style="list-style-type: none"> - To rise about the structure and logic of the disciplines taught. - To build student's understanding.
<p>D.V. Reading Skill development.</p>	<p>Reading is one of the four language skills. It's a receptive skill, like listening and involves making sense of text. Learning to read well is a long-term developmental process. At the end point, the proficient adult reader can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting.</p>	<p>Reading for specific information.</p> <p>Reading for gist</p> <p>Reading for detail</p> <p>Extensive reading</p>	<ul style="list-style-type: none"> - Scanning: Information we are interested. - Skimming: Reading to get a general idea. - Intensive reading: Getting the meaning out of every word. - Story or article: Reading long pieces of text.

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVES

- To teach the English language using the TfU Methodology (Project Zero) in the third level of the ESPE's Onsite English Program, during the October 2007 – March 2008 term.
- To demonstrate how TfU Methodology will influence on the reading skill development.

1.5.2. SPECIFIC OBJECTIVES

- To evaluate students attending the third level of the ESPE's Onsite English Program during this semester, in order to know if they are well prepared on the reading skill development.
- To identify the student's level about reading, through tests at the beginning of the October 2007 –March 2008 Term.
- To work with students using strategies to develop Reading Comprehension.
- To develop a final evaluation test, in order to establish the level of students' knowledge after they have worked using teaching for understanding on reading skill development.

1.6. JUSTIFICATION

Our modern world is facing remarkable challenges related to education, which requires pedagogical well-prepared teachers to overcome big difficulties concerned to inter-learning education and classroom management. In addition, teachers should be didactically trained to implement new trends in the use of educational methodologies to handle their daily activities properly, and in this way, not to be stuck using out-of-date strategies as: teaching grammar rules and vocabulary, only.

Therefore, as a contribution to improve this reality, it can be a good suggestion applying the TfU Methodology, which help students develop some abilities around generative topics that have great connections of interest and experience, to share goals of understanding. It will certainly be one of the ways to “teach teachers” as well as students get tactics and techniques to improve the English acquisition process.

It is important to remember that there is no single methodology or pedagogical approach that is universally appropriate and effective for all students and teachers in all contexts. Working with this TfU Methodology students will also get in understanding performances, which will cause them to do a great deal of thinking when applying what they know in challenging and disciplinary work. At the same time, they will practice ongoing assessment throughout instruction that actively involve teachers and students in constant reflection about what is being learned.

To be “excellent instructors”⁵, teachers must know and be able to implement a repertoire of methods and techniques from which they can select, as they strive to teach diverse learners in a myriad of educational contexts. Teaching in general is a complex activity that requires both thought and action. It is based on reflection and performance, and is improvisational, too. In other words, effective initial teacher preparation programs must provide diverse, logically sequenced, and well-supervised opportunities to turn theory into practice.

⁵ Goodson, F. and Hargreaves A. 1996 *Teachers' Professional Lives*, Falmer Press, London. Cohen L., and Manion L. 1994 *Research Methods in Education*, 4th Ed, London. Pp.89-90.

Within the language process acquisition, Reading is one of the most important skills. Even though TFL students know how to write, listen and speak, but when reading, they have native language interferences⁶ that lead them to make many mistakes; so the suggested methodology is going to be applied this semester to know whether they will have overcome their problems in reading.

⁶ <http://ehlt.flinders.edu.au/education/iej/articles/v1n1/bhela/bhela.pdf>.

- Ellis, R. 1984, *Classroom Second Language Development: a study of classroom interaction and Language acquisition*, Pergamon Press, Oxford.
- Blum-Kulka, S. & Levenston, E.A. 1983, 'Universals of lexical simplification' in *Strategies in Interlanguage Communication*, eds. C. Faerch and G. Kasper, Longman, London.

PART II

THEORETICAL

FRAME

2.1. THEORETICAL AND CONCEPTUAL FOCUS

In a small town near Boston, a teacher of mathematics asks his students to design the floor plan of a community center, including dance areas, a place for a band, and other elements. Why? Because the floor plan involves several geometric shapes and a prescribed floor area, where the students must use what they have studied about area to make a suitable plan.

In a city not far away, a teacher asks students to identify a time in their lives when they had been treated unjustly and a time when they had treated someone else unjustly. Why? Because the students will soon start reading works of literature. Making connections with the own lives of the students is to be a theme throughout. In a classroom in the Midwest, a student, using his own drawings explains to a small group of peers how a certain predatory beetle mimics ants in order to invade their nests and eat their eggs. Why? Each student has an individual teaching responsibility for the group. Learning to teach one another develops secure comprehension of their topics. In an elementary school in Arizona, students studying ancient Egypt produce a National Enquirer style, four-page tabloid call King Tut's Chronicle. Headlines tease "Cleo in Trouble Once Again?" Why? The format motivates the students and leads them to synthesize and represent what they are learning.

By the measure of traditional educational practice, such episodes are not common in American classrooms⁷. Neither are they rare. The first two examples happen to reflect the work of teachers collaborating with some colleagues in studies of teaching for understanding. The second two are drawn from an increasingly rich and varied literature. Anyone alert to current trends in teaching practice will not be surprised. These cases illustrate a growing effort to engage students more deeply and thoughtfully in subject-matter learning. Connections are sought between the lives of the students and the subject matter, between principles and practice, between the past and the present.

⁷ Gardner, Howard: *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books, 1991.

Students are asked to think through concepts and situations, rather than memorize and give back on the quiz.

These days it seems old-fashioned to speak of bringing an apple to the teacher, but each of these teachers deserves an apple. They are stepping well beyond what most school boards, principals, and parents normally require of teachers. They are teaching for understanding. They want more from their students than remembering the formula for the area of a trapezoid, or three key kinds of camouflage, or the date of King Tut's reign, or the author of "To Kill a Mockingbird", they want students to understand what they are learning, not just to know about it.

Wouldn't it be nice to offer the same apple to all teachers in all schools? An apple for education altogether, however, TfU Methodology is not such an easy enterprise in many educational settings.

The Teaching for Understanding project⁸ was a research program designed to develop and test pedagogy of understanding. It targeted the middle and high school years and focused on teaching and learning in four subjects: English, history, math, and science, and interdisciplinary studies. Since the inception of the project, researchers and practitioners have collaborated to develop, refine, and test the pedagogy.

On the first three years, the collaborators developed a framework that stresses in-depth learning. This framework provides teachers with a language and structure for planning their curriculum and for discussing teaching for understanding with other colleagues and with their students. At its core is a performance view of understanding: If a student "understands" a topic, she/he cannot only reproduce knowledge, but also use it in unscripted ways.

⁸ Project Zero was founded at the Harvard Graduate School of Education in 1967 by the philosopher Nelson Goodman and the principal investigators Howard Gardner, David Perkins and Vito Perrone.

For example, a student in a history class might be able to describe the gist of the Declaration of Independence in her own words; role-play King George as he reacts to different parts of it; or write out parts of an imagined debate among the authors as they hammer out the statement. These are called "performances of understanding" because they give students the opportunity to demonstrate that they understand information, can expand upon it, and apply it in new ways.

In addition to performances of understanding, the framework highlights three other key concepts: generative topics, understanding goals, and ongoing assessment. For teachers, attention to each of these aspects of instruction helps ensure that they will be focusing their time and energy on helping students to learn about those concepts, ideas, and skills that are most important to understand. For the students, this approach to teaching and learning enables them to apply their knowledge and skills flexibly in a variety of situations.

Some years ago, Project Zero at the Harvard Graduate School of Education set out to answer three questions:

1. What does it mean to understand?
2. How do we teach for understanding?
3. How do we assess understanding?

We sought these answers because research showed that students did not understand what they were "learning." Sometimes students remembered a lot of facts or algorithms, but they could not think and act critically and creatively in a discipline. Why? And what could teachers do about the inability of the students? With the help of more than fifty teachers in the Boston area, and hundreds of teachers from Seattle to Boston to Bogotá, this school found out what teachers could do to develop the ability of the to understand deeply:

- Design the curriculum around generative topics, that have great connections to interests of the students and experience, and that are central to the discipline.

- Clearly articulate and share with the students, goals of understanding, what a teacher most want his/her students to understand from their experience with him/her.
- Engage students in performances of understanding, performances that cause them to do a great deal of thinking when using, applying, and enriching what they know in challenging, disciplinary work.
- Practice ongoing assessment, learning-centered assessment throughout instruction that actively involves the teacher and the students in constant reflection about what is being learned, how it is being learned, and why it is being learned.

The TfU Framework recommends asking these questions. It will help a teacher to answer them for him/herself and discuss the answers with friends. It is difficult to find the time and administrative support to spend time assessing the teaching in this way, but when teachers are given the opportunity to ask and reflect on these questions, they feel that their teaching is more deliberate, focused, and reflective, rather than feeling that they are attempting to cover a hundred things, they feel that they are teaching what is most important. Rather than handing knowledge down, teachers are helping students build up their own understanding, and the result: Students understand. They are able to go beyond accumulating knowledge to applying it in novel and meaningful contexts.

If teachers can identify the four to eight central questions that they feel would ultimately benefit their students in their learning, engaging them, engaging teachers, and proving immensely generative in their presence, then teachers can use those central questions to guide or map the journey of their teaching and their learning throughout the year. The point is not to arrive quickly at one, single answer, but to develop richer and more sophisticated answers over time through several experiences of learning and reflection. In the other hand, working with students as readers, to comprehend them must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a

purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

Fluency⁹ can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. Fluency could also increase as a function of the additional practice in reading. Motivational factors, such as self-concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience.

Another important source of changes in knowledge and capacities is the instruction that a reader receives. Appropriate instruction will foster reading comprehension, which is defined in two ways, the comprehension of the text under current consideration and comprehension capacities more generally.

Thus, although teachers may focus their content area instruction on helping students understand the material, an important concurrent goal is helping students learn how to become self-regulated, active readers who have a variety of strategies to help them comprehend. Effective teachers incorporate both goals into their comprehension instruction. They have a clear understanding of which students need which type of instruction for which texts, and they give students the instruction they need to meet both short-term and long-term comprehension goals.

⁹ The property of a person or of a system that delivers information quickly and with expertise.

2.2 STRUCTURE

CHAPTER I

2.2.1. TEACHING FOR UNDERSTANDING FRAMEWORK (PROJECT ZERO)

“Project Zero’s mission is to understand and enhance learning, thinking, and creativity in the arts, as well as humanistic and scientific disciplines, at the individual and institutional levels”.

The Teaching for Understanding (TfU) Project is the culmination of a six-year project founded on the research of Howard Gardner¹⁰, David Perkins¹¹ and Vito Perrone¹². It is based on, and builds from, past pedagogies and addressed important questions about the concept of understanding and how it is currently taught in schools. What helped give rise to the project was what Gardner and others observed to be obstacles to teaching for understanding. This project was designed to develop and test a Pedagogy of Understanding. The project targeted the middle and high school years and focused on teaching and learning in four subjects: English, history, math, and science, and interdisciplinary studies. David Perkins is a founding member of Harvard Project Zero, a basic research project in charge of investigating human symbolic capacities and their development. For many years, he served as co-director, and is now senior co-director and a member of the steering committee.

He conducts research on creativity in the arts and sciences, informal reasoning, problem-solving, understanding, individual and organizational learning, and the teaching of thinking skills. He has participated in curriculum projects addressing thinking, understanding, and learning in Colombia, Israel, Venezuela, South Africa, Sweden, Holland, Australia, and the United States.

¹⁰ Senior Director of Harvard Project Zero, ¹¹ Co-director of Project Zero, ¹² Harvard Graduate School of Education, Department of Teaching, Curriculum, and Learning Environments

The “Essential Learning Framework”¹³ asserts that learners who have understanding can evaluate and defend ideas and can use productive research strategies to generate, and inquire into problems and questions. Students are encouraged to demonstrate their understanding by justifying opinions, applying ideas to new situations, or sharing their learning with others through displays, writing or performance.

Up to this point, I’ve been thinking generally about understanding and what a performance view suggests about learning and teaching. The TFU Framework, developed in a research project at Project Zero during the early nineties, links what David Perkins has called “four cornerstones of pedagogy” with four elements of planning and instruction.

2.2.2 EDUCATING FOR UNDERSTANDING

Knowledge and skill have traditionally been the mainstays of American education. Teachers want students to be knowledgeable about history, science, geography, and so on. They want students to be skilful in the routines of arithmetic, the craft of writing, the use of foreign languages; achieving this is not easy, but they work hard at it.

So with knowledge and skill deserving plenty of concern and getting plenty of attention, why pursue understanding? While there are several reasons, one stands out: Knowledge and skill in students do not guarantee understanding. People can acquire knowledge and routine skills without understanding their basis or when to use them. And, knowledge and skills that are not understood do students little good. What use can students make of the history or mathematics they have learned unless they have understood it?

¹³ Martha Stone Wiske, M. S. (Ed.) 1998. Teaching for understanding: Linking research with practice. San Francisco

In the long term, education must aim for active use of knowledge and skill (Perkins, 1992). Students garner knowledge and skill in schools so that they can put them to work “in professional roles” scientist, engineer, designer, doctor, businessperson, writer artist, musician and “in lay roles” citizen, voter, parent that require appreciation, understanding, and judgment. Yet rote knowledge generally defies active use, and routine skills often serve poorly because students do not understand when to use them. In short, we must teach for understanding in order to realize the long-term pay-offs of education.

Unfortunately, research says otherwise, for instance, studies of understanding of students of science and mathematics reveal numerous and persistent shortfalls. Misconceptions in science range from confusions of youngsters about whether the Earth is flat or in just what way it is round, to college misconception of students about Newton's laws. Misunderstandings in mathematics include diverse "misrules," where students over-generalize rules for one operation and carry them over inappropriately to another; difficulties in the use of ratios and proportions; confusion about what algebraic equations really mean, and more (Resnick, 1987, 1992).

Although the humanistic subject matters might appear on the surface less subject to misunderstanding than the technically challenging science and mathematics, again research reveals that this is not true. For instance, studies about reading abilities of students show that, while they can read the words, they have difficulty interpreting and making inferences from what they have read. Studies of writing show that most students experience little success with formulating cogent viewpoints well supported by arguments (National Assessment of Educational Progress, 1981). Indeed, students tend to write essays in a mode “Bereiter and Scardamalia” (1985) call "knowledge telling," simply writing out paragraph by paragraph what they know about a topic rather than finding and expressing a viewpoint.

So understanding is "broke" far more often than we can reasonably tolerate. Moreover, we can do something about it. The time is ripe. Cognitive science, educational psychology, and practical experience with teachers and students

put us in a position to teach for understanding and to teach teachers to teach for understanding (Gardner, 1991; Perkins, 1986, 1992). Thus, TFU Methodology is an approachable agenda for education.

2.2.3 WHAT IS UNDERSTANDING?¹⁴

At the heart of teaching for understanding lies a very basic question: What is understanding? Ponder this query for a moment and you will realize that good answers are not obvious. To draw a comparison, we all have a reasonable conception of what knowing is. When a student knows something, the student can bring it forth upon call tell us the knowledge or demonstrate the skill. But understanding something is a more subtle matter. A student might be able to regurgitate reams of facts and demonstrate routine skills with very little understanding. Somehow, understanding goes beyond knowing, but how?

Clues can be found in this fantasy: Imagine a snowball fight in space. Half a dozen astronauts in free fall arrange themselves in a circle. Each has in hand a net bag full of snowballs. At the word "go" over their radios, each starts to fire snowballs at the other astronauts. What will happen? What is your prediction?

If you have some understanding of Newton's theory of motion¹⁵, you may predict that this snowball fight will not go very well. As the astronauts fire the snowballs, they will begin to move away from one another: Firing a snowball forward pushes an astronaut backward. Moreover, each astronaut who fires a snowball will start to spin with the very motion of firing, because the astronaut's arm that hurls the snowball is well away from the astronaut's center of gravity. It's unlikely that anyone would hit anyone else even on the first shot, because of starting to spin, and the astronauts would soon be too far from one another to have any chance at all. So much for snowball fights in space.

¹⁴ Cohen, David K., McLaughlin, Milbrey W., and Talbert, Joan E. , eds. TEACHING FOR UNDERSTANDING. San Francisco: Jossey-Bass, 1993.

¹⁵ Newton created the first great modern physical theory in 1687.

If making such predictions is a sign of understanding Newton's theory, what is understanding in general? Some scientists at the Harvard Graduate School of Education have analyzed the meaning of understanding as a concept. They have examined views of understanding in contemporary research and looked to the practices of teachers with a knack for teaching for understanding. They have formulated a conception of understanding consonant with these several sources. They call it a "performance perspective" on understanding. This perspective reflects the general spirit of "constructivism" prominent in contemporary theories of learning (Duffy and Jonassen, 1992) and offers a specific view of what learning for understanding involves. This perspective helps to clarify what understanding is and how to teach for understanding by making explicit what has been implicit and making general what has been phrased in more restricted ways (Gardner, 1991; Perkins, 1992).

In brief, this performance perspective says that understanding a topic of study is a matter of being able to perform in a variety of thought-demanding ways with the topic, for instance to: explain, muster evidence, find examples, generalize, apply concepts, analogize, represent in a new way, and so on. Suppose a student "knows" Newtonian physics: The student can write down equations and apply them to three or four routine types of textbook problems. In itself, this is not convincing evidence that the student really understands the theory. The student might simply be parroting the test and following memorized routines for stock problems. But suppose the student can make appropriate predictions about the snowball fight in space. This goes beyond just knowing. Moreover, suppose the student can find new examples of Newton's theory at work in everyday experience, and make other extrapolations. The more thought-demanding performances the student can display, the more confident we would be that the student understands.

In summary, understanding something is a matter of being able to carry out a variety of "performances" concerning the topic--performances like making predictions about the snowball fight in space that show one's understanding and, at the same time, advance it by encompassing new situations. We call

such performances "understanding performances" or "performances of understanding".

Understanding performances contrast with what students spend most of their time doing. While understanding performances can be immensely varied, by definition they must be thought-demanding; they must take students beyond what they already know. Most classroom activities are routine to be understanding performances -spelling drills, true-and-false quizzes, arithmetic exercises, many conventional essay questions, and so on.

2.2.4 HOW CAN STUDENTS LEARN WITH UNDERSTANDING?

Given this performance perspective on understanding, how can students learn with understanding? An important step toward an answer comes from asking a related but different question: How do you learn to roller skate? Certainly not just by reading instructions and watching others, although these may help. Most centrally, you learn by skating. And, if you are a good learner, not just by idle skating, but by thoughtful skating where you pay attention to what you are doing –capitalize on your strengths, figure out your weaknesses, and work on them.

It is the same with understanding. If understanding a topic means building up performances of understanding around that topic, the mainstay of learning for understanding must be actual engagement in those performances. The learners must spend the larger part of their time with activities that ask them to generalize, find new examples, carry out applications, and work through other understanding performances. And they must do so in a thoughtful way, with appropriate feedback to help them perform better.

Notice how this performance view of learning for understanding contrasts with another view one might have. It is all too easy to conceive of learning with understanding as a matter of taking in information with clarity. If only one listens

carefully enough, then one understands. But this idea of understanding as a matter of clarity simply will not work. Recall the example of Newton's theory of motion; you may listen carefully to the teacher and understand in the limited sense of following what the teacher says as the teacher says it. But this does not mean that you really understand in the more genuine sense of appreciating these implications for situations the teacher did not talk about. Learning for understanding requires not just taking in what you hear, it requires thinking in a number of ways with what you heard, practicing and debugging your thinking until you can make the right connections flexibly.

This becomes an especially urgent agenda when we think about how youngsters typically spend most of their school time and homework time. As noted earlier, most school activities are not understanding performances: They are one or another kind of knowledge building or routine skill building. Knowledge building and routine skill building are important; but, if knowledge and skills are not understood, the student cannot make good use of them. Moreover, when students do tackle understanding performances interpreting a poem, designing an experiment, or tracking a theme through an historical period, there is often little guidance as to criteria, little feedback before the final product to help them make it better, or few occasions to stand back and reflect on their progress.

In summary, typical classrooms do not give a sufficient presence to thoughtful engagement in understanding performances. To get the understanding we want, we need to put understanding up front. And that means putting thoughtful engagement in performances of understanding up front.

2.2.5 HOW CAN WE TEACH FOR UNDERSTANDING?

We have looked at learning for understanding from the standpoint of the learner. But what does learning for understanding mean from the standpoint of the teacher? What does teaching for understanding involve? While teaching for understanding is not terribly hard, it is not terribly easy, either. Teaching for understanding is not simply another way of teaching, just as manageable as the

usual lecture-exercise-test method. It involves genuinely more intricate classroom choreography. To elaborate, here are six priorities for teachers who teach for understanding:

2.2.5.1. MAKE LEARNING A LONG-TERM, THINKING-CENTERED PROCESS

From the standpoint of the teacher, the message about performances of understanding boils down to this: Teaching is less about what the teacher does than about what the teacher gets the students to do. The teacher must arrange for the students to think with and about the ideas they are learning for an extended period of time, so that they learn their way around a topic. Unless students are thinking with and about the ideas they are learning for a while, they are not likely to build up a flexible repertoire of performances of understanding. Imagine if you will a period of weeks or even months committed to some rich theme: the nature of life, the origin of revolutions, and the art of mathematical modeling. Imagine a group of students engaged over time in a variety of understanding performances focused on that topic and a few chosen goals. The students face progressively more subtle but still accessible challenges. At the end there may be some culminating understanding performance such as an essay or an exhibition. Such a long term, thinking-centered process seems central to building students' understanding.

2.2.5.2 PROVIDE FOR RICH ONGOING ASSESSMENT

Students need criteria, feedback, and opportunities for reflection in order to learn performances of understanding well. Traditionally, assessment comes at the end of a topic and focuses on grading and accountability. These are important functions that need to be honored in many contexts. To learn effectively, students need criteria, feedback, and opportunities for reflection from the beginning of any sequence of instruction¹⁶.

¹⁶ Baron, 1990; Gifford and O'Connor, 1991; Perrone, 1991.

This means that occasions of assessment should occur throughout the learning process from beginning to end. Sometimes they may involve feedback from the teacher, sometimes from peers, sometimes from students' self evaluation. Sometimes the teacher may give criteria, sometimes engage students in defining their own criteria. While there are many reasonable approaches to ongoing assessment, the constant factor is the frequent focus on criteria, feedback, and reflection throughout the learning process.

2.2.5.3. SUPPORT LEARNING WITH POWERFUL REPRESENTATIONS

Research shows that how information is represented can influence enormously how well that information supports understanding performances. For instance Richard Mayer (1989) has demonstrated repeatedly that what the term "conceptual models", can help students to solve non-routine problems that ask them to apply new ideas in unexpected ways. For another example, computer environments that show objects moving in frictionless Newtonian ways we rarely encounter in the world can help students understand what Newton's laws really say about the way objects move (White, 1984). For yet another example, well-chosen analogies often serve to illuminate concepts in science, history, English, and other domains (e.g. Brown, 1989; Clement, 1991; Royer and Cable, 1976). The teacher teaching for understanding needs to add more imagistic, intuitive, and evocative representations to support students' understanding performances. Besides supplying powerful representations, teachers can often ask students to construct their own representations, an understanding performance in itself.

2.2.5.4. PAY HEED TO DEVELOPMENTAL FACTORS

The theory devised by the seminal developmental psychologist Jean Piaget averred that children's understanding was limited by the general scheme they had evolved. For instance, children who had not attained "formal operations" would find certain concepts inaccessible notions of control of variables and formal proof. Many student teachers today still learn this scheme and come to believe that fundamental aspects of reasoning and understanding are lost on

children until late adolescence. They are unaware that 30 years of research have forced fundamental revisions in the Piagetian conception. Again and again, studies have shown that, under supportive conditions, children can understand much more than was thought much earlier than was thought. The "neo-Piagetian" theories of Robbie Case (1985), Kurt Fischer (1980), and others offer a better picture of intellectual development. Understanding complex concepts may often depend on what Case calls a "central conceptual structure," i.e., certain patterns of quantitative organization, narrative structure, and more that cut across disciplines (Case, 1992). The right kind of instruction can help learners to attain these central conceptual structures. More broadly, considerable developmental research shows that complexity is a critical variable. For several reasons, younger children cannot readily understand concepts that involve two or three sources of variation at once, as in concepts such as balance, density, or pressure. The picture of intellectual development emerging today is less constrained, more nuanced, and ultimately more optimistic regarding the prospects of education. Teachers teaching for understanding do well to bear in mind factors like complexity, but without rigid conceptions of what students can and cannot learn at certain ages.

2.2.5.5. INDUCT STUDENTS INTO THE DISCIPLINE

Analyses of understanding emphasize that concepts and principles in a discipline are not understood in isolation (Perkins, 1992; Perkins and Simmons, 1988; Schwab, 1978). Grasping what a concept or principle means depends in considerable part on recognizing how it functions within the discipline. And this in turn requires developing a sense of how the discipline works as a system of thought. For example, all disciplines have ways of testing claims and mustering proof, but the way that is done is often quite different from discipline to discipline. In science, experiments can be conducted, but in history evidence must be mined from the historical record. In literature, we look to the text for evidence of an interpretation, but in mathematics we justify a theorem by formal deduction from the givens. Conventional teaching introduces students to plenty of facts, concepts, and routines from a discipline such as mathematics, English, or history. But it typically does much less to awaken students to the way the

discipline works, how one justifies, explains, solves problems, and manages inquiry within the discipline. Yet in just such patterns of thinking lie the performances of understanding that make up what it is to understand those facts, concepts, and routines in a rich and generative way. Accordingly, the teacher teaching for understanding needs to undertake an extended mission of explicit consciousness raising about the structure and logic of the disciplines taught.

2.2.5.6. TEACH FOR TRANSFER

Research shows that very often students do not carry over facts and principles they acquire in one context into other contexts. They fail to use in science class or at the supermarket the math they learned in math class. They fail to apply the writing skills that they mastered in English on a history essay. Knowledge tends to get glued to the narrow circumstances of initial acquisition. If we want transfer of learning from students, and we certainly do, because we want them to be putting to work in diverse settings the understandings they acquire, we need to teach explicitly for transfer, helping students to make the connections they otherwise might not make, and helping them to cultivate mental habits of connection-making¹⁷. Teaching for transfer is an agenda closely allied to teaching for understanding. Indeed, an understanding performance virtually by definition requires a modicum of transfer, because it asks the learner to go beyond the information given, tackling some task of justification, explanation, example-finding or the like that reaches further than anything in the textbook or the lecture. Moreover, many understanding performances transcend the boundaries of the topic, the discipline, or the class room, applying school math to stock market figures or perspectives on history to casting your vote in the current election.

¹⁷ Brown, 1989; Perkins and Salomon, 1988; Salomon and Perkins, 1989.

Teachers teaching for a full and rich understanding need to include understanding performances that reach well beyond the obvious and conventional boundaries of the topic. Teachers need not feel paralyzed for lack of means. On the contrary, a plethora of classroom moves suggest themselves in service of building students' understanding. The teacher who makes learning thinking-centered, arranges for rich ongoing assessment, supports learning with powerful representations, pays heed to developmental factors, inducts students into the disciplines taught, and teaches for transfer far and wide has mobilized a powerful armament for building students' understanding.

2.2.6 ELEMENTS OF PLANNING AND INSTRUCTION

2.2.6.1 GENERATIVE TOPICS

Not all topics: concepts, themes, theories, ideas, and so on, lend themselves equally to teaching for understanding. For instance, it is easier to teach statistics and probability for understanding than quadratic equations, because statistics and probability connect more readily to familiar contexts and other subject matters. It is easier to teach for understanding about the Boston Tea Party than about colonial tax policies, because the Boston Tea Party dramatizes issues around colonial tax policies. Generative topics¹⁸ have several key features: They are central to one or more disciplines or domains. They are interesting to students. They are accessible to students (there are lots of resources available to help students pursue the topic), and they have multiple connections to the experiences of students both in and out of school; and, perhaps most importantly, they are interesting to the teacher.

Of course, one might argue that anything can be taught for understanding—even quadratic equations! It is just a matter of good teaching.

¹⁸ Teaching for Understanding framework *generative topics*, Martha Stone Wiske 1997

This is true, but some topics are more central to a discipline or domain, more accessible, more interesting, and offer more opportunities for connections than others. These topics should form the core of the curriculum.

However, many of us feel restricted to an established curriculum: particular topics must be taught, regardless of their generativity. One solution is to give a topic a more generative cast by adding a theme or a perspective—for example, teaching Oedipus Rex as an exploration of family relationships, or teaching about the food chain to illustrate that all living things are interconnected.

Generative topics are issues, themes, concepts, and ideas that provide enough depth, significance, connections, and variety of perspectives to support the development of the students of powerful understandings.

KEY FEATURES OF GENERATIVE TOPICS

- ✓ Generative topics are **central to one or more domains or disciplines**. Issues that foster understanding allow students to gain the necessary skills and understanding to proceed successfully to more sophisticated work in the domain or discipline. Typically such issues are also of interest to professionals in the field.
- ✓ Generative topics are **interesting to students**. The generativity of a topic varies with the age, social and cultural contexts, personal interests, and intellectual experiences of students.
- ✓ Generative topics are **interesting to the teacher**. Their teacher's passion for and curiosity about a particular issue or question will serve as the best model for students who are just learning how to explore the unfamiliar and complex territory of open-ended questions.
- ✓ Generative topics are **accessible**. Accessibility in this case means that lots of age-appropriate resources are available to investigate the topic

and that it can be addressed through a variety of strategies and activities that will help students with various strengths and inclinations make sense of it.

- ✓ Generative topics **offer opportunities for multiple connections**. They give students the chance to make connections to their previous experiences, both in and out of school. They have an inexhaustible quality: they can always be explored more and more deeply.

EXAMPLES OF GENERATIVE TOPICS

- *In biology*: the definition of life, rain forests, dinosaurs, endangered species, and global warming.
- *In mathematics*: the concept of zero, patterns, equality, representations in signs and symbols, size and scale.
- *In history*: maritime disasters, survival, revolution, conflict, power, etc.
- *In literature*: interpreting texts, folktales, humour, and multiple perspectives.

PLANNING GENERATIVE TOPICS

A first step in planning generative topics is to brainstorm ideas, preferably with colleagues. Think about what interests you most, and topics that have sparked your students' interest in the past.

Once you have identified ideas that seem particularly promising, create idea webs around them. Consider concepts, projects, resources, connections, and so on. Webbing is an opportunity to be adventurous. The ideas in the web can be refined later as you sort out what is most important. Next, make selections from the idea web. Focus on those sections of the ideas web that have the thickest nests of connections. Look for topics that are steeped in controversy, that are open to considerations from many different perspectives, that don't lend themselves to "right" answers, and that require students to formulate their own opinions.

TEACHING WITH GENERATIVE TOPICS

An important step toward making generative topics part of your teaching practice is to get to know your students. What are their likes and dislikes? What issues (in the news, in their personal lives, in their other classes) spark their interest? Are there any topics about which they hold strong opinions or enjoy arguing?

Early in the unit, you might also ask your students to create their own webs around the topic. Notice where their "connection concentrations" are? What new angles, issues, or perspectives do their idea webs suggest?

Finally, it is important to give your students time. No topic can be generative if your students do not have enough time to explore the material, make connections, and develop their understanding. Students should be allowed the time they need to explore essential content rather than covering large blocks of less generative material.

2.2.6.2 UNDERSTANDING GOALS

Few of us would set off on a trip without first having a sense of where we want to go. The idea of wandering aimlessly might sound adventuresome or blissfully unpressured, but the fact is, we usually don't have unlimited money and vacation time. Because our resources are limited, we want to use them wisely. So we think carefully about where we would like to go, and we have that destination in mind when we set out. Knowing where we want to end up, it helps us gauge our progress as we travel. It helps us decide when to stop to rest, when to forge ahead, and when to modify our itinerary.

Similarly, at the start of each unit we set off with our students on an intellectual journey, to explore the "territory" of a generative topic. Given that there are often lots of interesting points to explore, we might simply let our students follow their interests and roam where they will. But our time is very limited. We want to give our students time to explore what intrigues them, and we want to make sure they visit the important sites they might miss without guidance. Fortunately these territories are not wholly uncharted: experts in the various disciplines and domains we teach, our personal experiences, and our work with previous

classes can help us to map out the landscape and pinpoint some of the most interesting and fruitful places to stop. So, some parts of the journey we can leave to independent exploration, but in other parts we guide students to a few destinations that we want to make sure they reach.

In the Teaching for Understanding Framework, these destinations are known as **understanding goals**¹⁹. They are the concepts, processes, and skills we most want our students to understand. They help to create focus by stating where students are going.

KEY FEATURES OF UNDERSTANDING GOALS

- ✓ Understanding goals identify the concepts, processes, and skills that we most want our students to understand. They are worded in two ways: as statements (in forms such as, "Students will understand ..." or "Students will appreciate ...") and as open-ended questions ("What are the important similarities and differences among different genres of literature?").
- ✓ Unit-long understanding goals focus on the central aspects of a generative topic.

EXAMPLES OF UNIT-LONG UNDERSTANDING GOALS

Following are some examples of unit-long understanding goals. Note that each unit could have other understanding goals as well; for the sake of brevity, only one goal is listed here for each unit.

- For a history unit with generative topic "Freedom at a Cost: Understanding the Bill of Rights": "Students will understand the relationship between rights and responsibilities in a democratic society."

¹⁹ Teaching for Understanding framework *understanding goals*, Martha Stone Wiske 1997

- For a geometry unit with the generative topic "Finding Out what is True: Proofs in Mathematics": "Students will develop their understanding of both inductive and deductive approaches to proving various statements (for examples, that two triangles are congruent, that two lines are parallel, and so on)."
- For a literature unit with the generative topic "Who and how they have done units": "Students will understand how authors create, develop, and sustain suspense in a plot."
- For a biology unit with the generative topic "The Meaning of 'Life'": "Students will understand how a biologist distinguishes between living and nonliving things."

PLANNING UNIT – LONG UNDERSTANDING GOALS

To begin planning your unit-long understanding goals, make a first pass at articulating those goals. Brainstorming is often a good way to do this. Ask yourself, "What understandings do I want my students to develop as a result of their work on this unit?" or "Why am I teaching this topic?" Write down whatever comes to mind. Many teachers find that working with groups is often helpful here.

Try stating your understanding goals as both questions and statements. Going back and forth between the two forms seems to help teachers refine their intentions.

Remember, you do not have to start with understanding goals. For many teachers it is easier to begin with generative topics or performances of understanding, then try to identify understanding goals.

No matter where you start, once you have drafted a unit, check to make sure your unit-long understanding goals relate to:

- *Your overarching goals*: Ask yourself, "What do I want my students to get out of their year's worth of work with me?"

- *The generative topic:* Ask yourself, "What is most important for my students to understand about this topic?"
- *The performances of understanding:* Ask yourself, "What do I want students to understand about this topic?"
- *Your ongoing assessments:* Ask yourself, "What criteria will help me and my students figure out what they understand?"

If the answers to any of these questions do not match up closely to the understanding goals you have listed, revise either the understanding goals or the other parts of the framework until the "fit" is better.

TEACHING WITH UNDERSTANDING GOALS

State your unit long understanding goals explicitly for your students at the start of each unit. State your overarching understanding goals (when you have drafted them) and talk about how the lists relate to each other. Post your understanding goals prominently in your classroom.

Allow your unit and overarching understanding goals to evolve during each unit and throughout the course. As you think of better ways to express the goals, alter their wording. If other important goals emerge from your students, add them to the list.

Let your students know (or ask them to identify) the unit and overarching goals they are working on as they carry out each performance of understanding. Refer to the goals often as you guide students through their performances. Making these connections will help your students understand the purposes underlying their daily work.

Use your understanding goals as a starting point for developing assessment criteria. The things you most want students to understand should be the things you pay attention to in evaluating their work.

2.2.6.3 UNDERSTANDING PERFORMANCES

Imagine trying to learn how to drive a car from a book or from lectures given by expert drivers. You study diagrams showing the position of the accelerator, brake, and clutch pedals. You read about the process of releasing the clutch as the accelerator is depressed. You memorize the appropriate braking distances. An experienced driver explains how to gauge opportunities for merging into a stream of speeding traffic. You also hear lectures on how to parallel park. When you have read or heard about all of the various skills and techniques used in driving, you get behind the wheel for the first time and take your driving test.

Very few of us would pass the test under such circumstances. Certainly the books and lectures would have given us some information essential to driving a car, such as it is necessary to signal before turning or state law requires stopping for pedestrians in crosswalks. We might have memorized a great deal about the placement of the foot pedals and the "standard H" pattern of the stick shift. But we would not know how to use that knowledge judiciously in the infinite variety of circumstances which present themselves on the road at any given time. Without actual practice driving a car under a variety of conditions with ongoing coaching and feedback from a driving instructor, we cannot learn to drive well and safely.

Students learning in school settings need the same kinds of experiences. They might acquire pieces of knowledge from books and lectures, but without the opportunity to apply that knowledge in a variety of situations with guidance from a knowledgeable coach, they are not likely to develop understanding. Understanding Performances²⁰ or Performances of Understanding are the activities that give students those opportunities. Understanding Performances require students to go beyond the information given to create something new by reshaping, expanding, extrapolating from, applying, and building on what they already know.

²⁰ Teaching for Understanding framework *understanding performances*, Martha Stone Wiske 1997

The best performances of understanding help students both develop and demonstrate their understanding.

KEY FEATURES OF PERFORMANCES OF UNDERSTANDING

- ✓ Performances of understanding are activities which require students to use what they know in new ways or situations to build their understanding of unit topics.
- ✓ Performances of understanding help students build and demonstrate their understanding, although a "performance" might sound like a final event, performances of understanding are principally learning activities. They give both teacher and students a chance to see their understanding develop in new and challenging situations over time.
- ✓ Performances of understanding require students to show their understanding in an observable way. It is not enough for students to reshape, expand, extrapolate from, and apply their knowledge in the privacy of their own thoughts. While it is conceivable that a student could understand without performing, such an understanding would be untried, possibly fragile, and virtually impossible to assess. So performances of understanding involve students in publicly demonstrating their understanding.

EXAMPLES OF PERFORMANCES OF UNDERSTANDING

Following are some examples of performances of understanding for units in different academic areas. Since performances of understanding are always connected to one or more specific understanding goals, the applicable unit-long understanding goals or goals (in statement form only) are provided with each example:

- *For an English unit with the understanding goal "Students will understand how to detect the clues (both obvious and subtle) that authors give about what their characters are like":* Students pick one event described by

Charlotte in *The True Confessions of Charlotte Doyle*. First they write down all the things they can tell about Charlotte from the way she describes the event. Then they compare their answers with those of their classmates, noting and discussing the differences in interpretation. Second, students pick two other characters involved in that event and make up an entry for each of these characters' diaries. The object is for students to weave into each entry clues that will help readers understand who these characters are.

- *For a social studies unit with the understanding goal "Students will understand that history is always told from a particular perspective and that understanding a historical text means understanding who wrote it":* Students compare two accounts of the beginning of the Revolutionary War—one that claims the British fired the first shot and one that claims the colonists did. They then discuss why the two reports might be different and how they could find out what really happened. They use some of these strategies to figure out which of these accounts is the more plausible, and then present their explanation to the class.
- *For a mathematics unit with the understanding goals "Students will understand how percentages can be used to describe real-world happenings" and "Students will understand how to represent numerical information in clear graphs":* In small groups, students collect and compile data about school attendance over the course of two weeks. They calculate the percentage of students who fit various categories (percentage of students absent, percentage present, percentage tardy, and so on). They then create graphs to represent their data visually, collect feedback from the class, and revise their graphs accordingly.
- *For a science unit with the understanding goal "Students will understand how light and images are affected as they pass through "everyday lenses" like magnifying glasses, telephoto camera lenses, and so on":* Students experiment with a collection of concave and convex lenses and a flashlight. They try to find combinations of lenses that act like a

magnifying glass, a telephoto lens, and wide-angle lens. They then draw diagrams to illustrate how light travels through these combinations of lenses.

PLANNING PERFORMANCES OF UNDERSTANDING

You might begin planning by brainstorming ideas for possible performances of understanding. You could start by thinking about activities your students have done in the past that seemed especially productive. If you have already identified your understanding goals, look at the list of possibilities for performances of understanding that you have generated. Identify the ones that best seem to support those goals.

If you have not identified your understanding goals yet, look at the list of possibilities and ask, "Why do I want students to do this?" This will help you to articulate your understanding goals. Once the goals have been identified, you can examine the performances again and revise them. For the performances you select, think about how to build in opportunities for students to get feedback on and revise their work as they carry out those performances.

When you have generated a number of performances of understanding, try to sequence the performances so that they occur throughout the unit, from the beginning to the end. Think about the following kinds of performances as you work:

- *Introductory Performances.* - These are the performances of understanding that usually come first in a unit. They give your students a chance to explore the generative topic a bit. The possibilities for connections between the personal interests of the students and the topic emerge from these explorations.
- *Guided Inquiry Performances.* - In these kinds of performances of understanding, students focus on developing their understanding of

particular problems or aspects of the generative topic you feel are especially important.

- *Culminating Performances.*- These more complex, concluding performances of understanding give students a chance to synthesize and demonstrate the understandings they developed through the other performances of understanding.

Does your final contingent of performances of understanding for the unit include a variety of performances that give students a chance to develop and demonstrate their understandings in a number of different ways? If many of the performances are similar (for instance, if many performances require students to "explain in their own words" or to adopt and debate one side of a controversy), try revising some of them to allow for greater diversity in how students develop their understanding.

TEACHING WITH PERFORMANCES OF UNDERSTANDING

As students are engaged in performances of understanding, remind them of the understanding goals the performance should help them achieve, and try thinking of you as a "floating coach," keeping a general eye on the progress of students and listening for common questions, confusions, and issues that should be addressed in large group discussions or lectures. Ask students often to explain their answers, to give reasons, to offer supporting evidence, to make predictions in the process of discussions about or written reflections on the performances of understanding. Provide students with criteria by which the performances will be assessed and give them opportunities to assess their own and work of others, and then to revise it before handing in a final product.

2.2.6.4 ONGOING ASSESSMENT

Ongoing assessment²¹ is the process of providing students with clear responses

²¹ Teaching for Understanding framework *ongoing assessment*, Martha Stone Wiske 1997

to their performances of understanding in a way that will help to improve next performances.

KEY FEATURES OF ONGOING ASSESSMENT

There are two principle components of the ongoing assessment process: establishing criteria and providing feedback.

Criteria for each performance of understanding need to be:

- ✓ Clear (articulated explicitly at the beginning of each performance of understanding--though they may well evolve over the course of the performance, especially if it is new to the teacher as well as the students).
- ✓ Relevant (closely related to the understanding goals for the unit).
- ✓ Public (everyone in the classroom knows and understands them).

Feedback needs to:

- Occur frequently, from the beginning of the unit to its conclusion, in conjunction with performances of understanding. Some occasions for feedback may be formal and planned (such as those related to presentations); some may be more casual and informal (such as responding to a comment of a student in a class discussion).
- Provide students with information not only about how well they have carried out performances but also how they might improve them.
- Inform your planning of subsequent classes and activities.
- Come from a variety of perspectives: from students' reflection on their own work, from classmates reflecting on one another's work, and from the teacher.

EXAMPLES OF ONGOING ASSESSMENT

Ongoing assessment needs to occur in the context of performances of understanding that, in turn, are anchored to understanding goals. Therefore, each of the examples below includes unit-long understanding goals (statement

form only) and performances of understanding, as well as a description of criteria and feedback for ongoing assessment.

In a writing class:

Understanding Goal: To help students understand the process of writing an effective persuasive essay.

Performance of understanding: Students write an essay in which they pick a controversial issue and argue for their personal stance on that issue.

Criteria for ongoing assessment: Teacher and students co-develop the criteria for the essay. To do this, the teacher presents students with two brief sample essays written about the same issue. The first argues the thesis effectively; the other is noticeably less-well executed. By comparing the two, the students (with guidance from the teacher) generate the criteria for a good persuasive essay (a clear position statement, concrete examples to support the position, a consideration and refutation of counter arguments, and so on). The teacher copies the list of criteria for each student in the class so that they can use it in the feedback process.

Feedback for ongoing assessment: Using the criteria sheet, students complete a first draft of their essay and write a short reflection assessing it. They share this draft with a classmate, who also provides a short written piece that reflects on how well the essay meets the criteria. Equipped with these two reflections, students revise their essays and submit final drafts to the teacher. Both the teacher and the student assess the final work of the essay by rating—on a scale of one to ten—how well the student achieved each of the criteria and writing a brief explanation of the rating.

In a math class:

Understanding goals: To help students to understand percentages and their real-life uses in describing data. To help students understand surveying as tool for collecting data that can be expressed mathematically.

Performance of understanding: Students develop surveys to collect information from fellow students about their health—say, the number of colds each person

catches in a year and some variable that the students think will be related to. They decide how to use graphs and charts to represent their data most effectively. (For example, eighty percent of students who report getting sick less than once a year spend fifty percent or more of their after school time engaged in some exercise.)

Criteria for ongoing assessment: The teacher shares with the students a sheet that describes the two categories of criteria for their work: qualities of an effective survey and characteristics of an effective use of percentages in survey work.

Feedback for ongoing assessment: Students share drafts of their surveys with one another for feedback and critique. They submit a first draft of their graphs and charts to the teacher for comment. The final draft is submitted with a self-evaluation that the teacher includes as part of their final grade.

In a social studies class:

Understanding goal: To help students understand various forms of government and their advantages and disadvantages.

Performance of understanding: Small groups of students are randomly assigned a form of government (monarchy, oligarchy, democracy, and so on) and given a brief description of how laws are made in that government. Each student is assigned a role (monarch or president or dictator, wealthy owner of a factory, labourer living near the poverty line and so on) within the group by drawing a slip of paper from an envelope. The group then has to decide how to levy taxes in their country; making their decision according to the form of government they have been assigned. After giving the groups some time to work through the problem, students "jigsaw" so that the new small groups are made up of one member of each of the original small groups. In these groups, they share their experiences and discuss the advantages and disadvantages of a particular approach to governance. Each student then writes a paper describing her initial group experience with the assigned government and comparing it to other groups' governments.

Criteria for ongoing assessment: The final papers of the students are assessed both on how accurately their initial groups carried out the enactment of their particular government's decision making process and on the degree and sophistication of comparisons and contrasts they are able to make between that form of government and others. These criteria are shared with the class before they begin writing.

Feedback for ongoing assessment: The teacher has each student exchange first drafts with another member of their group so they can check one another's accuracy in depicting the first small group work. She then has them share a second draft with her, so she can check their understanding of various forms of government. In cases where one (or more) of the small group seems not to have captured the essential aspects of the assigned government, she provides the students with feedback about where to find more information about that government so they can revise their work.

PLANNING ONGOING ASSESSMENT

It is usually easiest to think about specific ongoing assessment procedures in the context of performances of understanding or activities you have planned. Use your understanding goals to generate the criteria by which to assess students' performances. For instance, if you ask students to write a paper with the aim of building their understanding of a particular concept, then the paper needs to be assessed primarily on the basis of how well they demonstrate their understanding. Build in opportunities at the beginning of and throughout a unit for assessing students' developing understanding. If assessment happens only at the end of a unit, it is not "ongoing;" it cannot help the students to develop and refine their understandings in the progress of their work.

Across performances, try to balance formal and informal feedback. Also, try to allow opportunities for a variety of perspectives on assessment over the course of the unit: self-assessment, peer assessment, and your assessment of student work. Build in time to help students develop the skills they will need to provide one another and themselves with useful feedback. Self-reflection and peer-assessment does not come easily to most students, but both can be learned.

TEACHING WITH ONGOING ASSESSMENT

Even if you have a sense for what the criteria for a particular performance should be, try inviting students to develop the criteria themselves by looking at models of similar performances. Post criteria prominently in the classroom, help students to see how the criteria relate to the understanding goals.

Model for students how to provide feedback that both tells them how well they are doing and gives them information about how they might do better. Portfolios and reflection journals can be useful tools for students to track their learning over time. Use assessment opportunities not only to gauge how well the students are doing, but also to examine and reshape your curriculum and pedagogy.

CHAPTER II

2.3 READING SKILL DEVELOPMENT

2.3.1 DEFINING READING

Reading is one of the four language **skills**: reading, writing, listening and speaking. It is a **receptive skill**, like listening. This means it involves responding to text, rather than producing it. Very simply we can say that reading involves making sense of text. To do this we need to understand the language of the text at word level, sentence level and whole-text level. We also need to connect the message of the text to our knowledge of the world. Look at this sentence for example:

The boy was surprised because the girl was much faster at running than he was.

To understand this sentence, we need to understand what the letters are, how the letters join together to make words, what the words mean and the grammar of the words and the sentence. But we also make sense of this sentence by knowing that, generally speaking, girls do not run as fast as boys. Our knowledge of the world helps us understand why the boy was surprised.

2.3.1.1 READING SUB – SKILLS²²

A text is usually longer than just a word or a sentence. It often contains a series of sentences, as in a letter or even a postcard. These sentences are connected to one another by grammar and vocabulary and/or knowledge of the world. Reading also involves understanding the connection between sentences. For example:

²² Allen, E.G. Wright, J.P., & Laminack, L. L. (1988) Using language experience to alert pupil's critical thinking skills. *The Reading Teacher*, 41, 904-910.

The boy was surprised because the girl was much faster at running than he was. Then he found out that her mother had won a medal for running at the Olympic Games.

The second sentence gives us a possible reason why the girl was so good at running. But we can only understand that this is a reason if we know that Olympic runners are very good. This means we need to use our knowledge of the world to see the connection between these two sentences (**coherence**)²³. The grammatical links between the sentences (**cohesion**)²⁴ also help us see the connection between them. For example, in the second example sentence “he” refers to “the boy” in the first sentence, and “her” refers to “the girl”.

When we read we do not necessarily read everything in a text. What we read depends on why and how we are reading. For example, we may read a travel website to find a single piece of information about prices. But we may read a novel in great detail because we like the story and the characters and want to know as much as we can about them.

These examples show us that we read different text types and we read for different reasons. Some examples of written texts types are letters, articles, postcards, stories, information brochures, leaflets and poems. All these kinds of text types are different from one another. They have different lengths, layouts (the way in which text is placed on the page), topics and kinds of language. Learning to read also involves learning how to handle these different text types.

Some **subskills** of reading are, for example, if we read a text just to find a specific piece or pieces of information in it, we usually use a subskill called **reading for specific information** or **scanning**.

²³ Logical and orderly and consistent relation of parts

²⁴ The state of cohering or sticking together

When we scan, we do not read the whole text. We hurry over most of it until we find the information we are interested in, as when we look for a number in a telephone directory.

Another reading subskill is **reading for gist** or **skimming**. It is when we read quickly through a text to get a general idea of what it is about. For example we skim when we look quickly through a book in a bookshop to decide if we want to buy it, or when we go quickly through a reference book to decide which part will help us write an essay.

A third reading subskill is **reading for detail**. If you read a letter from someone you love who you have not heard from for a long time, you probably read like this, getting the meaning out of every word.

Another way of reading is **extensive reading**. It involves reading long pieces of text, for example a story or an article. As we read, our attention and interest vary – we may read some parts of the text in detail while we may skim through others.

Sometimes, especially in language classrooms, we use texts to examine language. For example, we might ask learners to look for all the words in a text related to a particular topic, or work out the grammar of a particular sentence. The aim of these activities is to make learners more aware of how language is used. These activities are sometimes called **intensive reading**. They are not a reading skill, but a language learning activity.

We can see that reading is a complicated process. It involves understanding letters, words and sentences, understanding the connection between sentences, understanding different type types, making sense of the text through our knowledge of the world and using the appropriate reading subskill. Reading may be a receptive skill but it certainly is not a passive one.

2.3.2 DEFINING READING COMPREHENSION

We define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written

language. We use the words *extracting* and *constructing* to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.

Comprehension entails three elements:

- ✓ • The *reader* who is doing the comprehending
- ✓ • The *text* that is to be comprehended
- ✓ • The *activity* in which comprehension is a part.

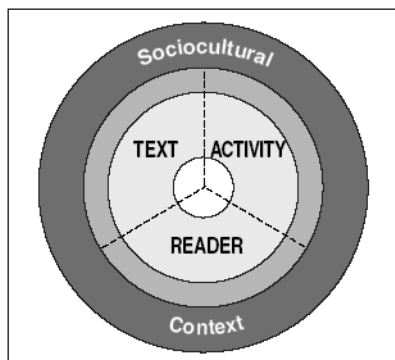


Fig. No.1

These three dimensions²⁵ define a phenomenon that occurs within a larger *socio-cultural context* that shapes and is shaped by the reader and that interacts with each of the three elements. The identities and capacities of readers, the texts that are available and valued, and the activities in which readers are engaged with those texts are all influenced by, and in some cases determined by, the socio-cultural context. The socio-cultural context mediates students' experiences, just as students' experiences influence the context. We elaborate on each element in subsequent sections.

2.3.2.1 THE READER

The reader brings to the act of reading his or her cognitive capabilities (attention, memory, critical analytic ability, inferencing, visualization); motivation (a purpose for reading, interest in the content, self-efficacy as a reader); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, knowledge of comprehension strategies); and experiences.

²⁵ *Understanding and Teaching Reading*, Emerald Dechant 1991

These attributes vary considerably among readers (inter-individual differences) and vary even within an individual reader as a function of the particular text and activity (intra-individual differences). Although considerable research has shown that each of these attributes relates to comprehension outcomes, the education field knows very little about how to most effectively enhance those attributes instructionally. Nor does the education field know how to limit the particular challenges that second-language readers face due to those readers' limited vocabulary and linguistic knowledge, nor do educators know how to build on those readers' first-language comprehension abilities.

2.3.2.2 THE TEXT

The features of any given text have a large impact on comprehension. While reading, the reader constructs various representations of the text that are important for comprehension. Those representations include the **surface code** (the exact wording of the text), the **text base** (idea units representing the meaning of the text), and the **mental models** (the way in which information is processed for meaning) that are embedded in the text. Electronic text presents particular challenges to comprehension (e.g., dealing with the non-linear nature of hypertext), but it also offers the potential to support comprehension by providing hyperlinks to definitions of difficult words or other supplementary material.

According to some researches, thirty years ago, children were assigned specific readings that were crafted for instructional purposes, or they were exposed to a select group of books in the narrative, descriptive, expository, or persuasive genres. We now live in a society that is experiencing an explosion of alternative texts that vary widely in content, reading levels, and genre. These texts incorporate multimedia and electronic options and are geared to a variety of cultures and groups. The sheer volume of reading choices makes it much more difficult for teachers to select appropriate texts for individual readers. Research that would identify reader capabilities and limitations more precisely and that would chart the impact of different text features on readers with varying

capabilities would offer teachers considerable help in understanding the reading comprehension phenomenon.

2.3.2.3 THE ACTIVITY

The reading activity involves one or more purposes or tasks, some operations to process the text, and the outcomes of performing the activity, all of which occur within some specific context. The initial purpose for the activity can change as the reader reads. That is, a reader may encounter information that raises new questions and makes the original purpose insufficient or irrelevant. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension—all of which depend on reader capabilities as well as on the various text features. Each element of text processing has varying degrees of importance depending on the type of reading being done, such as skimming (getting the gist of the text) or studying (reading the text with the intent of retaining the information for a period of time).

Finally, the outcomes of reading are part of the activity. The outcomes can include an increase in knowledge, a solution to some real-world problem, and/or engagement with the text. However, these outcomes may or may not map directly to the reader's initial purpose in reading. The long-term outcomes of reading—improved reading comprehension ability, increased knowledge, and engagement with the text—are of the greatest direct relevance to educators. One of the nation's highest priorities should be to define the instructional practices that generate long-term improvements in learners' comprehension capacities and thus promote learning across content areas.

2.3.2.4 THE CONTEXT

When one thinks of the context in which reading is taught, the first thing that comes to mind is the classroom. But the learning process for reading takes place within a context that extends far beyond the classroom. In fact, differences among readers can, to some extent, be traced to the varying socio-cultural environments in which children live and learn to read. Learning and literacy are viewed partly as cultural and historical activities, not just because

they are acquired through social interactions but also because they represent how a specific cultural group or discourse community interprets the world and transmits information. If the education community is to ensure universal success in reading comprehension, those in the community must understand the full range of socio-cultural differences in communicative practices. Socio-cultural differences are often correlated with group differences. Groups may be identified by income, race, ethnicity, native language, or neighborhood. Substantial research considers group membership apart from socio-cultural differences, but further research is needed regarding the relationship between membership in certain groups and reading comprehension.

2.3.3 FURTHER STRATEGIES TO DEVELOP READING COMPREHENSION

Reading comprehension is an essential part of the reading process. Students need to be taught a range of reading comprehension strategies to help them fully understand the text.

Here we have some practical suggestions with information on semantic strategies, interpretive strategies and monitoring understanding²⁶, for teachers to use in their own classrooms.

2.3.3.1 SEMANTIC STRATEGIES

Clarifying the meaning of words and phrases in the text enhances comprehension. Students who can decode fast and accurately are free to think about the meaning of what they read. Where students struggle to work out words, and frequently misread them, these difficulties can get in the way of understanding.

²⁶ Baker, L., & Brown, A. L. (1984b). Cognitive monitoring in reading. In J. Flood (Ed.), *Understanding Reading Comprehension* (pp. 21-44). Newark, DE: International Reading Association.

Students have regular phonics/word level teaching as part of the literacy hour and learn how to apply this knowledge in shared and guided reading. Work on semantic strategies can be done before, during and after reading a text.

2.3.3.1.1 PREVIEWING VOCABULARY

Before a shared or guided reading session, identify unfamiliar words or phrases in the text. Provide a list of words relating to the book or topic and discuss the meanings of the words before reading.

2.3.3.1.2 BUILDING BANKS OF NEW WORDS

In shared reading, demonstrate how to make a note of any new words or words where the meaning is unclear. Involve the students in suggesting ways to work out the meaning, for example root, morphology and so on, and note the meanings once they are understood.

In guided reading, support students to do the same as they read independently, making a note of words to check in a vocabulary journal or on sticky notes. The group then discusses the meanings of words and makes notes. They could add a visual cue to remind them of the meaning.

2.3.3.1.3 WORD TRACKER AND ORAL THESAURUS

Focus on a particular group of words or phrases, for example words to do with appearance. During shared reading demonstrate how to track and list these words. Discuss the list and suggest alternatives, considering whether or not a different word would change the meaning of the text. Challenge students to track other groups of words as part of guided reading sessions.

2.3.3.1.4 MAKING DICTIONARIES AND GLOSSARIES

Identify words whose meanings are unclear and demonstrate how to track these words in the text as part of a shared reading session. These could be technical words, dialect words, slang and so on. Investigate the meaning of the words

and model how to put together a dictionary or glossary for that text. Provide opportunities for students to make dictionaries or glossaries in the same way for guided reading texts or texts used in other areas of the curriculum.

2.3.3.2 INTERPRETIVE STRATEGIES

Students need to be taught strategies that will enhance their critical understanding and inform their reflections on what they have read. These practical ideas will help teachers to plan opportunities for students to structure their responses to texts they have read. They can be used with children from the earliest stages of learning to read or with teenagers. The ideas can be modelled in shared reading for students to use subsequently, with support, as part of guided reading sessions. As they become familiar techniques students use them during independent reading sessions.

2.3.3.2.1 CHARACTER DEVELOPMENT

These strategies will help students to make explicit their response to and knowledge of a character. They can be used with a range of texts from picture books to longer teenager's novels. The strategies involve:

- ✓ Imagining how a character might feel;
 - ✓ Identifying with a character;
 - ✓ Charting the development on a character over time (in a longer text).
-
- **Feeling graph or map:** Show how emotions develop throughout the story.
 - **Journal entries:** Record the reader's response, or written in role as the character reflecting on events in the story.
 - **TV interviews:** Compile a list of questions to ask the character in an interview. This can lead on to hot seating so that the interview is conducted with the character.
 - **Drawing characters:** Surround the drawing with phrases from the text that relate to that character.

- **Thought bubbles:** Write a thought bubble for a character at a key moment in the text when they are not actually speaking.
- **Relationship map:** Record the relationship between different characters using evidence from the text.
- **Relationship grid:** List each character along the top and down the side. Each cell represents a relationship to be explored.
- **Speculation:** Ask questions that focus attention on actions and motives, such as: *Why did ...? What if ...?*
- **Character emotions register:** Create a five-point scale of emotions for the possible range of reactions at certain specific points in the story, for example:
 - *'Mildly irritated'* to *'incandescent with rage'*. Rate the characters on this scale justifying decisions with implicit and explicit evidence from the text.

2.3.2.3 IDENTIFYING THEMES OR INFORMATION

These ideas can be modelled by the teacher as part of shared reading sessions before the students work more independently.

- **The author's chair:** A student takes on the role of the author. Other students ask them questions about the book and the 'author' responds, explaining and justifying what 'they' have written.
- **Diagrams:** Identify specific information within the text and then present it in the form of a diagram, grid or flow chart.
- **Cartoons and story boards:** Draw a strip cartoon or story board that identifies four or five main points from a story or information text.
- **Highlighting:** Identify and highlight specific words or phrases within the text that link together to build a picture of a character, mood or setting.

- **Blurb:** Write a blurb for the book that summarises the story or theme and will persuade people to read it, for example by using rhetorical questions or quotes.
- **Fact and opinion:** Focus on a particular subject, incident or character within the text. Identify facts and opinion and consider how they are woven together.

2.3.2.4 READING FOR MULTIPLE MEANINGS

These strategies will help students to understand that readers can respond to texts in different ways and that it is possible to make meaning from the text in more than one way.

- **Character ranking:** List all the characters from a story and then rank them according to different criteria, for example most powerful to least powerful, kindest to meanest. Discuss the differences between the rankings and ask whether different criteria give different insights.
- **The roles we play:** Draw an outline of a character. Students then record all the different roles they play in the story, for example daughter, friend, etc.
- **Illustrations:** Identify and discuss any differences or additional information to be found between the text and illustrations.
- **Text or pictures:** Give the text only or pictures only from a multi-layered picture book and ask students to tell the story or read the prose story before reading the complete book. Discuss any changes in their perceptions and responses after they had seen the complete book.
- **Minor characters:** Select a key scene from a story. Retell the scene from the point of view of a minor character within it. How does this change the reader's perception of events?

- **Villains:** Discuss students' responses to the villain in a particular story. Challenge them to justify the villain's actions. Are there any changes in their response after this? Do they have more sympathy with the villain?
- **Problem solving:** Stop at the point where a character faces a problem or dilemma. List alternative suggestions from the group; consider the consequences of each suggestion. Arrive at a group decision or prediction before moving on.

2.3.4 HELPING STUDENTS TO MONITOR THEIR OWN UNDERSTANDING

Fluent and experienced readers have the ability to check continually that they have understood what they are reading. When they are unsure of something they use an appropriate strategy to clarify their understanding. Students need to learn these skills as they develop as readers.

2.3.4.1 TEACHER MODELLING

Show students how fluent readers monitor their understanding and use strategies to clarify their understanding:

- ✓ Explain your thinking as you use semantic strategies for an unfamiliar word, for example *This is similar to a word I know ..., It has the same root as ..., I recognise this word ending ..., It usually means ...*
- ✓ Speculate about the plot, theme or an aspect of character using tentative language, for instance *I wonder whether she did that because ..., Perhaps that information was included so that ..., Maybe the author will return to that theme later ...*
- ✓ Challenge the author if you think something is wrong, for example *I don't agree with that because I know ..., I would like to check that ...*

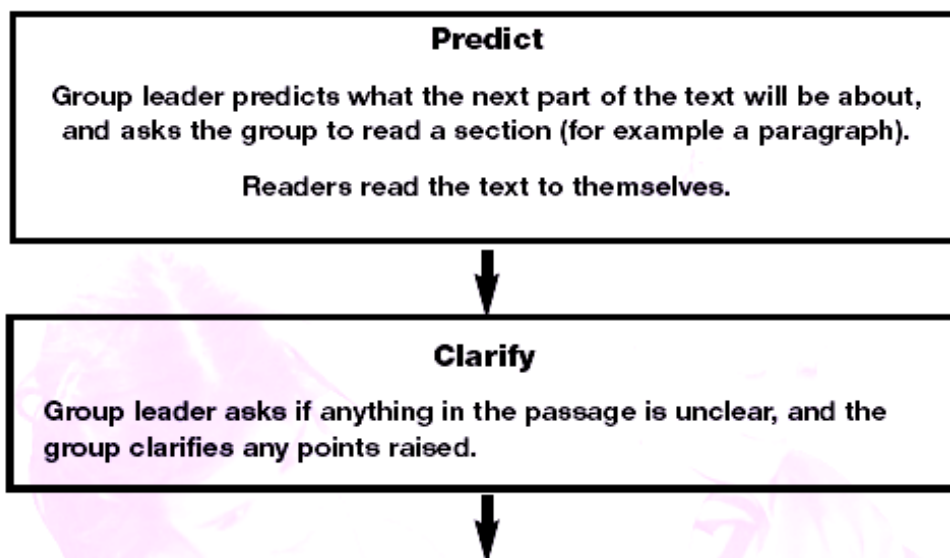
2.3.4.2 QUESTIONING

Plan to ask probing questions that require students to consider how they know some information from a text and to encourage metacognitive reflection, for example: *Can you explain ...? Why do you think that ...? How do you know ...?*

- ✓ Invite children to elaborate, for example *Tell us more about ...*
- ✓ Support children in making alternative responses based on their own reading, for example *Is there any evidence to support a different point of view?*

2.3.4.3 RECIPROCAL TEACHING

This process trains students to monitor their own understanding and can be used in guided reading sessions. The teacher models the process initially and then the students in turn take on the role of group leader as they work more independently.



Question

The group leader calls for any questions that the passage has raised in the readers' minds, and the group discusses them.



Summarise

The group leader summarises what the section just read was about, and then hands over to another group member, who begins the process again.

CHAPTER III

2.4 TEACHING FOR UNDERSTANDING AND READING

The Teaching for Understanding (TfU) Methodology helps to define student understanding and to identify strategies that teachers can use to help students acquire the skills of understanding. Some researchers at Harvard's TfU Project have developed a framework with the following steps:

- The first step is to identify Generative Topics central to the subject matter, which are issues, themes, concepts, and ideas that provide enough depth, significance, connections, and variety of perspectives to support students' development of powerful understandings, and then to organize curriculum around topics.
- The second step is to develop explicit Understanding Goals, they are the concepts, processes, and skills we most want our students to understand, and help to create focus by stating where students are going and to relate clearly to the ideas and questions that form the basis of a content area.
- Then, students are engaged in Performances of Understanding in which they demonstrate their ability to apply their knowledge and understanding in new setting or situations, they are the activities that give students those opportunities. Performances of understanding require students to go beyond the information given to create something new by reshaping, expanding, extrapolating from, applying, and building on what they already know.
- Finally, there is Ongoing Assessment of student performances in order to measure understanding and provide the information teachers and administrators need to improve planning and instruction, it means Ongoing Assessment is the process of providing students with clear responses to their performances of understanding in a way that will help to improve next performances.

The TfU Methodology has a great incidence on the Reading Skill Development not only for students attending the Third Level of the ESPE's Onsite English Program during the October 2007 – March 2008 Term, but for students in a general way around the world, because as we have seen, it promotes in depth learning over covering a broad range of material, and applying knowledge to real world problems over performance on short-answer quizzes. This is most likely to occur in schools that view themselves as communities of learners. It can be time consuming, and it requires teachers to present material in non-traditional ways that engage active participation from students with a wide range of learning styles and learning abilities.

The TfU Methodology provides teachers with the opportunity to create a better-focused unit of instruction, with concentration on helping students construct deeper meaning from their instruction. With newspaper articles, photographs and Newspaper in Education supplements added to the framework, students will begin to apply what they have learned and, consequently, what they understand to the situations, others are meeting in their communities and across the world.

The result can be a student who has had an apprenticeship in learning to interpret new situations, either in the classroom or in their world outside school, apply what they know and transfer that understanding to a new situation.

It requires teachers' commitment to understanding the challenges students face in working with intellectually demanding material and to using or designing strategies that make the material accessible to a variety of learners. Ultimately, the result is well worth the effort: Students truly learn and are able to take that learning with them and use it as they make the transition into adult life.

2.5 HYPOTHESIS SYSTEM

2.5.1 NULL HYPOTHESIS (H_o)

The TFU Methodology does not impact on reading skill development on students attending the third level of the ESPE's Onsite English Program during the October 2007 – March 2008 Term.

2.5.2 ALTERNATIVE HYPOTHESIS (H_i)

The TFU Methodology impacts positively on reading skill development for students attending the third level of the ESPE's Onsite English Program during the October 2007 – March 2008 Term.

PART III

METHODOLOGY

3.1. RESEARCH TYPE AND DESIGN

This research is basic, descriptive and of field. The research design is quasi-experimental, quantitative and transversal, which substitutes statistical controls for the absence of physical control of the experimental situation. I will be applying the Comparison Pre – Test /Post – Test Design, using a Key English Test (KET) Sample*. It is the same as the Classic Controlled Experimental Design, but with the difference that in this research, the subjects cannot be randomly assigned to either the control group or the experimental, or we cannot control a specific group in order to give them the correct treatment, it means that our students or participants have to be working in the same group and they are not allowed to be changing from one group to the another group, or of receiving or not the treatment..

3.2 . POPULATION AND SAMPLE

Twenty students attending the Third Level of the ESPE's Onsite English Program, during the October 2007 – March 2008 Term, will represent the population of this project,

3.3. FIELDING

The field work will take place in two classrooms of ten students each, in the schedule from 9 – 11 am, and from 2 - 4 pm, which are attending in the third level of the ESPE's Onsite English Program, during the October 2007 – March 2008 Term. Both groups will be administered Pre and Post Tests.

There will be two groups:

1. An experimental group (10 students): the TfU Methodology will be applied to them. (2 – 4 pm.)

* See APPENDIXES "A" and "B".

2. A control group (10 students): It will work with the methodology used until now. (9 – 11 am.)

3.4. INSTRUMENTS FOR DATA COLLECTION.

The test will be the technique applied for gathering data.

A pre – test: It is designed to diagnose the English level students have, focusing just in reading.

A post – test: it will measure the English level students reach at the end of the application period of the syllabus. In the same way, it will cover the reading skill.

3.5. PROCESING AND ANALYSIS.

The data will be analyzed using descriptive analyzes. Measures central tendency and dispersion will be used to compare results.

PART IV

ANALYSIS

OF

RESULTS

4. TESTING THE HYPOTHESIS

4.1 GRAPHICAL EXPOSITION OF RESULTS

PRE – TEST

EXPERIMENTAL GROUP

Question 1

You should not swim here.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	5	50%
C	0	0%
D	0	0%
E	5	50%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 01 STUDENT'S DATA RESULTS TO QUESTION 1

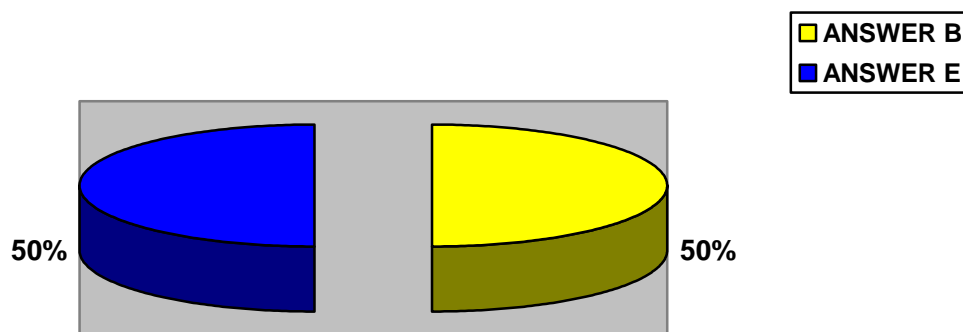


FIGURE. 01 Results to the first question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the first question, only 5 students have answered correct the question, which represent the 50% in blue color and 5 have answered wrong, which represent the 50% in yellow color.

Question 2

You must not drive fast here.

OPTIONS	FREQUENCY	PORCENTAGE
A	9	90%
B	0	0%
C	1	10%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 02 STUDENT'S DATA RESULTS TO QUESTION 2

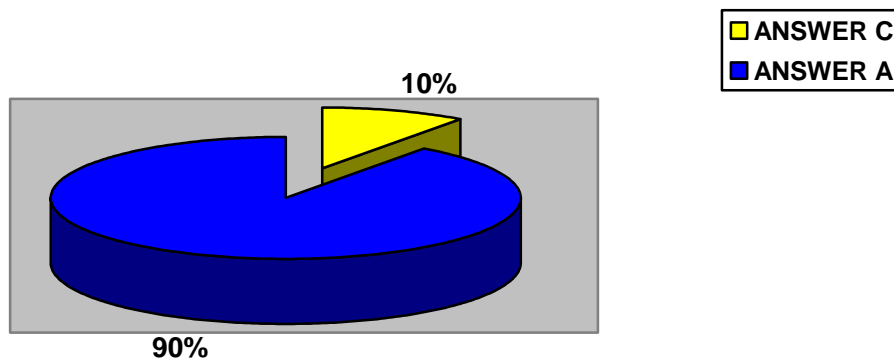


FIGURE. 02 Results to the second question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 2, 9 students have answered correct the question, which represent the 90% in blue color and only 1 has answered wrong, which represent the 10% in yellow color.

Question 3

You can play football here after lessons.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	4	40%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	6	60%
TOTAL	10	100%

TABLE. 03 STUDENT'S DATA RESULTS TO QUESTION 3

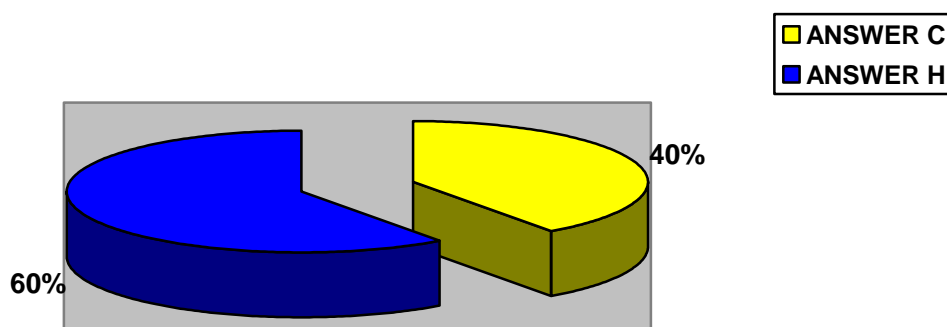


FIGURE. 03 Results to the third question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 3, 6 students have answered correct the question, which represent the 60% in blue color and 4 have answered wrong, which represent the 40% in yellow color.

Question 4

It is cheaper to buy things today than tomorrow.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	7	70%
D	1	10%
E	0	0%
F	0	0%
G	1	10%
H	1	10%
TOTAL	10	100%

TABLE. 04 STUDENT'S DATA RESULTS TO QUESTION 4

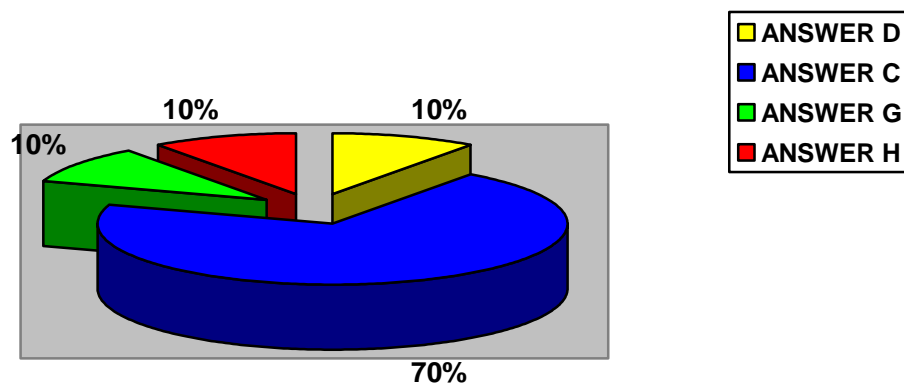


FIGURE. 04 Results to the fourth question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 4, 7 students have answered correct the question, which represent the 70% in blue color and 3 have answered wrong, which represent the 30% in green, red, and yellow colors.

Question 5

You can drive here next week.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	0	0%
D	3	30%
E	1	10%
F	0	0%
G	6	60%
H	0	0%
TOTAL	10	100%

TABLE. 05 STUDENT'S DATA RESULTS TO QUESTION 5

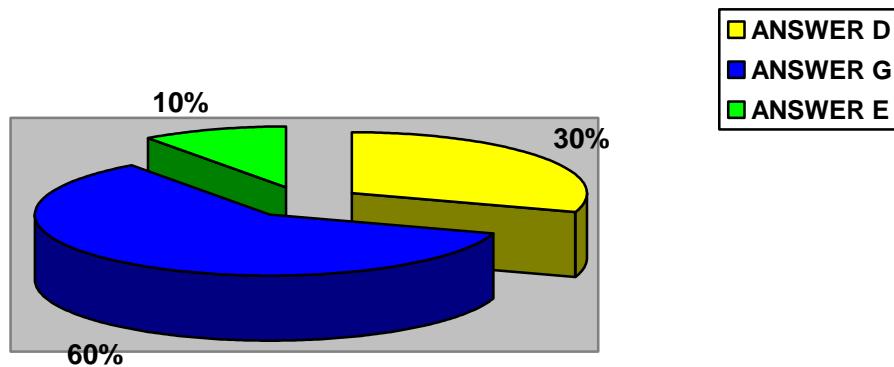


FIGURE. 05 Results to the fifth question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 5, 6 students have answered correct the question, which represent the 60% in blue color and 4 have answered wrong, which represent the 30% in yellow color, and 10% in green color.

Question 6

They _____ to go camping for their holiday.

OPTIONS	FREQUENCY	PORCENTAGE
A	10	100%
B	0	0%
C	0	0%
TOTAL	10	100%

TABLE. 06 STUDENT'S DATA RESULTS TO QUESTION 6

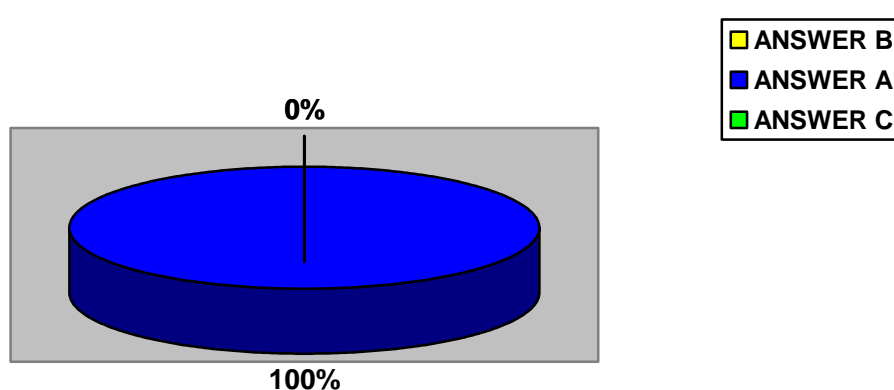


FIGURE. 06 Results to the 6th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 6, all the students have answered correct the question, which represent the 100% in blue color.

Question 7

They wanted to _____ somewhere near the sea.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	2	20%
C	8	80%
TOTAL	10	100%

TABLE. 07 STUDENT'S DATA RESULTS TO QUESTION 7

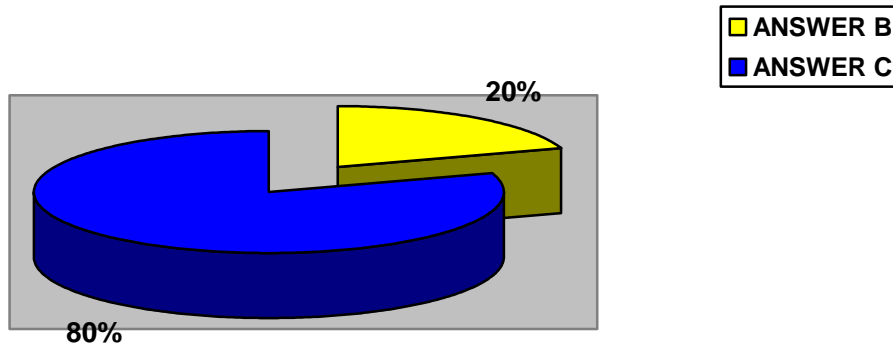


FIGURE. 07 Results to the 7th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 7, 8 students have answered correct the question, which represent the 80% in blue color and 2 have answered wrong, which represent the 20% in yellow color.

Question 8

It _____ three hours to drive to the camp-site.

OPTIONS	FREQUENCY	PORCENTAGE
A	4	40%
B	4	40%
C	2	20%
TOTAL	10	100%

TABLE. 08 STUDENT’S DATA RESULTS TO QUESTION 8

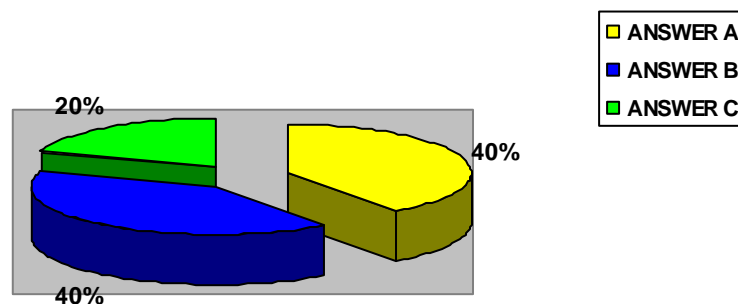


FIGURE. 08 Results to the 8th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 8, 4 students have answered correct the question, which represent the 40% in blue color and 6 have answered wrong, which represent the 40% in yellow color, and the 20% in green color.

Question 9

They put their tent in a _____ of the field.

OPTIONS	FREQUENCY	PORCENTAGE
A	4	40%
B	4	40%
C	2	20%
TOTAL	10	100%

TABLE. 09 STUDENT'S DATA RESULTS TO QUESTION 9

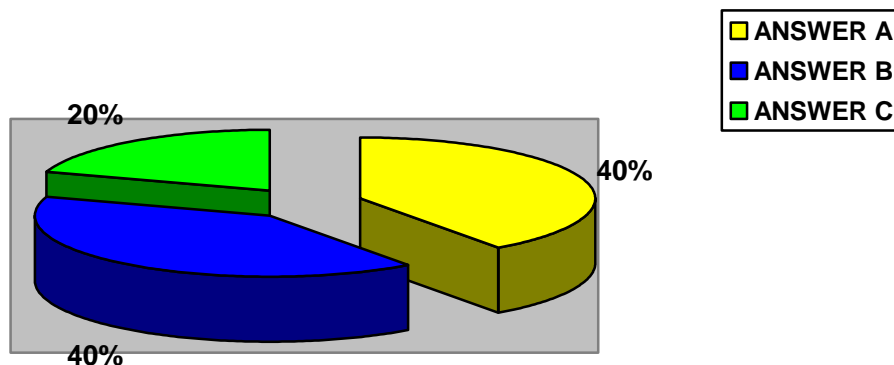


FIGURE. 09 Results to the 9th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 9, 4 students have answered correct the question, which represent the 40% in blue color and 6 have answered wrong, which represent the 40% in yellow color, and the 20% in green color.

Question 10

They _____ some postcards to their friends

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	2	20%
C	6	60%
TOTAL	10	100%

TABLE. 10 STUDENT'S DATA RESULTS TO QUESTION 10

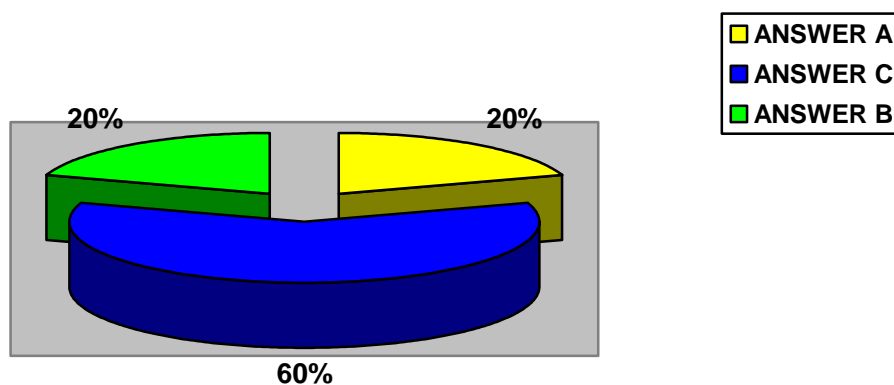


FIGURE. 10 Results to the 10th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 10, 6 students have answered correct the question, which represent the 60% in blue color and 4 have answered wrong, which represent the 20% in yellow color, and the 20% in green color.

Question 11

I'm sorry we don't have your size.

OPTIONS	FREQUENCY	PORCENTAGE
A	3	30%
B	3	30%
C	4	40%
TOTAL	10	100%

TABLE. 11 STUDENT'S DATA RESULTS TO QUESTION 11

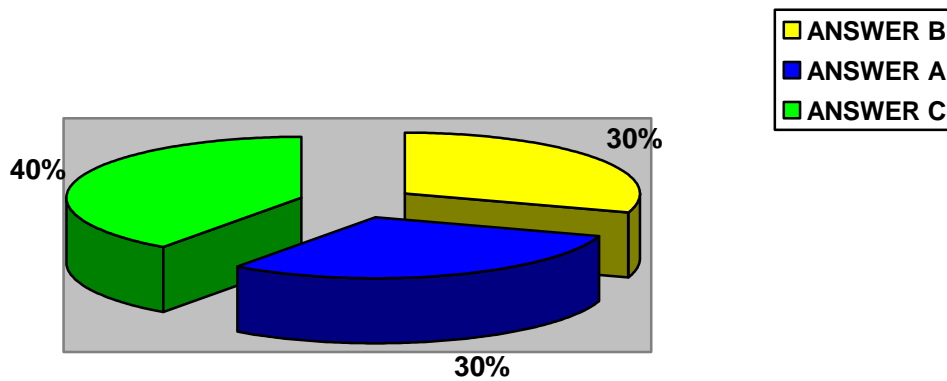


FIGURE. 11 Results to the 11th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 11, 3 students have answered correct the question, which represent the 30% in blue color and 7 have answered wrong, which represent the 30% in yellow color, and the 40% in green color.

Question 12

How long are you going to stay in Bangkok?

OPTIONS	FREQUENCY	PORCENTAGE
A	8	80%
B	2	20%
C	0	0%
TOTAL	10	100%

TABLE. 12 STUDENT’S DATA RESULTS TO QUESTION 12

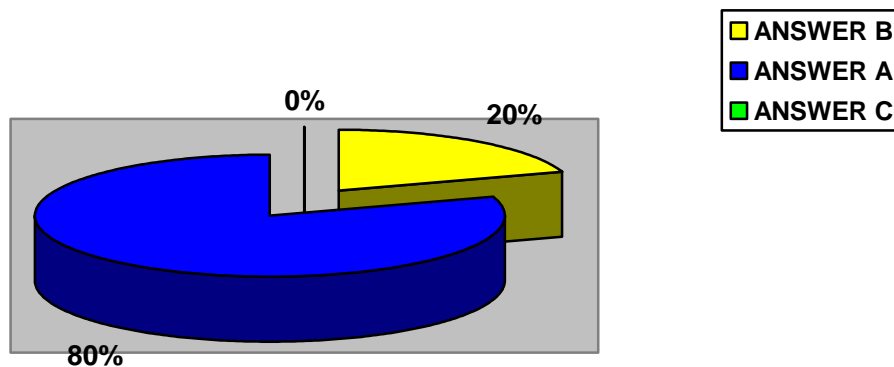


FIGURE. 12 Results to the 12th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 12, 8 students have answered correct the question, which represent the 80% in blue color and 2 have answered wrong, which represent the 20% in yellow color.

Question 13

See you tomorrow.

OPTIONS	FREQUENCY	PORCENTAGE
A	3	30%
B	4	40%
C	3	30%
TOTAL	10	100%

TABLE. 13 STUDENT’S DATA RESULTS TO QUESTION 13

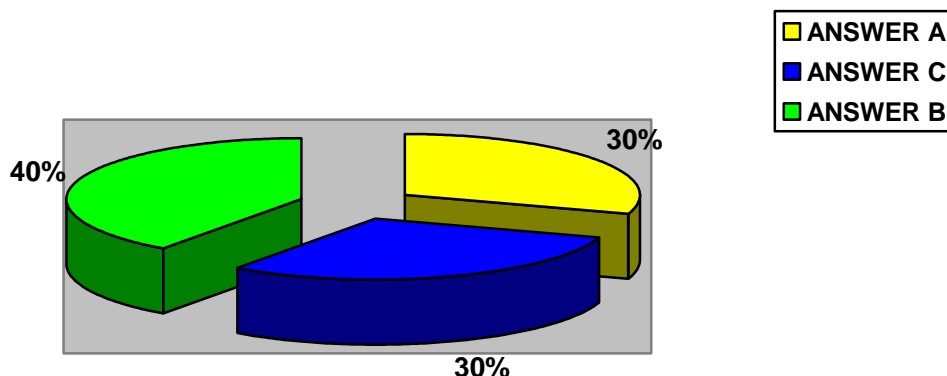


FIGURE. 13 Results to the 13th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 13, 3 students have answered correct the question, which represent the 30% in blue color and 7 have answered wrong, which represent the 30% in yellow color, and the 40% in green color.

Question 14

I don't like this programme.

OPTIONS	FREQUENCY	PORCENTAGE
A	3	30%
B	6	60%
C	1	10%
TOTAL	10	100%

TABLE. 14 STUDENT'S DATA RESULTS TO QUESTION 14

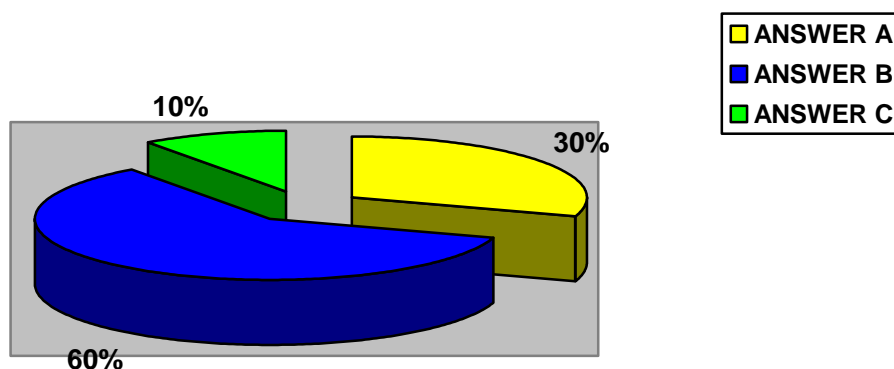


FIGURE. 14 Results to the 14th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 14, 6 students have answered correct the question, which represent the 60% in blue color and 4 have answered wrong, which represent the 30% in yellow color, and the 10% in green color.

Question 15

Can I leave early?

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	5	50%
C	3	30%
TOTAL	10	100%

TABLE. 15 STUDENT'S DATA RESULTS TO QUESTION 15

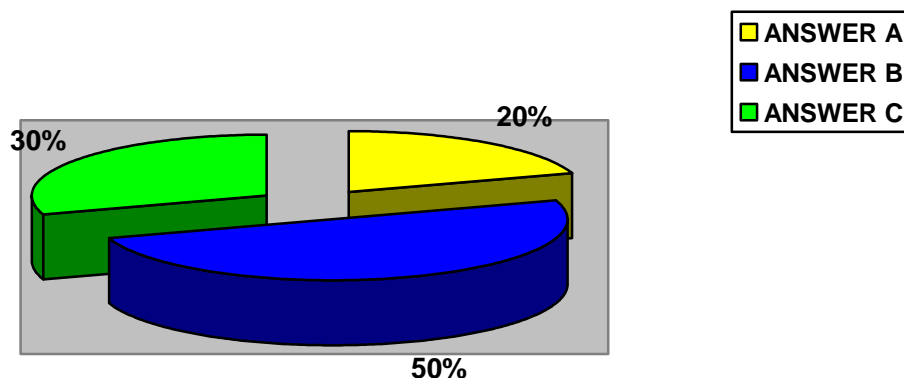


FIGURE. 15 Results to the 15th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 15, 5 students have answered correct the question, which represent the 50% in blue color and 5 have answered wrong, which represent the 20% in yellow color, and the 30% in green color.

Question 16

Yes, I must study on Sunday. Great it'll be good to go together.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	4	40%
D	2	20%
E	0	0%
F	1	10%
G	1	10%
H	2	20%
TOTAL	10	100%

TABLE. 16 STUDENT'S DATA RESULTS TO QUESTION 16

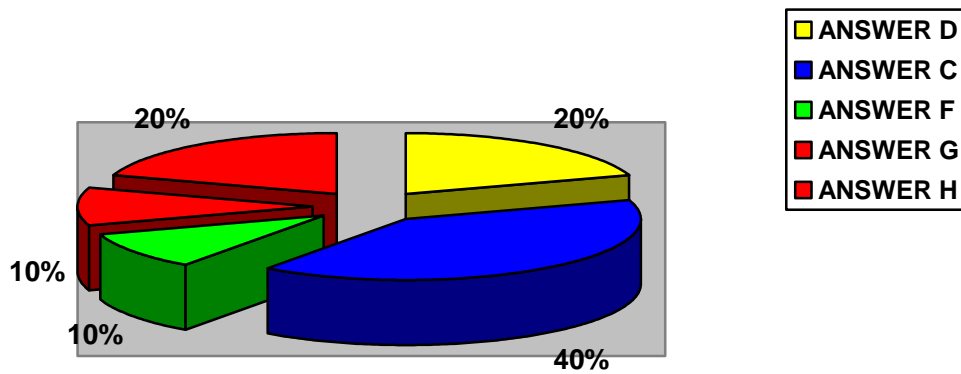


FIGURE. 16 Results to the 16th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 16, 4 students have answered correct the question, which represent the 40% in blue color and 6 have answered wrong, which represent the 60% in yellow, green and red colors.

Question 17

First, I'd like to go shopping.

OPTIONS	FREQUENCY	PORCENTAGE
A	1	10%
B	1	10%
C	0	0%
D	2	20%
E	0	0%
F	4	40%
G	2	20%
H	0	0%
TOTAL	10	100%

TABLE. 17 STUDENT'S DATA RESULTS TO QUESTION 17

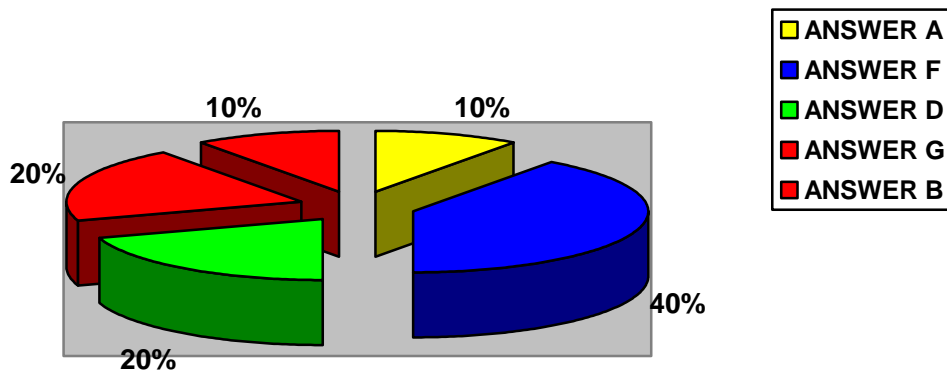


FIGURE. 17 Results to the 17th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 17, 4 students have answered correct the question, which represent the 40% in blue color and 6 have answered wrong, which represent the 60% in yellow, green and red colors.

Question 18

Oh, I can help you choose them. Is there anything else you want to do?

OPTIONS	FREQUENCY	PORCENTAGE
A	6	60%
B	0	0%
C	0	0%
D	0	0%
E	3	30%
F	0	0%
G	1	10%
H	0	0%
TOTAL	10	100%

TABLE. 18 STUDENT’S DATA RESULTS TO QUESTION 18

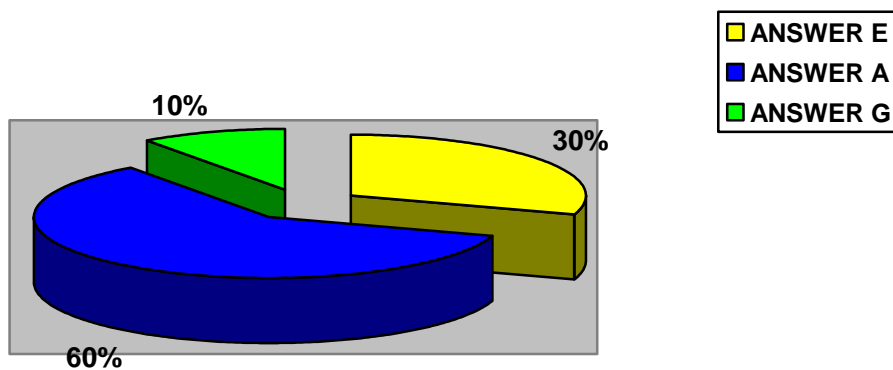


FIGURE. 18 Results to the 18th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 18, 6 students have answered correct the question, which represent the 60% in blue color and 4 have answered wrong, which represent the 30% in yellow color, and the 10% in green color.

Question 19

Ok. There’s a good one in Oxford Road. It always has the newest films.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	1	10%
C	0	0%
D	0	0%
E	2	20%
F	0	0%
G	6	60%
H	1	10%
TOTAL	10	100%

TABLE. 19 STUDENT’S DATA RESULTS TO QUESTION 19

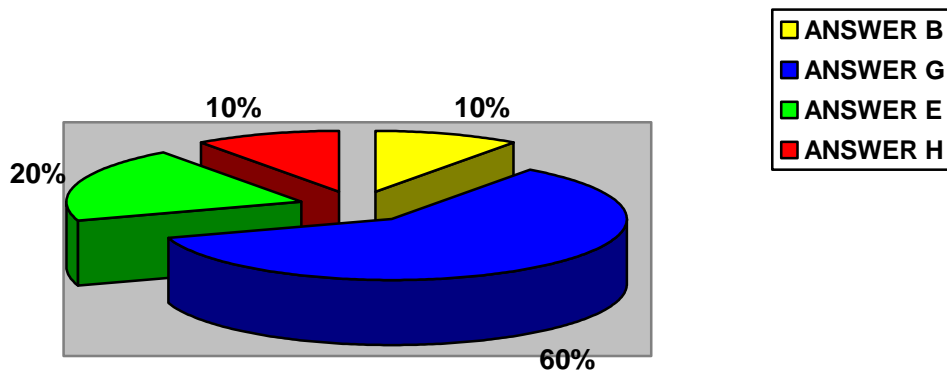


FIGURE. 19 Results to the 19th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 19, 6 students have answered correct the question, which represent the 60% in blue color and 4 have answered wrong, which represent the 10% in yellow color, the 10 % in red color, and the 20% in green color.

Question 20

I'm not sure, but I'll phone and ask. I know we'll have a good day.

OPTIONS	FREQUENCY	PORCENTAGE
A	1	10%
B	1	10%
C	1	10%
D	2	20%
E	0	10%
F	2	20%
G	1	10%
H	2	20%
TOTAL	10	100%

TABLE. 20 STUDENT'S DATA RESULTS TO QUESTION 20

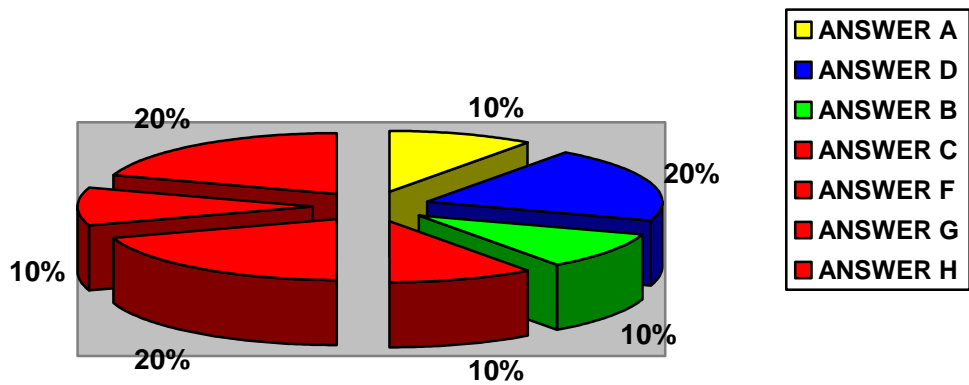


FIGURE. 20 Results to the 20th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 20, 2 students have answered correct the question, which represent the 20% in blue color and 8 have answered wrong, which represent the 80% in yellow, green, and red colors.

PRE – TEST
CONTROL GROUP

Question 1

You should not swim here.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	4	40%
C	0	0%
D	0	0%
E	6	60%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 01 STUDENT’S DATA RESULTS TO QUESTION 1

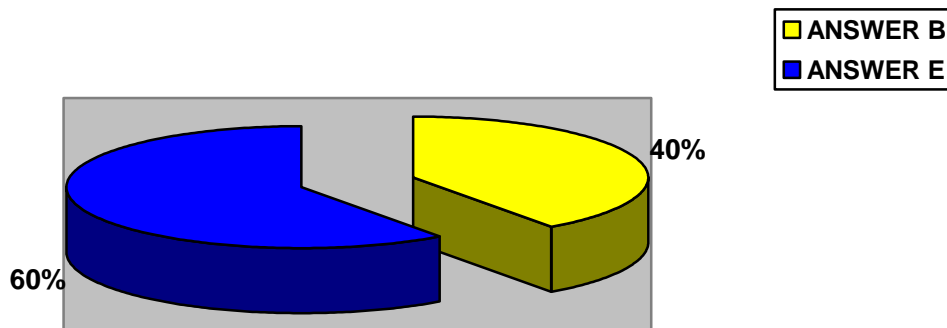


FIGURE. 01 Results to the first question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 1, 6 students have answered correct the question, which represent the 60% in blue color and 4 have answered wrong, which represent the 40% in yellow color.

Question 2

You must not drive fast here.

OPTIONS	FREQUENCY	PORCENTAGE
A	9	90%
B	0	0%
C	0	0%
D	0	0%
E	1	10%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 02 STUDENT'S DATA RESULTS TO QUESTION 2

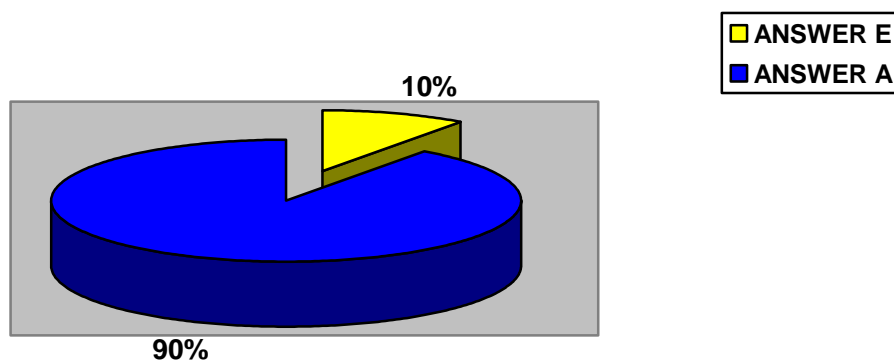


FIGURE. 02 Results to the second question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 2, 9 students have answered correct the question, which represent the 90% in blue color and only 1 has answered wrong, which represent the 10% in yellow color.

Question 3

You can play football here after lessons.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	2	20%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	8	80%
TOTAL	10	100%

TABLE. 03 STUDENT'S DATA RESULTS TO QUESTION 3

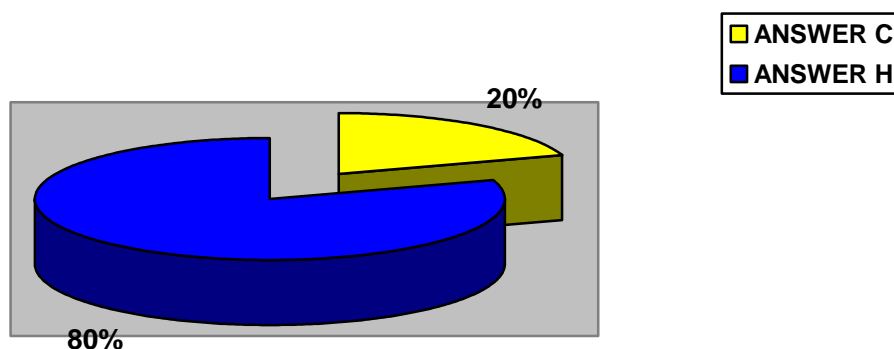


FIGURE. 03 Results to the third question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 3, 8 students have answered correct the question, which represent the 80% in blue color and 2 have answered wrong, which represent the 20% in yellow color.

Question 4

It is cheaper to buy things today than tomorrow.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	1	10%
C	5	50%
D	0	0%
E	0	0%
F	3	30%
G	1	10%
H	0	0%
TOTAL	10	100%

TABLE. 04 STUDENT'S DATA RESULTS TO QUESTION 4

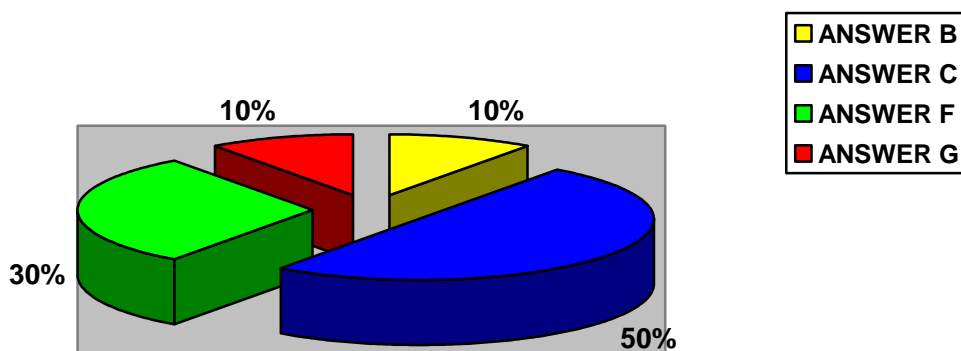


FIGURE. 04 Results to the fourth question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 4, 5 students have answered correct the question, which represent the 50% in blue color and 5 students have answered wrong, which represent the 30 % in green color, the 10% in red color, and the 10% in yellow color.

Question 5

You can drive here next week.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	0	0%
D	2	20%
E	0	0%
F	0	0%
G	8	80%
H	0	0%
TOTAL	10	100%

TABLE. 05 STUDENT'S DATA RESULTS TO QUESTION 5

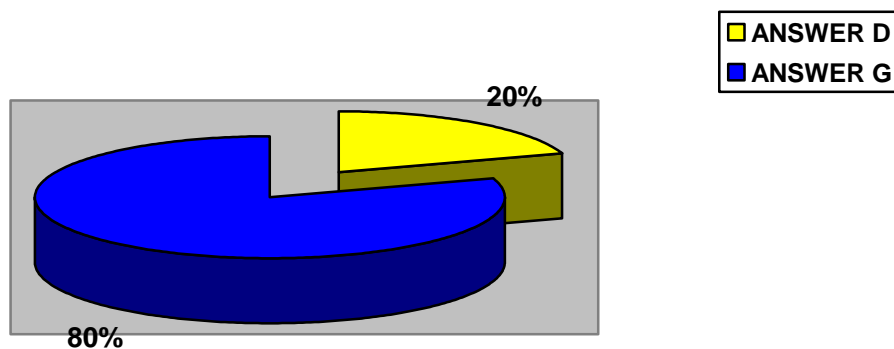


FIGURE. 05 Results to the fifth question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 5, 8 students have answered correct the question, which represent the 80% in blue color and 2 students have answered wrong, which represent the 20 % in yellow color.

Question 6

They _____ to go camping for their holiday.

OPTIONS	FREQUENCY	PORCENTAGE
A	10	100%
B	0	0%
C	0	0%
TOTAL	10	100%

TABLE. 06 STUDENT'S DATA RESULTS TO QUESTION 6

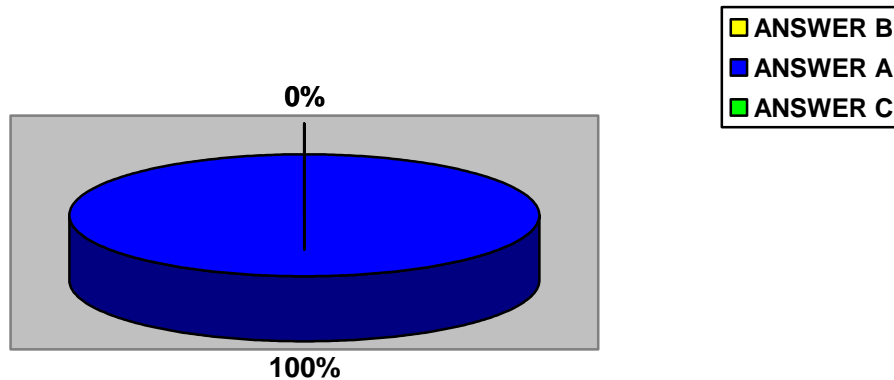


FIGURE. 06 Results to the 6th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 6, all the students have answered correct the question, which represent the 100% in blue color.

Question 7

They wanted to _____ somewhere near the sea.

OPTIONS	FREQUENCY	PORCENTAGE
A	1	10%
B	2	20%
C	7	70%
TOTAL	10	100%

TABLE. 07 STUDENT'S DATA RESULTS TO QUESTION 7

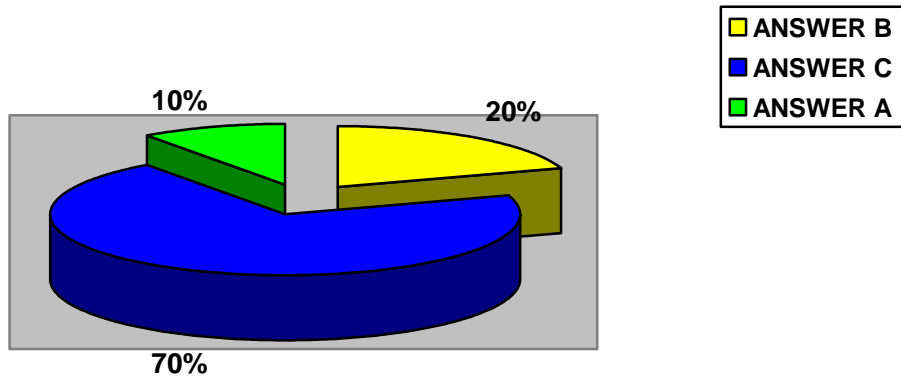


FIGURE. 07 Results to the 7th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 7, 7 students have answered correct the question, which represent the 70% in blue color and 3 students have answered wrong, which represent the 10 % in green color, and the 20% in yellow color.

Question 8

It _____ three hours to drive to the camp-site.

OPTIONS	FREQUENCY	PORCENTAGE
A	5	40%
B	5	40%
C	0	20%
TOTAL	10	100%

TABLE. 08 STUDENT’S DATA RESULTS TO QUESTION 8

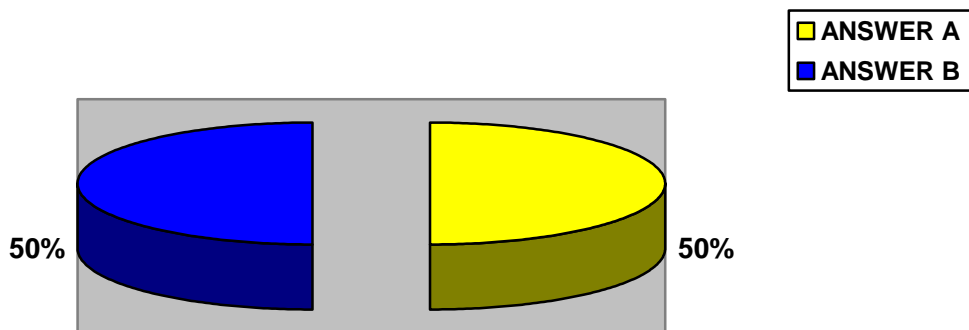


FIGURE. 08 Results to the 8th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 8, 5 students have answered correct the question, which represent the 50% in blue color and 5 students have answered wrong, which represent the 50 % in yellow color.

Question 9

They put their tent in a _____ of the field.

OPTIONS	FREQUENCY	PORCENTAGE
A	4	40%
B	4	40%
C	2	20%
TOTAL	10	100%

TABLE. 09 STUDENT’S DATA RESULTS TO QUESTION 9

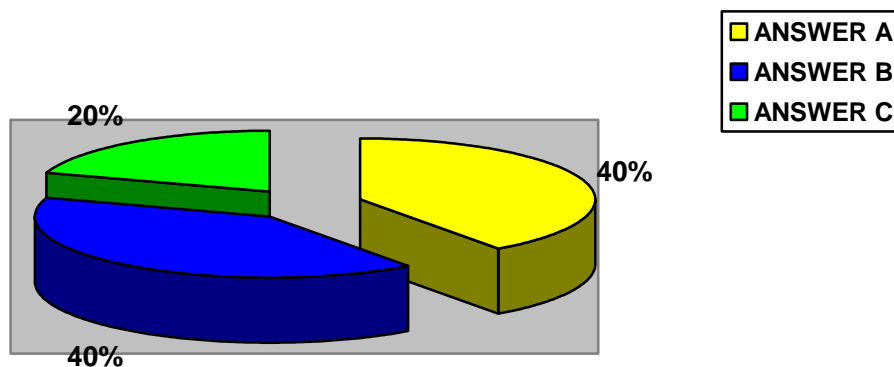


FIGURE. 09 Results to the 9th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 9, 4 students have answered correct the question, which represent the 40% in blue color and 6 students have answered wrong, which represent the 20 % in green color, and the 40% in yellow color.

Question 10

They _____ some postcards to their friends

OPTIONS	FREQUENCY	PORCENTAGE
A	4	20%
B	1	20%
C	5	60%
TOTAL	10	100%

TABLE. 10 STUDENT'S DATA RESULTS TO QUESTION 10

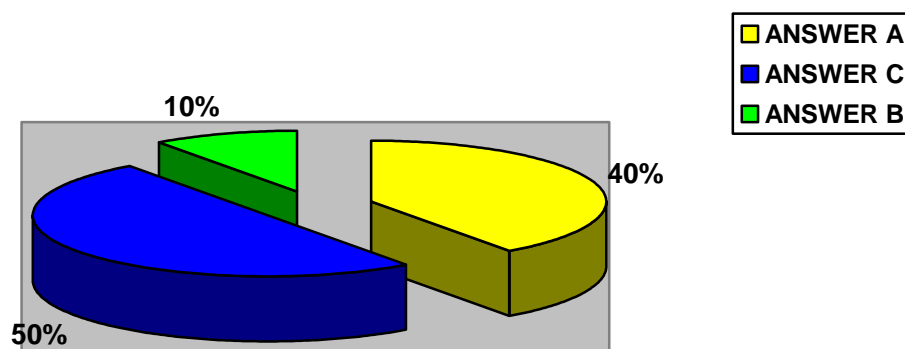


FIGURE. 10 Results to the 10th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 10, 5 students have answered correct the question, which represent the 50% in blue color and 5 students have answered wrong, which represent the 10 % in green color, and the 40% in yellow color.

Question 11

I'm sorry we don't have your size.

OPTIONS	FREQUENCY	PORCENTAGE
A	3	30%
B	3	30%
C	4	40%
TOTAL	10	100%

TABLE. 11 STUDENT'S DATA RESULTS TO QUESTION 11

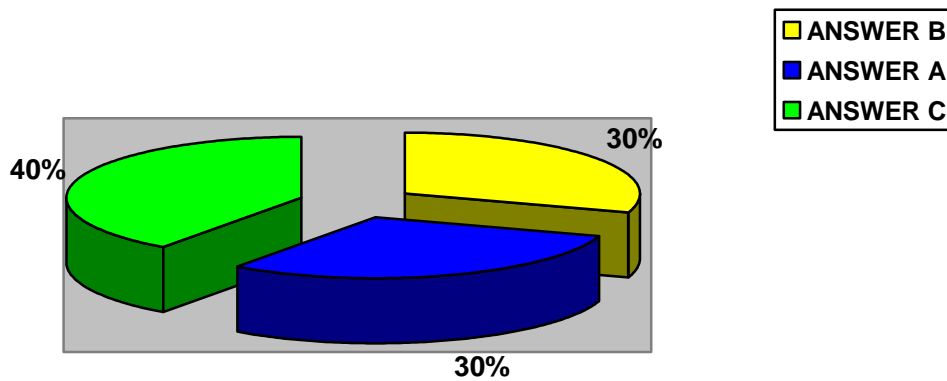


FIGURE. 11 Results to the 11th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 11, 3 students have answered correct the question, which represent the 30% in blue color and 7 students have answered wrong, which represent the 40 % in green color, and the 30% in yellow color.

Question 12

How long are you going to stay in Bangkok?

OPTIONS	FREQUENCY	PORCENTAGE
A	8	80%
B	2	20%
C	0	0%
TOTAL	10	100%

TABLE. 12 STUDENT’S DATA RESULTS TO QUESTION 12

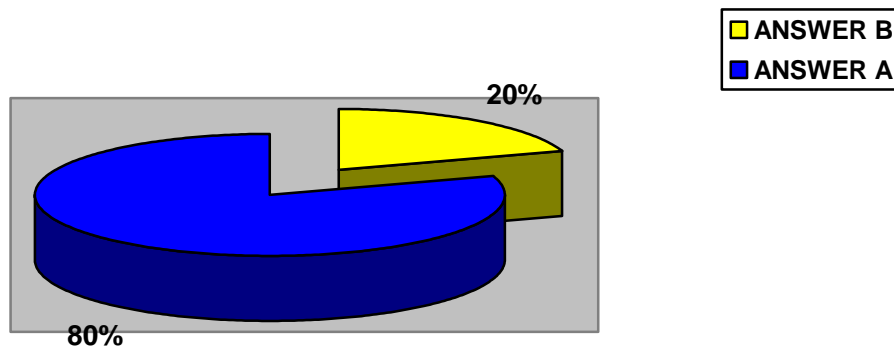


FIGURE. 12 Results to the 12th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 12, 8 students have answered correct the question, which represent the 80% in blue color and 2 students have answered wrong, which represent the 20% in yellow color.

Question 13

See you tomorrow.

OPTIONS	FREQUENCY	PORCENTAGE
A	3	30%
B	1	10%
C	6	60%
TOTAL	10	100%

TABLE. 13 STUDENT'S DATA RESULTS TO QUESTION 13

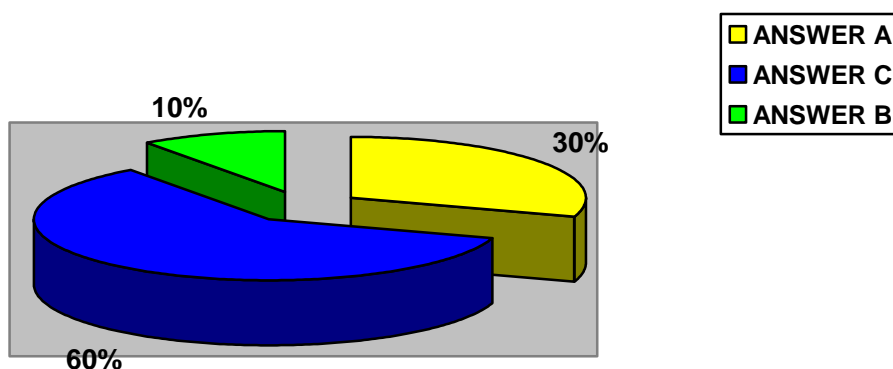


FIGURE. 13 Results to the 13th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 13, 6 students have answered correct the question, which represent the 60% in blue color and 4 students have answered wrong, which represent the 10 % in green color, and the 30% in yellow color.

Question 14

I don't like this programme.

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	7	70%
C	1	10%
TOTAL	10	100%

TABLE. 14 STUDENT'S DATA RESULTS TO QUESTION 14

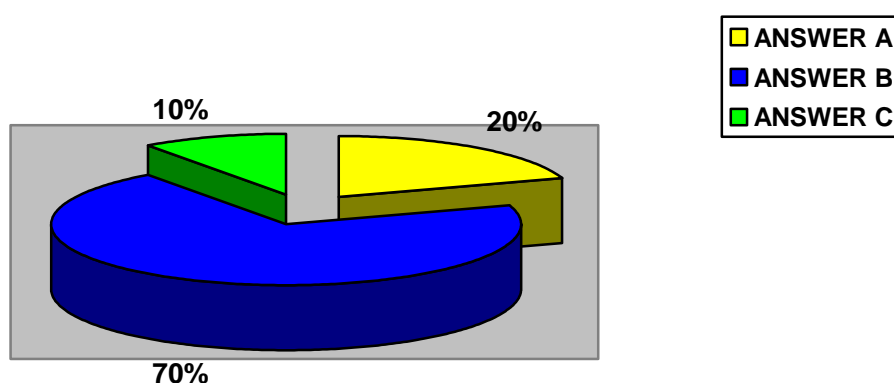


FIGURE. 14 Results to the 14th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 14, 7 students have answered correct the question, which represent the 70% in blue color and 3 students have answered wrong, which represent the 10 % in green color, and the 20% in yellow color.

Question 15

Can I leave early?

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	7	70%
C	1	10%
TOTAL	10	100%

TABLE. 15 STUDENT'S DATA RESULTS TO QUESTION 15

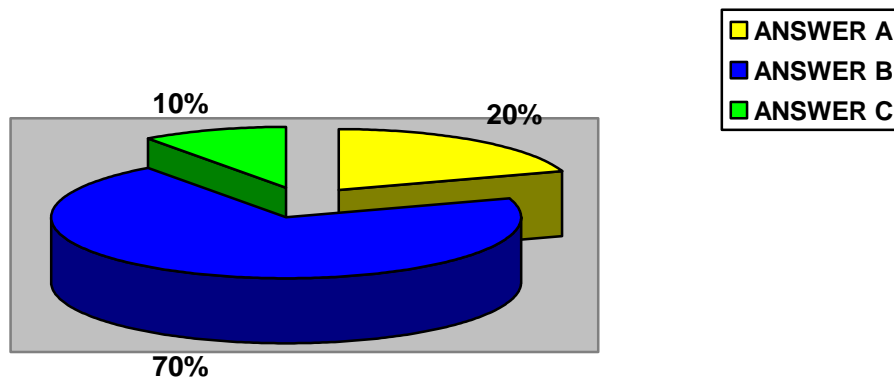


FIGURE. 15 Results to the 15th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 15, 7 students have answered correct the question, which represent the 70% in blue color and 3 students have answered wrong, which represent the 10 % in green color, and the 20% in yellow color.

Question 16

Yes, I must study on Sunday. Great it'll be good to go together.

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	0	0%
C	6	60%
D	1	10%
E	0	0%
F	0	0%
G	0	0%
H	1	10%
TOTAL	10	100%

TABLE. 16 STUDENT'S DATA RESULTS TO QUESTION 16

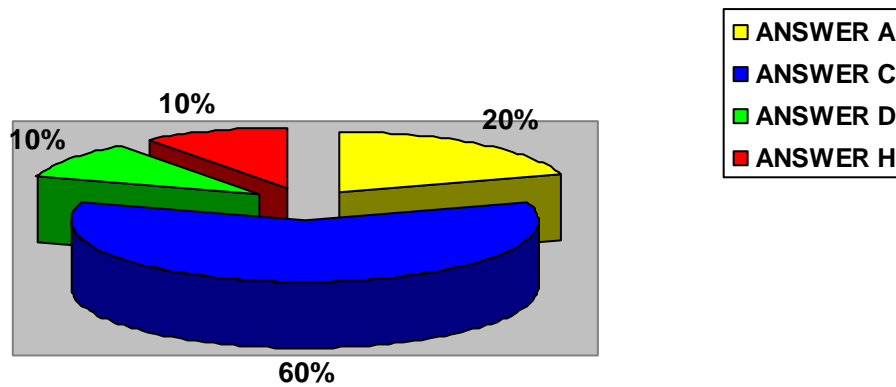


FIGURE. 16 Results to the 16th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 16, 6 students have answered correct the question, which represent the 60% in blue color and 4 students have answered wrong, which represent the 10 % in green color, the 10% in red color, and the 20% in yellow color.

Question 17

First, I'd like to go shopping.

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	2	20%
C	0	0%
D	0	0%
E	3	30%
F	3	30%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 17 STUDENT'S DATA RESULTS TO QUESTION 17

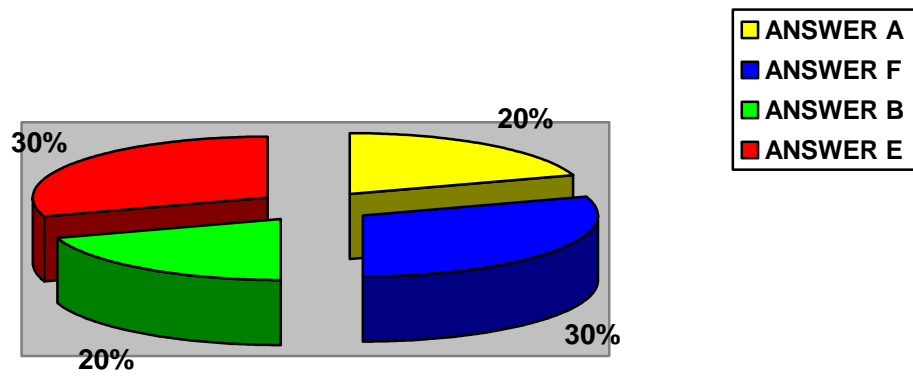


FIGURE. 17 Results to the 17th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 17, 3 students have answered correct the question, which represent the 30% in blue color and 7 students have answered wrong, which represent the 20 % in green color, the 30% in red color, and the 20% in yellow color.

Question 18

Oh, I can help you choose them. Is there anything else you want to do?

OPTIONS	FREQUENCY	PORCENTAGE
A	3	30%
B	0	0%
C	1	10%
D	1	10%
E	3	30%
F	0	0%
G	0	0%
H	2	20%
TOTAL	10	100%

TABLE. 18 STUDENT'S DATA RESULTS TO QUESTION 18

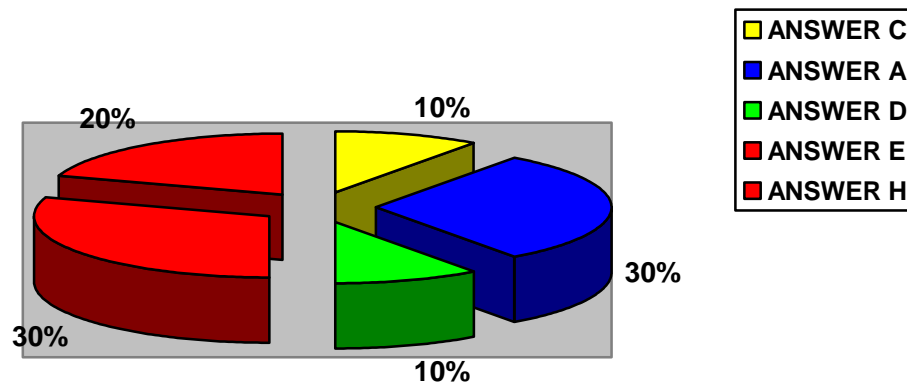


FIGURE. 18 Results to the 18th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 18, 3 students have answered correct the question, which represent the 30% in blue color and 7 students have answered wrong, which represent the 70 % in green, red and yellow colors.

Question 19

Ok. There's a good one in Oxford Road. It always has the newest films.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	0	0%
D	1	10%
E	0	0%
F	0	0%
G	8	80%
H	1	10%
TOTAL	10	100%

TABLE. 19 STUDENT'S DATA RESULTS TO QUESTION 19

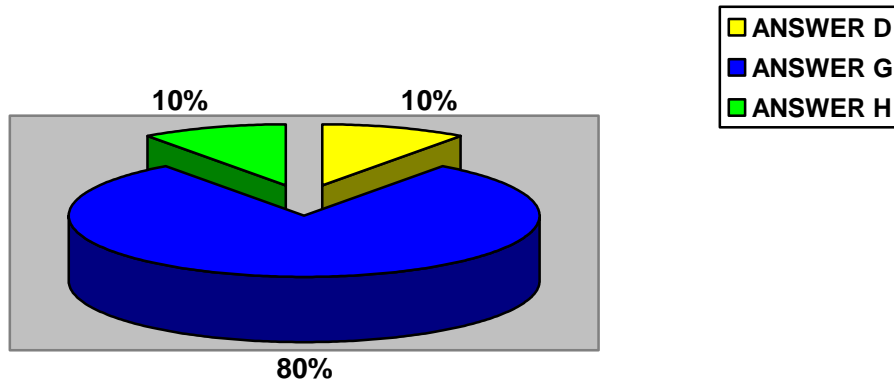


FIGURE. 19 Results to the 19th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 19, 8 students have answered correct the question, which represent the 80% in blue color and 2 students have answered wrong, which represent the 10 % in green color, and the 10% in yellow color.

Question 20

I'm not sure, but I'll phone and ask. I know we'll have a good day.

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	1	10%
C	1	10%
D	2	20%
E	0	0%
F	2	20%
G	1	10%
H	1	10%
TOTAL	10	100%

TABLE. 20 STUDENT'S DATA RESULTS TO QUESTION 20

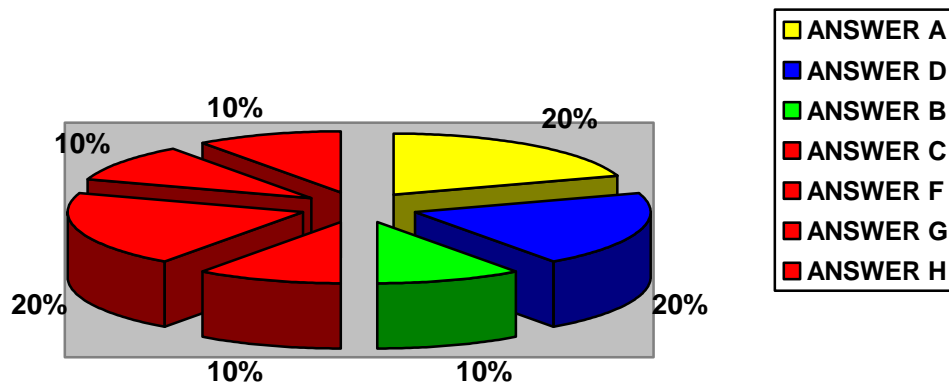


FIGURE. 20 Results to the 20th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 20, 2 students have answered correct the question, which represent the 20% in blue color and 8 students have answered wrong, which represent the 80 % in green, red and yellow colors.

PRE – TEST

EXPERIMENTAL AND CONTROL GROUPS.

EXPERIMENTAL GROUP

PRE - TEST

ORD.	STUDENTS	SCORE
1	BAQUERO JOHANNA	6
2	BELTRÁN VANESSA	5
3	CARRASCO KARINA	8
4	GONZÁLEZ FRANKLIN	15
5	NARVÁEZ JULIO	10
6	QUIJIA JHONY	14
7	RUIZ AIDA	10
8	SALGADO RAQUEL	17
9	SIMBAÑA PAOLA	9
10	VIVER LISBETH	18

Mean 11,2

CONTROL GROUP

PRE - TEST

ORD.	STUDENTS	SCORE
1	CAMPOVERDE LETICIA	16
2	CARVAJAL JHONNY	11
3	DELGADO JANNETH	10
4	DIAZ DANNY	9
5	HERRERA ANDREA	12
6	LOPEZ MARÍA BELÉN	11
7	MOROMENACHO MARÍA	7
8	NOGUERA ARACELY	14
9	ORTEGA E. JUAN A.	14
10	PROAÑO KARINA	12

Mean 11,6

EXPERIMENTAL GROUP

PRE - TEST

Ord.	Score	Mean	(x) ²
1	6	11,2	5,20
2	5	11,2	6,20
3	8	11,2	3,20
4	15	11,2	3,80
5	10	11,2	1,20
6	14	11,2	2,80
7	10	11,2	1,20
8	17	11,2	5,80
9	9	11,2	2,20
10	18	11,2	6,80

38,40

Variance **3.84**

Standard Deviation **1.95**

CONTROL GROUP

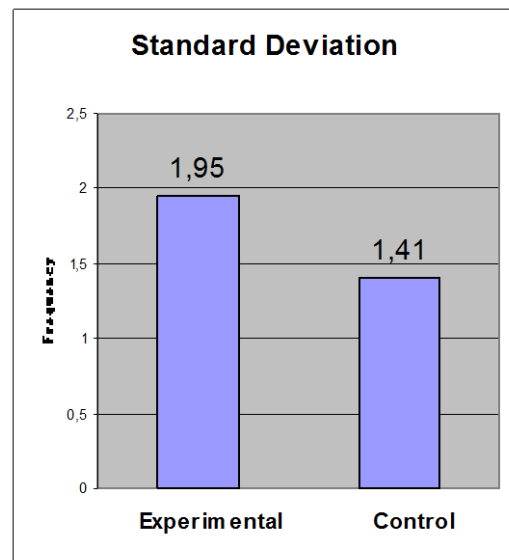
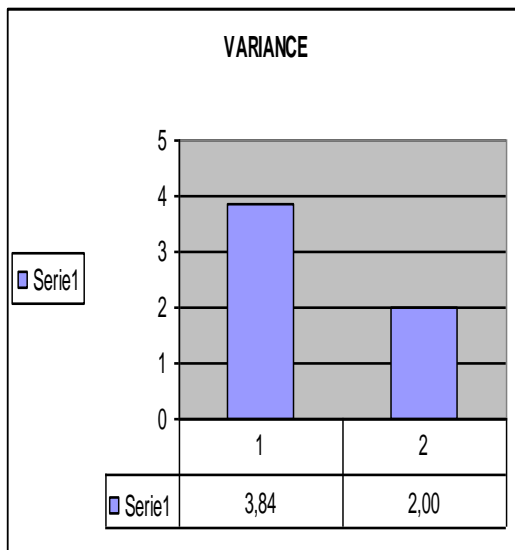
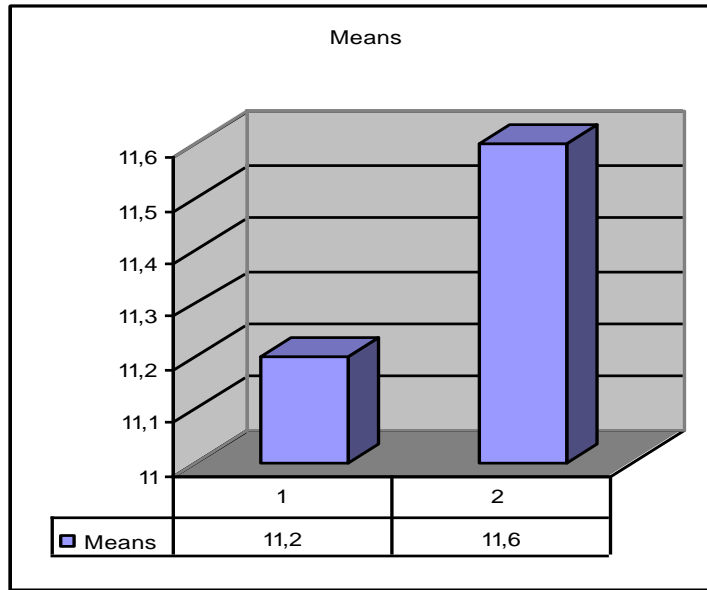
PRE - TEST

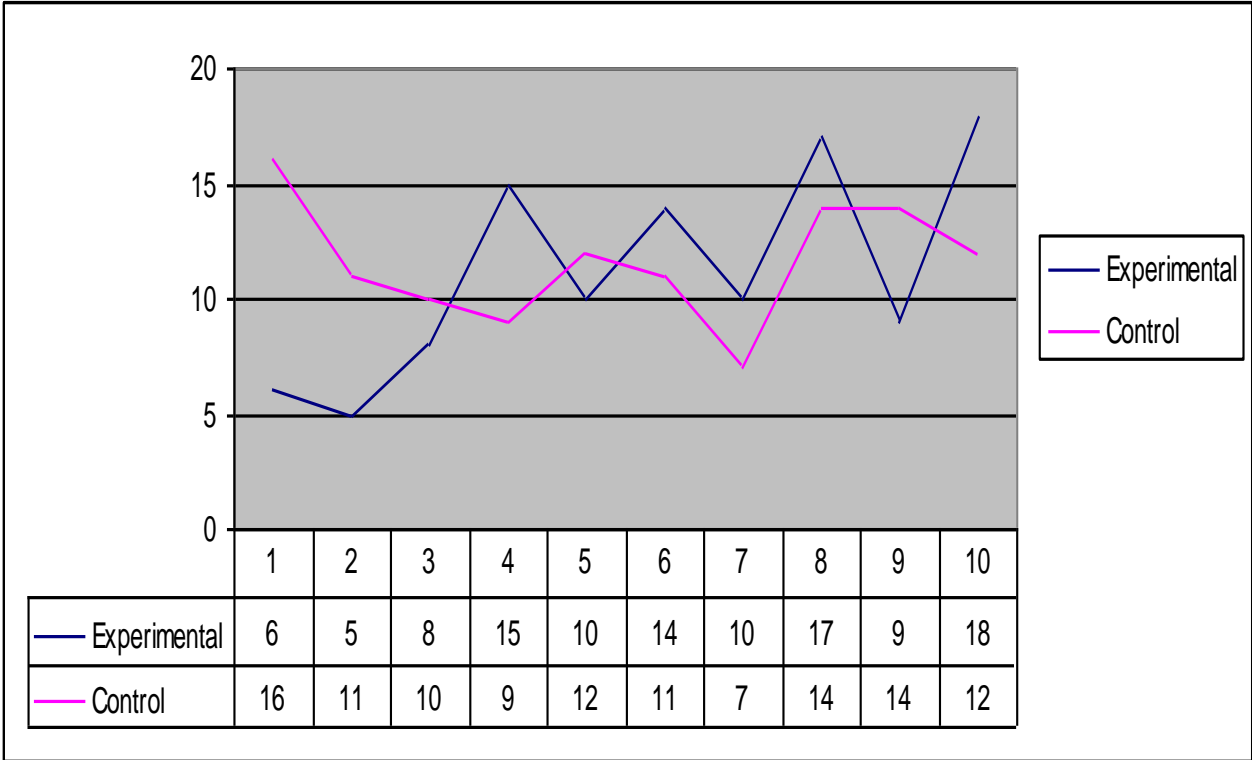
Ord.	Score	Mean	(x) ²
1	16	11,6	4,40
2	11	11,6	0,60
3	10	11,6	1,60
4	9	11,6	2,60
5	12	11,6	0,40
6	11	11,6	0,60
7	7	11,6	4,60
8	14	11,6	2,40
9	14	11,6	2,40
10	12	11,6	0,40

20,00

Variance **2.00**

Standard Deviation **1.41**





POST – TEST
EXPERIMENTAL GROUP

Question 1

Next week these will be more expensive.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	0	0%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	10	100%
TOTAL	10	100%

TABLE. 01 STUDENT'S DATA RESULTS TO QUESTION 1

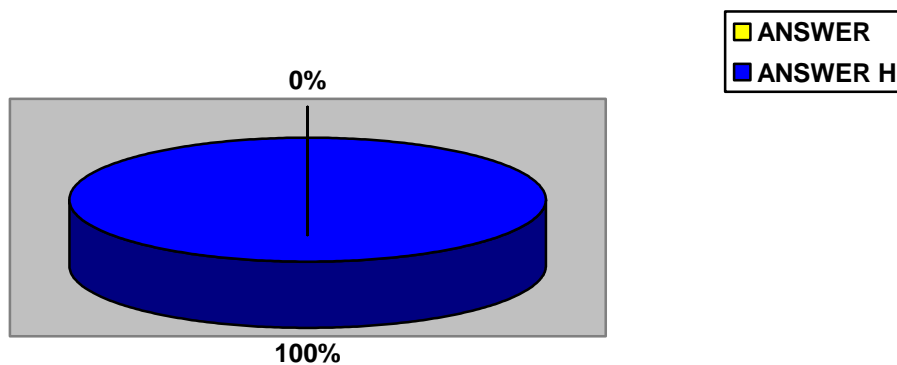


FIGURE. 01 Results to the first question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 1, all the students have answered correct the question, which represent the 100% in blue color.

Question 2

You cannot eat this meal in the evening.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	0	0%
D	10	100%
E	0	0%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 02 STUDENT’S DATA RESULTS TO QUESTION 2

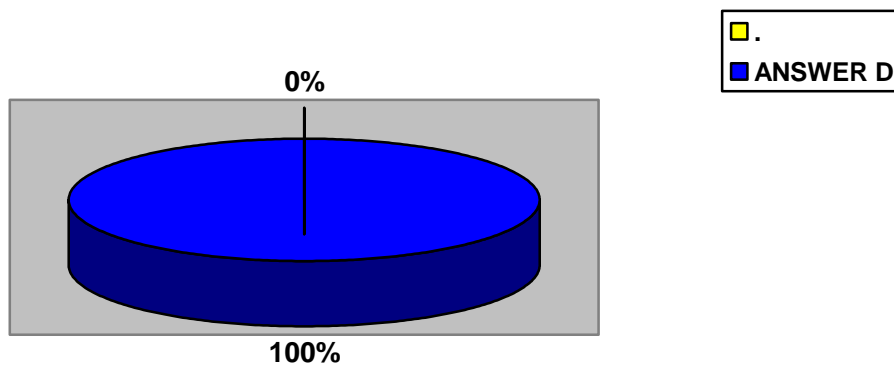


FIGURE. 02 Results to the second question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 2, all the students have answered correct the question, which represent the 100% in blue color.

Question 3

You may be late.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	10	100%
C	0	0%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 03 STUDENT'S DATA RESULTS TO QUESTION 3

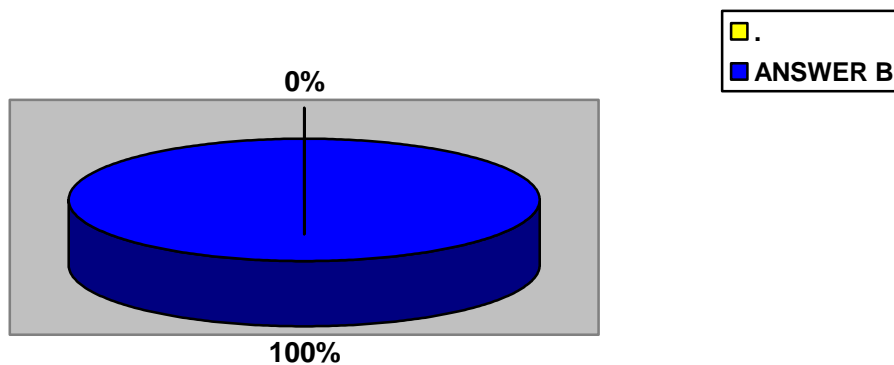


FIGURE. 03 Results to the third question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 3, all the students have answered correct the question, which represent the 100% in blue color.

Question 4

It is cheaper to buy three of these.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	0	0%
D	0	0%
E	0	0%
F	10	100%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 04 STUDENT'S DATA RESULTS TO QUESTION 4

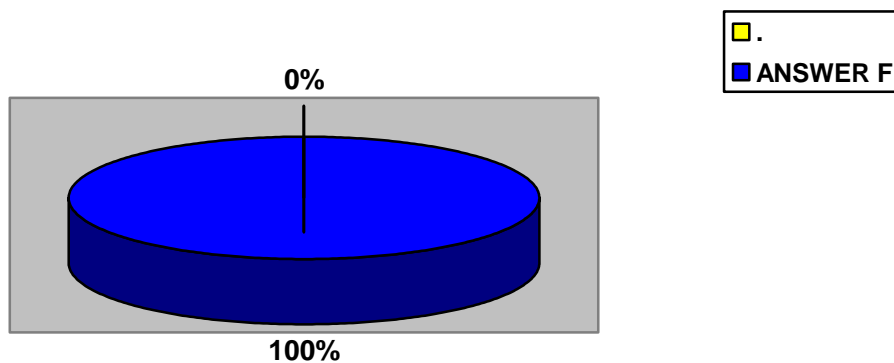


FIGURE. 04 Results to the fourth question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 4, all the students have answered correct the question, which represent the 100% in blue color.

Question 5

You must not leave this open.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	10	100%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 05 STUDENT'S DATA RESULTS TO QUESTION 5

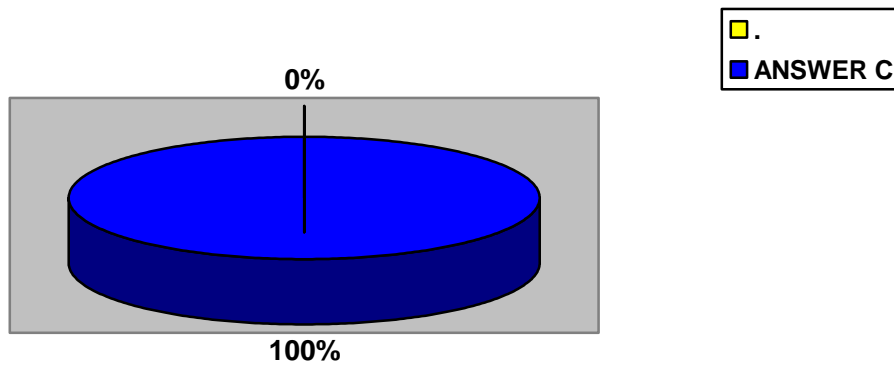


FIGURE. 05 Results to the fifth question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 5, all the students have answered correct the question, which represent the 100% in blue color.

Question 6

Jane _____ Sarah outside the disco at 9.30.

OPTIONS	FREQUENCY	PORCENTAGE
A	6	60%
B	3	30%
C	1	10%
TOTAL	10	100%

TABLE. 06 STUDENT'S DATA RESULTS TO QUESTION 6

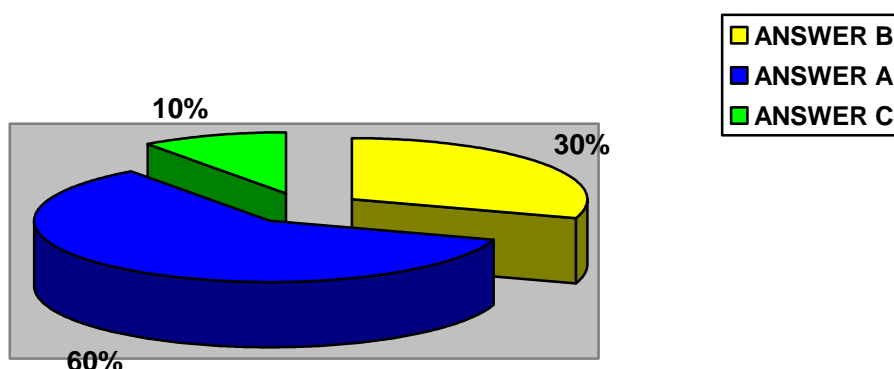


FIGURE. 06 Results to the 6th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 06, 6 students have answered correct the question, which represent the 60% in blue color and 4 students have answered wrong, which represent the 10 % in green color, and the 30% in yellow color.

Question 7

Jane was _____ her new jeans.

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	8	80%
C	0	0%
TOTAL	10	100%

TABLE. 07 STUDENT'S DATA RESULTS TO QUESTION 7

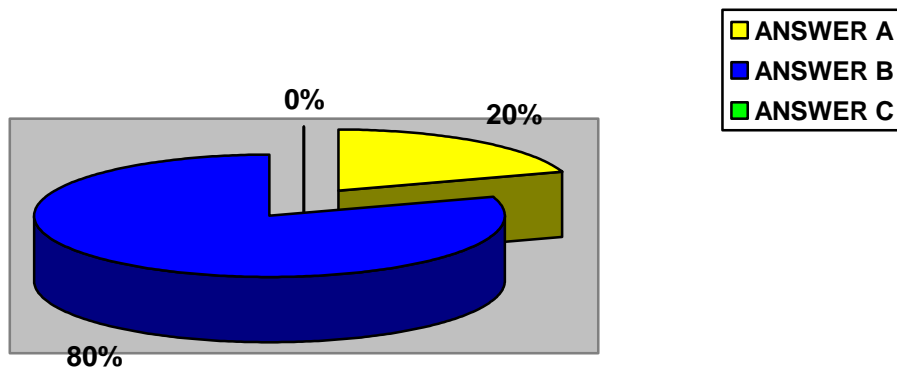


FIGURE. 07 Results to the 7th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 07, 8 students have answered correct the question, which represent the 80% in blue color and 2 students have answered wrong, which represent the 20% in yellow color.

Question 8

There is a special _____ for students on Thursdays.

OPTIONS	FREQUENCY	PORCENTAGE
A	8	80%
B	2	20%
C	0	0%
TOTAL	10	100%

TABLE. 08 STUDENT’S DATA RESULTS TO QUESTION 8

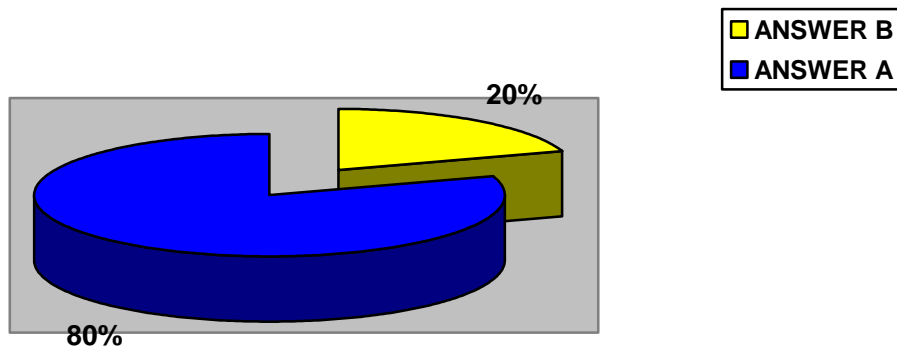


FIGURE. 08 Results to the 8th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 08, 8 students have answered correct the question, which represent the 80% in blue color and 2 students have answered wrong, which represent the 20% in yellow color.

Question 9

They danced to some very _____ music.

OPTIONS	FREQUENCY	PORCENTAGE
A	4	40%
B	6	60%
C	0	0%
TOTAL	10	100%

TABLE. 09 STUDENT’S DATA RESULTS TO QUESTION 9

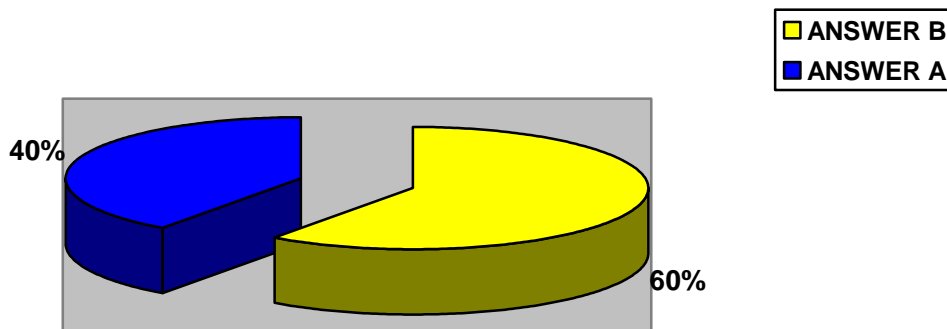


FIGURE. 09 Results to the 9th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 09, 4 students have answered correct the question, which represent the 40% in blue color and 6 students have answered wrong, which represent the 60% in yellow color.

Question 10

Sarah _____ Jane home in her car.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	4	40%
C	6	60%
TOTAL	10	100%

TABLE. 10 STUDENT'S DATA RESULTS TO QUESTION 10

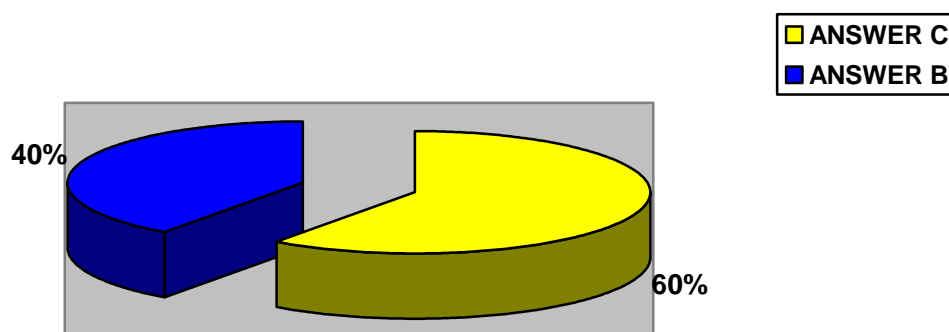


FIGURE. 10 Results to the 10th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 10, 4 students have answered correct the question, which represent the 40% in blue color and 6 students have answered wrong, which represent the 60% in yellow color.

Question 11

Is lunch ready yet?

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	10	100%
C	0	0%
TOTAL	10	100%

TABLE. 11 STUDENT'S DATA RESULTS TO QUESTION 11

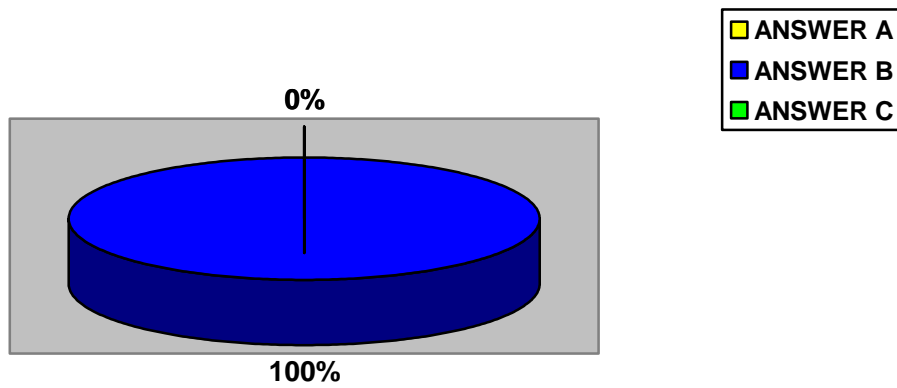


FIGURE. 11 Results to the 11th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 11, all the students have answered correct the question, which represent the 100% in blue color.

Question 12

I'll write a letter to you.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	7	70%
C	3	30%
TOTAL	10	100%

TABLE. 12 STUDENT'S DATA RESULTS TO QUESTION 12

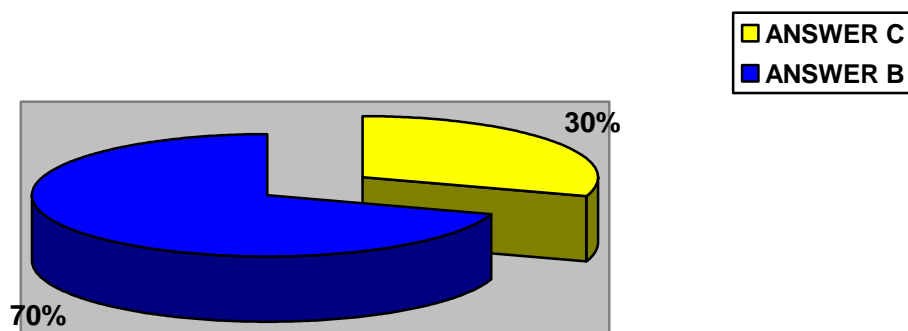


FIGURE. 12 Results to the 12th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 12, 7 students have answered correct the question, which represent the 70% in blue color and 3 students have answered wrong, which represent the 30% in yellow color.

Question 13

Let's have a pizza.

OPTIONS	FREQUENCY	PORCENTAGE
A	7	70%
B	1	10%
C	2	20%
TOTAL	10	100%

TABLE. 13 STUDENT'S DATA RESULTS TO QUESTION 13

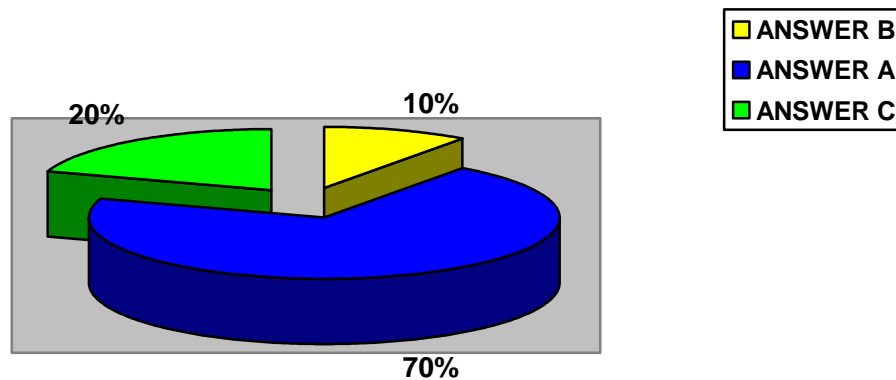


FIGURE. 13 Results to the 13th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 13, 7 students have answered correct the question, which represent the 70% in blue color and 3 students have answered wrong, which represent the 20 % in green color, and the 10% in yellow color.

Question 14

How does the washing machine work?

OPTIONS	FREQUENCY	PORCENTAGE
A	4	40%
B	2	20%
C	4	40%
TOTAL	10	100%

TABLE. 14 STUDENT'S DATA RESULTS TO QUESTION 14

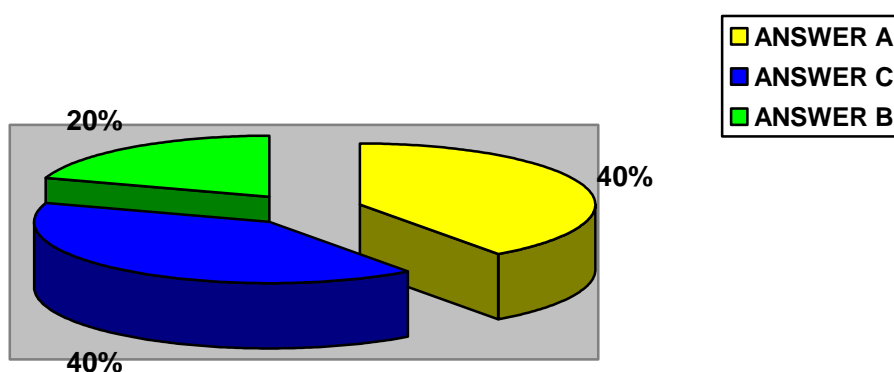


FIGURE. 14 Results to the 14th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 14, 4 students have answered correct the question, which represent the 40% in blue color and 6 students have answered wrong, which represent the 20 % in green color, and the 40% in yellow color.

Question 15

I prefer swimming to tennis.

OPTIONS	FREQUENCY	PORCENTAGE
A	9	90%
B	0	0%
C	1	10%
TOTAL	10	100%

TABLE. 15 STUDENT'S DATA RESULTS TO QUESTION 15

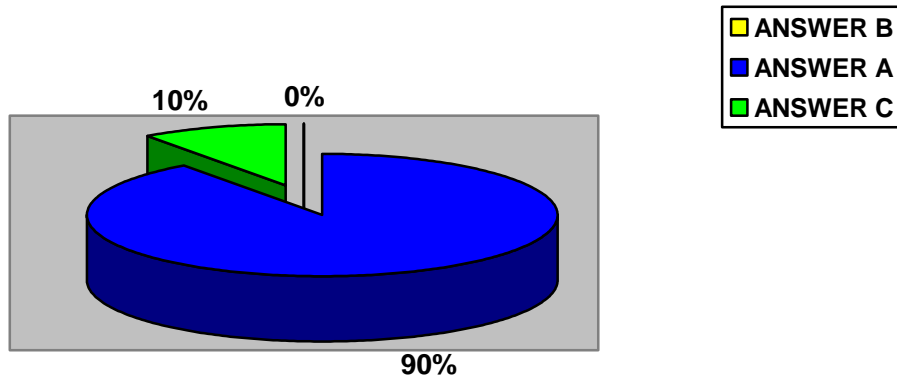


FIGURE. 15 Results to the 15th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 15, 9 students have answered correct the question, which represent the 90% in blue color and 1 student has answered wrong, which represent the 10% in yellow color.

Question 16

I'm fine. That's a lovely sweater you're wearing. Where did you buy it?

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	0	0%
D	0	0%
E	10	100%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 16 STUDENT'S DATA RESULTS TO QUESTION 16

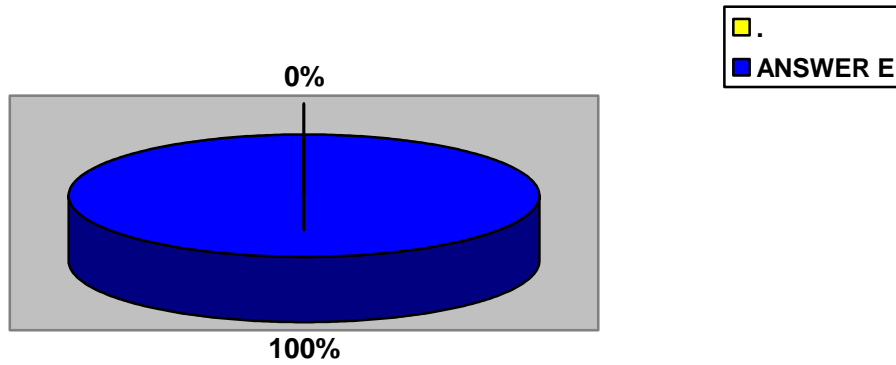


FIGURE. 16 Results to the 16th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 16, all the students have answered correct the question, which represent the 100% in blue color.

Question 17

It looks very expensive.

OPTIONS	FREQUENCY	PORCENTAGE
A	10	100%
B	0	0%
C	0	0%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 17 STUDENT’S DATA RESULTS TO QUESTION 17

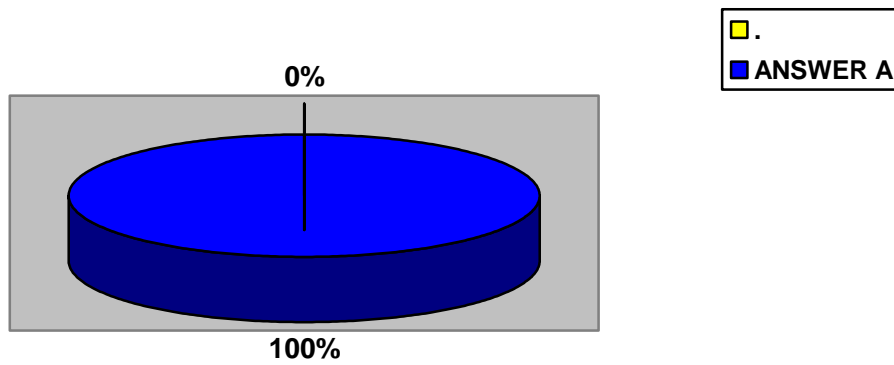


FIGURE. 17 Results to the 17th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 17, all the students have answered correct the question, which represent the 100% in blue color.

Question 18

Do you know where he bought it?

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	10	100%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 18 STUDENT’S DATA RESULTS TO QUESTION 18

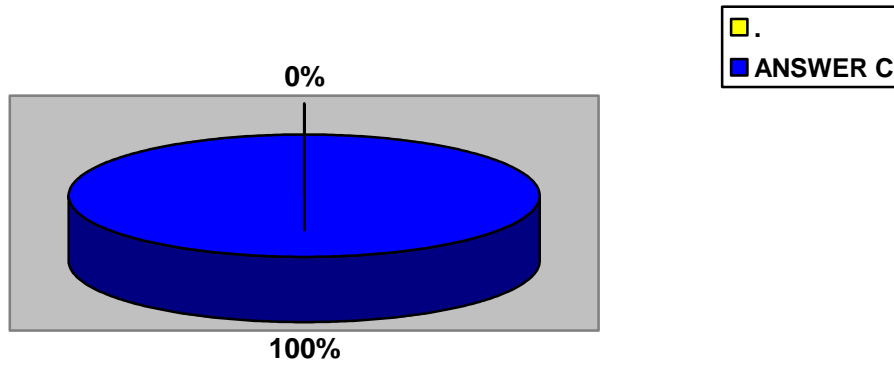


FIGURE. 18 Results to the 18th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 18, all the students have answered correct the question, which represent the 100% in blue color.

Question 19

Is that the shop next to the pizza restaurant?

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	0	0%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	10	100%
TOTAL	10	100%

TABLE. 19 STUDENT’S DATA RESULTS TO QUESTION 19

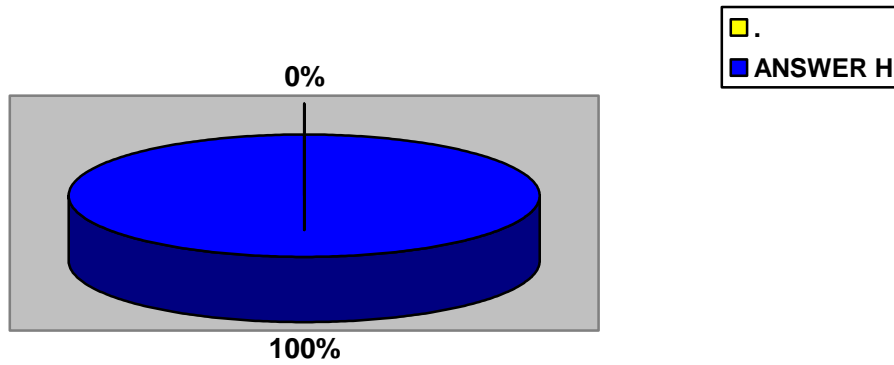


FIGURE. 19 Results to the 19th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 19, all the students have answered correct the question, which represent the 100% in blue color.

Question 20

Do they sell sweaters for men?

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	0	0%
D	0	0%
E	0	0%
F	10	100%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 20 STUDENT’S DATA RESULTS TO QUESTION 20

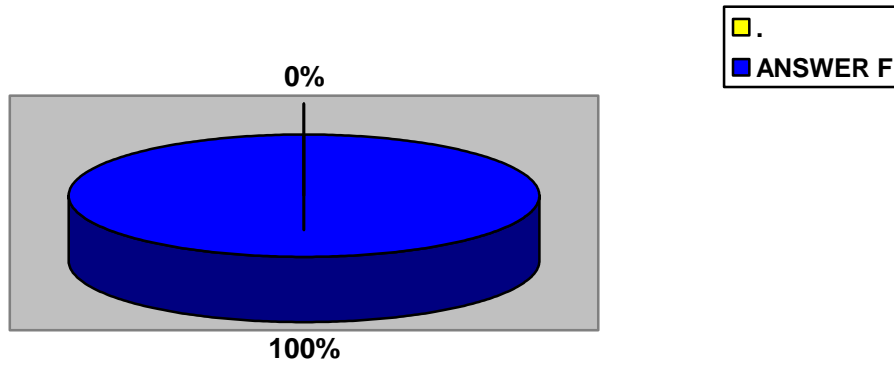


FIGURE. 20 Results to the 20th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 20, all the students have answered correct the question, which represent the 100% in blue color.

POST – TEST
CONTROL GROUP

Question 1

Next week these will be more expensive.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	2	20%
C	0	0%
D	0	0%
E	0	0%
F	1	10%
G	0	0%
H	7	70%
TOTAL	10	100%

TABLE. 01 STUDENT’S DATA RESULTS TO QUESTION 1

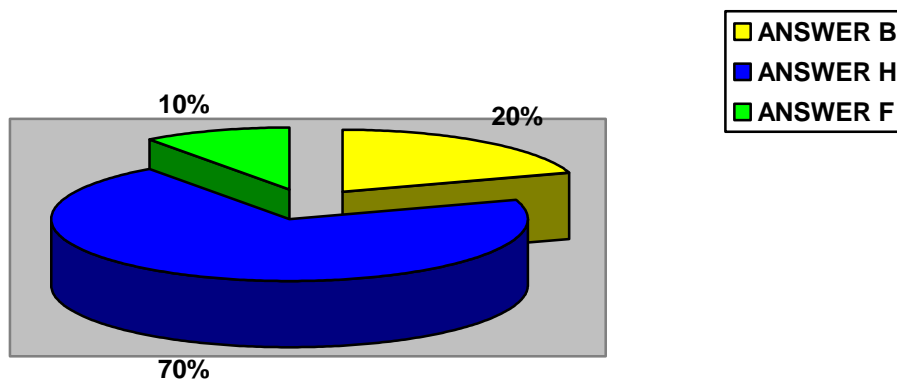


FIGURE. 01 Results to the first question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 01, 7 students have answered correct the question, which represent the 70% in blue color and 3 students have answered wrong, which represent the 10 % in green color, and the 20% in yellow color.

Question 2

You cannot eat this meal in the evening.

OPTIONS	FREQUENCY	PORCENTAGE
A	1	10%
B	0	0%
C	0	0%
D	6	60%
E	2	20%
F	0	0%
G	1	10%
H	0	0%
TOTAL	10	100%

TABLE. 02 STUDENT'S DATA RESULTS TO QUESTION 2

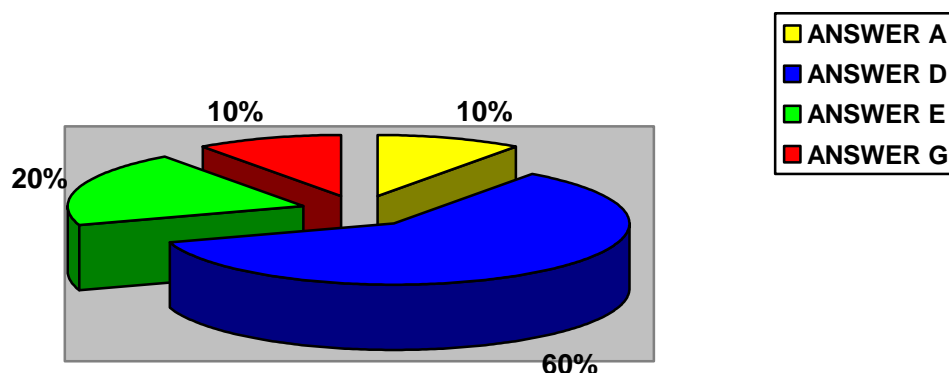


FIGURE. 02 Results to the second question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 02, 6 students have answered correct the question, which represent the 60% in blue color and 4 students have answered wrong, which represent the 20 % in green color, the 10% in red color, and the 10% in yellow color.

Question 3

You may be late.

OPTIONS	FREQUENCY	PORCENTAGE
A	6	60%
B	3	30%
C	0	0%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	1	10%
TOTAL	10	100%

TABLE. 03 STUDENT'S DATA RESULTS TO QUESTION 3

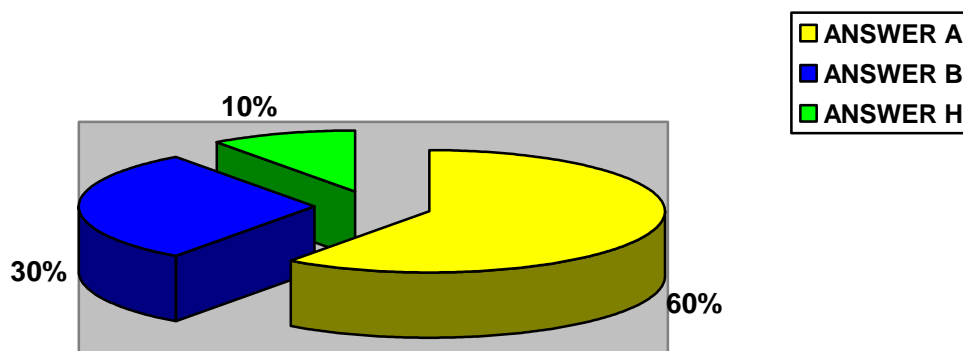


FIGURE. 03 Results to the third question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 03, 3 students have answered correct the question, which represent the 30% in blue color and 7 students have answered wrong, which represent the 10 % in green color, and the 60% in yellow color.

Question 4

It is cheaper to buy three of these.

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	0	0%
D	1	10%
E	1	10%
F	7	70%
G	0	0%
H	1	10%
TOTAL	10	100%

TABLE. 04 STUDENT'S DATA RESULTS TO QUESTION 4

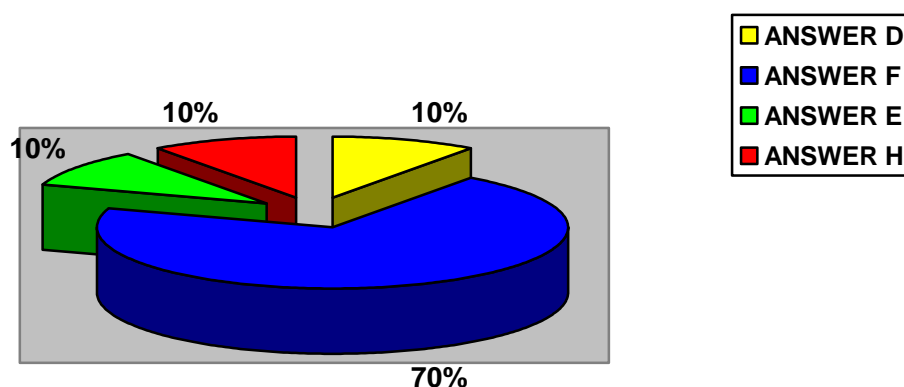


FIGURE. 04 Results to the fourth question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 04, 7 students have answered correct the question, which represent the 70% in blue color and 3 students have answered wrong, which represent the 10 % in green color, the 10% in red color, and the 10% in yellow color.

Question 5

You must not leave this open.

OPTIONS	FREQUENCY	PORCENTAGE
A	1	10%
B	0	0%
C	9	90%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 05 STUDENT'S DATA RESULTS TO QUESTION 5

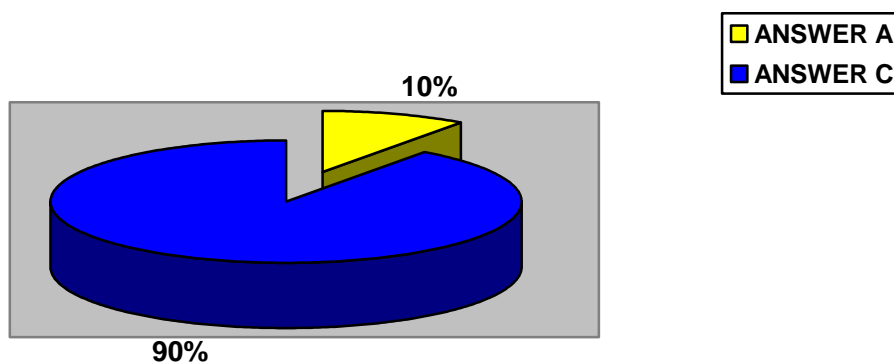


FIGURE. 05 Results to the fifth question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 05, 9 students have answered correct the question, which represent the 90% in blue color and 1 student has answered wrong, which represent the 10 % in yellow color.

Question 6

Jane _____ Sarah outside the disco at 9.30.

OPTIONS	FREQUENCY	PORCENTAGE
A	7	70%
B	3	30%
C	0	0%
TOTAL	10	100%

TABLE. 06 STUDENT'S DATA RESULTS TO QUESTION 6

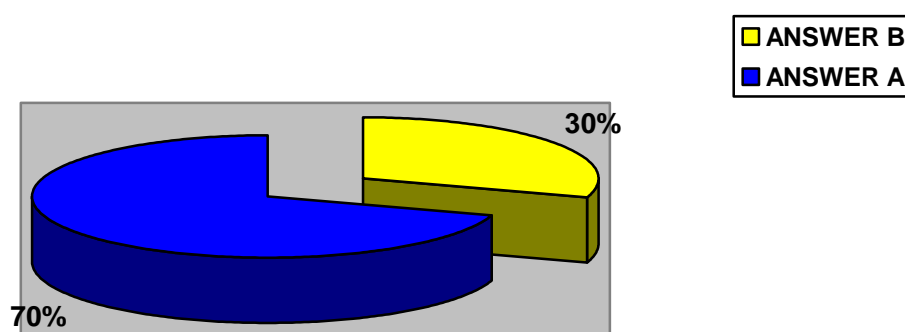


FIGURE. 06 Results to the 6th question of the Pre – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 06, 7 students have answered correct the question, which represent the 70% in blue color and 3 students have answered wrong, which represent the 30 % in yellow color.

Question 7

Jane was _____ her new jeans.

OPTIONS	FREQUENCY	PORCENTAGE
A	1	10%
B	8	80%
C	1	10%
TOTAL	10	100%

TABLE. 07 STUDENT'S DATA RESULTS TO QUESTION 7

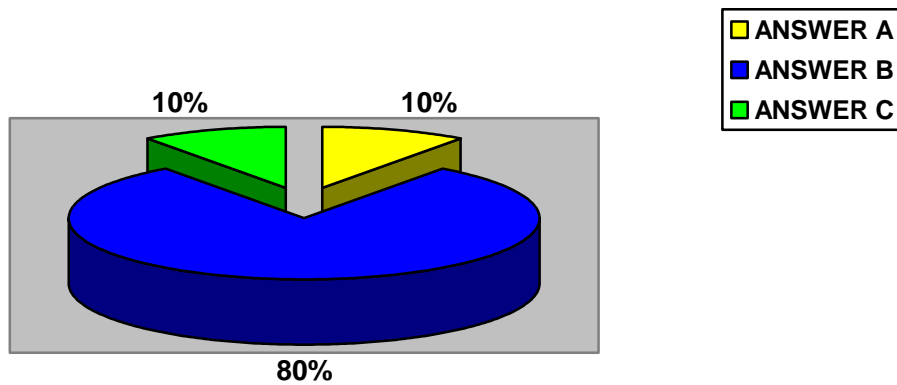


FIGURE. 07 Results to the 7th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 07, 8 students have answered correct the question, which represent the 80% in blue color and 2 students have answered wrong, which represent the 10 % in green color, and the 10% in yellow color.

Question 8

There is a special _____ for students on Thursdays.

OPTIONS	FREQUENCY	PORCENTAGE
A	9	90%
B	1	10%
C	0	0%
TOTAL	10	100%

TABLE. 08 STUDENT'S DATA RESULTS TO QUESTION 8

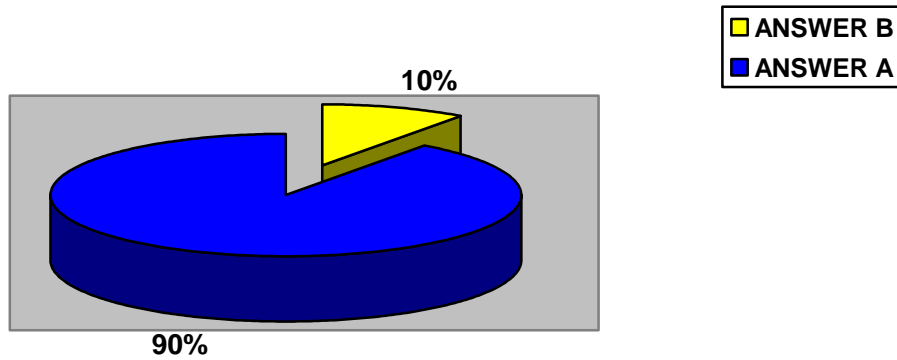


FIGURE. 08 Results to the 8th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 08, 9 students have answered correct the question, which represent the 90% in blue color and 1 student has answered wrong, which represent the 10 % in yellow color.

Question 9

They danced to some very _____ music.

OPTIONS	FREQUENCY	PORCENTAGE
A	6	60%
B	1	10%
C	3	30%
TOTAL	10	100%

TABLE. 09 STUDENT’S DATA RESULTS TO QUESTION 9

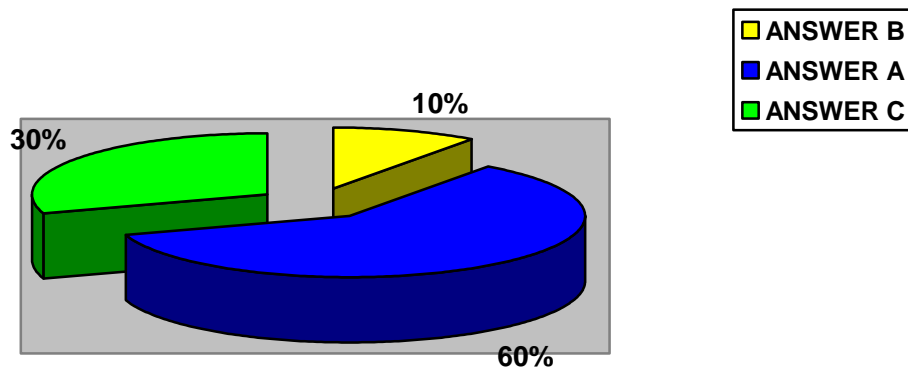


FIGURE. 09 Results to the 9th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 09, 6 students have answered correct the question, which represent the 60% in blue color and 4 students have answered wrong, which represent the 30 % in green color, and the 10% in yellow color.

Question 10

Sarah _____ Jane home in her car.

OPTIONS	FREQUENCY	PORCENTAGE
A	5	50%
B	2	20%
C	3	30%
TOTAL	10	100%

TABLE. 10 STUDENT’S DATA RESULTS TO QUESTION 10

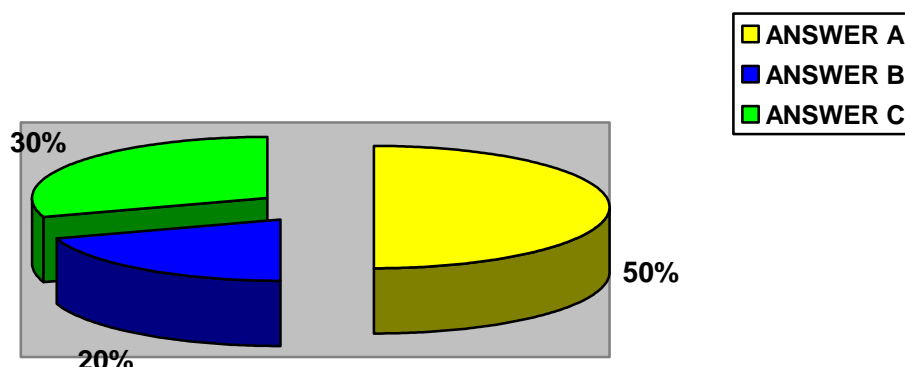


FIGURE. 10 Results to the 10th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

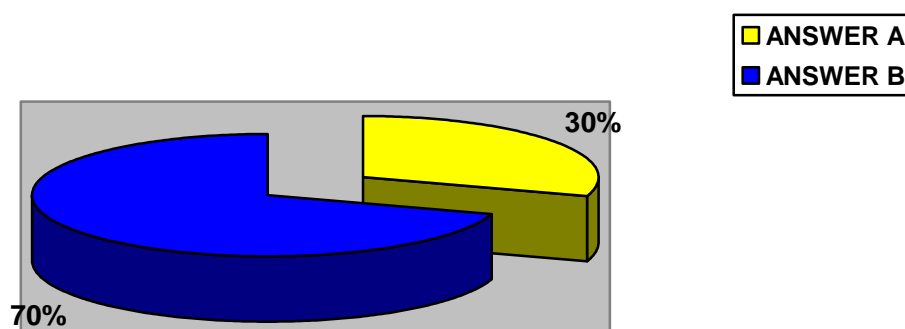
According to the question No. 10, 2 students have answered correct the question, which represent the 20% in blue color and 8 students have answered wrong, which represent the 30 % in green color, and the 50% in yellow color.

Question 11

Is lunch ready yet?

OPTIONS	FREQUENCY	PORCENTAGE
A	3	30%
B	70	70%
C	0	0%
TOTAL	10	100%

TABLE. 11 STUDENT'S DATA RESULTS TO QUESTION 11

FIGURE. 11 Results to the 11th question of the Post – Test.**ANALYSIS AND INTERPRETATION:**

According to the question No. 11, 7 students have answered correct the question, which represent the 70% in blue color and 3 students have answered wrong, which represent the 30 % in yellow color.

Question 12

I'll write a letter to you.

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	6	60%
C	2	20%
TOTAL	10	100%

TABLE. 12 STUDENT'S DATA RESULTS TO QUESTION 12

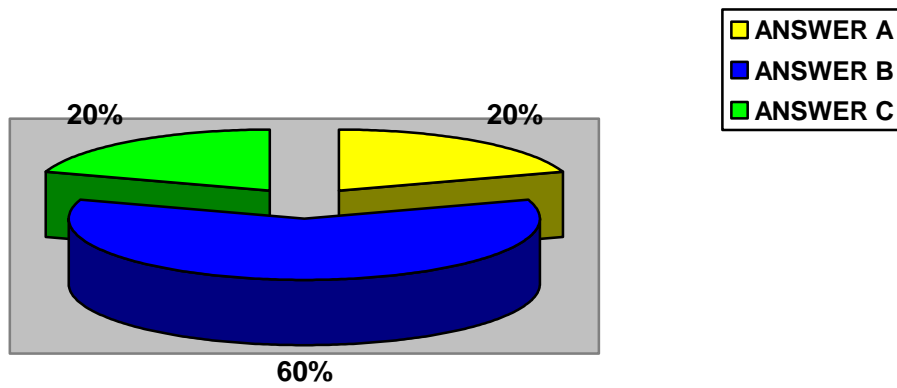


FIGURE. 12 Results to the 12th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 12, 6 students have answered correct the question, which represent the 60% in blue color and 4 students have answered wrong, which represent the 20 % in green color, and the 20% in yellow color.

Question 13

Let's have a pizza.

OPTIONS	FREQUENCY	PORCENTAGE
A	6	60%
B	3	30%
C	1	10%
TOTAL	10	100%

TABLE. 13 STUDENT'S DATA RESULTS TO QUESTION 13

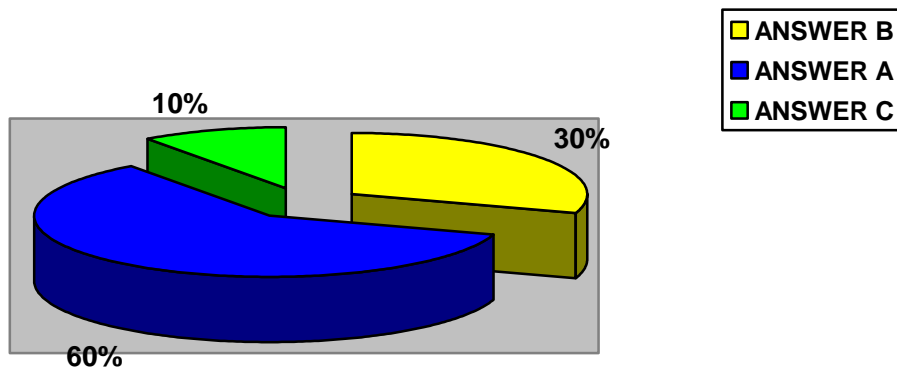


FIGURE. 13 Results to the 13th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 13, 6 students have answered correct the question, which represent the 60% in blue color and 3 students have answered wrong, which represent the 10 % in green color, and the 30% in yellow color.

Question 14

How does the washing machine work?

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	4	40%
C	4	40%
TOTAL	10	100%

TABLE. 14 STUDENT’S DATA RESULTS TO QUESTION 14

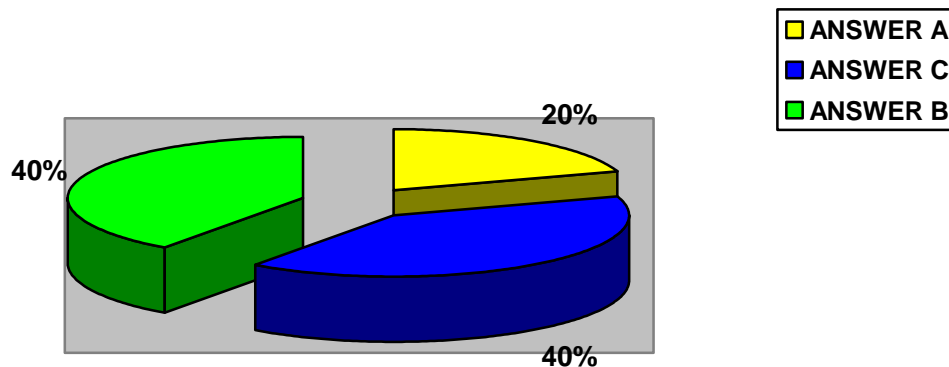


FIGURE. 14 Results to the 14th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 14, 4 students have answered correct the question, which represent the 40% in blue color and 6 students have answered wrong, which represent the 40 % in green color, and the 20% in yellow color.

Question 15

I prefer swimming to tennis.

OPTIONS	FREQUENCY	PORCENTAGE
A	8	80%
B	0	0%
C	2	20%
TOTAL	10	100%

TABLE. 15 STUDENT'S DATA RESULTS TO QUESTION 15

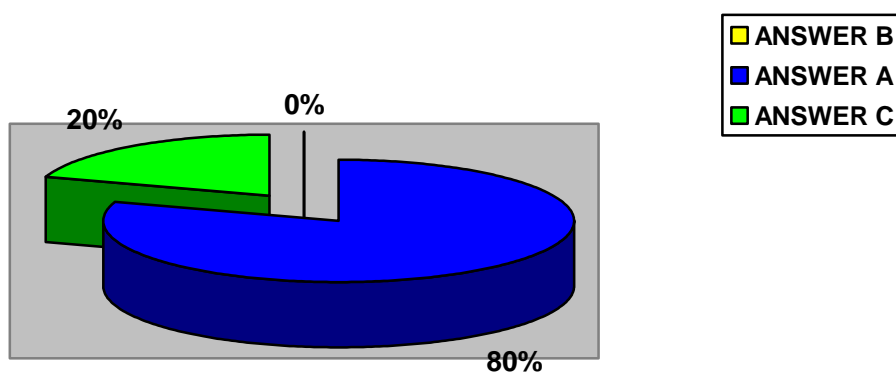


FIGURE. 15 Results to the 15th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 15, 8 students have answered correct the question, which represent the 80% in blue color and 2 students have answered wrong, which represent the 20 % in green color.

Question 16

I'm fine. That's a lovely sweater you're wearing. Where did you buy it?

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	1	10%
C	1	10%
D	0	0%
E	8	80%
F	0	0%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 16 STUDENT'S DATA RESULTS TO QUESTION 16

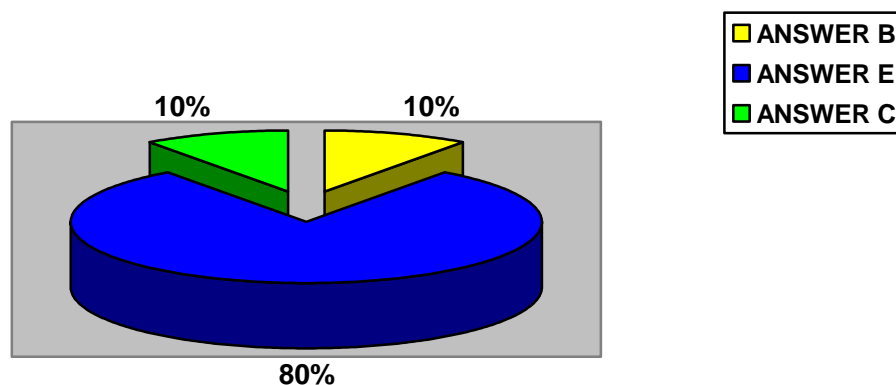


FIGURE. 16 Results to the 16th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 16, 8 students have answered correct the question, which represent the 80% in blue color and 2 students have answered wrong, which represent the 10 % in green color, and the 10% in yellow color.

Question 17

It looks very expensive.

OPTIONS	FREQUENCY	PORCENTAGE
A	5	50%
B	1	10%
C	1	10%
D	0	0%
E	1	10%
F	0	0%
G	2	20%
H	0	0%
TOTAL	10	100%

TABLE. 17 STUDENT'S DATA RESULTS TO QUESTION 17

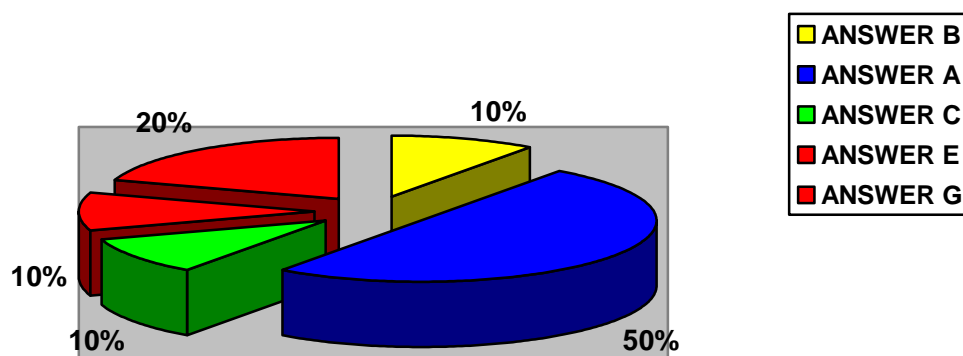


FIGURE. 17 Results to the 17th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 17, 5 students have answered correct the question, which represent the 50% in blue color and 5 students have answered wrong, which represent the 50 % in green, yellow and red colors.

Question 18

Do you know where he bought it?

OPTIONS	FREQUENCY	PORCENTAGE
A	1	10%
B	1	10%
C	6	60%
D	0	0%
E	1	10%
F	1	10%
G	0	0%
H	0	0%
TOTAL	10	100%

TABLE. 18 STUDENT'S DATA RESULTS TO QUESTION 18

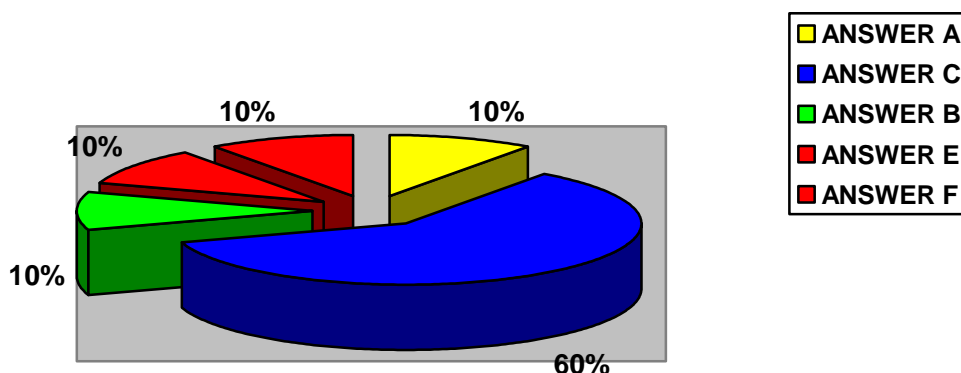


FIGURE. 18 Results to the 18th question of the Post – Test.

ANALYSIS AND INTERPRETATION:

According to the question No. 18, 6 students have answered correct the question, which represent the 60% in blue color and 4 students have answered wrong, which represent the 40 % in green, yellow and red colors.

Question 19

Is that the shop next to the pizza restaurant?

OPTIONS	FREQUENCY	PORCENTAGE
A	2	20%
B	2	20%
C	0	0%
D	0	0%
E	0	0%
F	0	0%
G	0	0%
H	6	60%
TOTAL	10	100%

TABLE. 19 STUDENT'S DATA RESULTS TO QUESTION 19

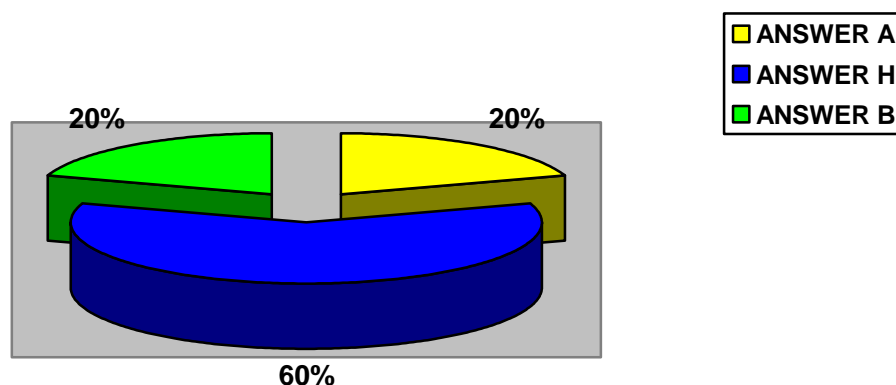


FIGURE. 19 Results to the 19th question of the Post – Test.

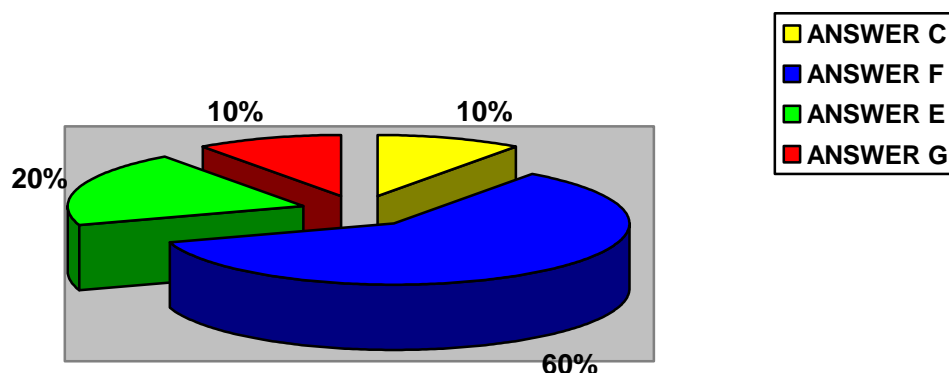
ANALYSIS AND INTERPRETATION:

According to the question No. 19, 6 students have answered correct the question, which represent the 60% in blue color and 4 students have answered wrong, which represent the 20 % in green color, and the 20% in yellow color.

Question 20

Do they sell sweaters for men?

OPTIONS	FREQUENCY	PORCENTAGE
A	0	0%
B	0	0%
C	1	10%
D	0	0%
E	2	20%
F	6	60%
G	1	10%
H	0	0%
TOTAL	10	100%

TABLE. 20 STUDENT'S DATA RESULTS TO QUESTION 20**FIGURE. 20** Results to the 20th question of the Post – Test.**ANALYSIS AND INTERPRETATION:**

According to the question No. 20, 6 students have answered correct the question, which represent the 60% in blue color and 4 students have answered wrong, which represent the 20 % in green color, the 10% in red color, and the 10% in yellow color.

EXPERIMENTAL GROUP

ANALYSIS OF THE RESULTS BEFORE AND AFTER APPLYING THE Tfu METHODOLOGY.

EXPERIMENTAL GROUP PRE - TEST

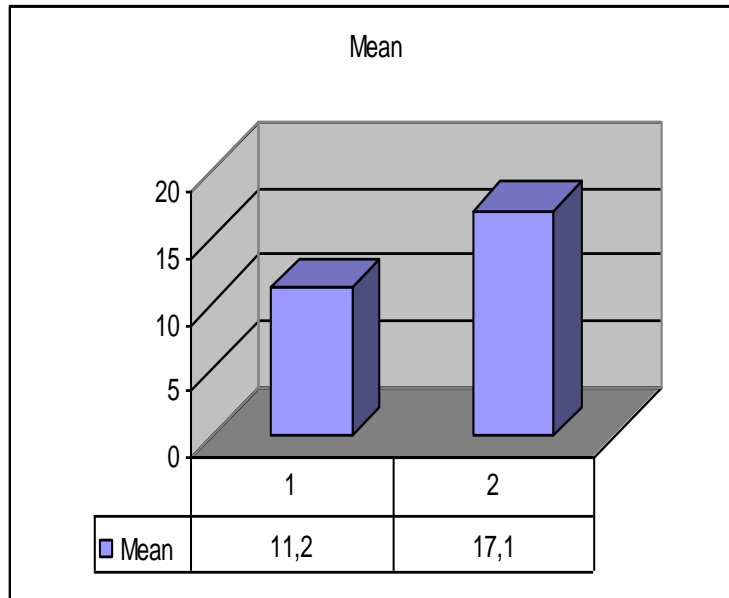
ORD.	STUDENTS	SCORE
1	BAQUERO JOHANNA	6
2	BELTRÁN VANESSA	5
3	CARRASCO KARINA	8
4	GONZÁLEZ FRANKLIN	15
5	NARVÁEZ JULIO	10
6	QUIJIA JHONY	14
7	RUIZ AIDA	10
8	SALGADO RAQUEL	17
9	SIMBAÑA PAOLA	9
10	VIVER LISBETH	18

Mean 11,2

EXPERIMENTAL GROUP POST - TEST

ORD.	STUDENTS	SCORE
1	BAQUERO JOHANNA	17
2	BELTRÁN VANESSA	16
3	CARRASCO KARINA	17
4	GONZÁLEZ FRANKLIN	16
5	NARVÁEZ JULIO	17
6	QUIJIA JHONY	17
7	RUIZ AIDA	16
8	SALGADO RAQUEL	19
9	SIMBAÑA PAOLA	17
10	VIVER LISBETH	19

Mean 17,1



**EXPERIMENTAL GROUP
PRE - TEST**

Ord.	Score	Mean	(x) ²
1	6	11,2	5,20
2	5	11,2	6,20
3	8	11,2	3,20
4	15	11,2	3,80
5	10	11,2	1,20
6	14	11,2	2,80
7	10	11,2	1,20
8	17	11,2	5,80
9	9	11,2	2,20
10	18	11,2	6,80

38,40

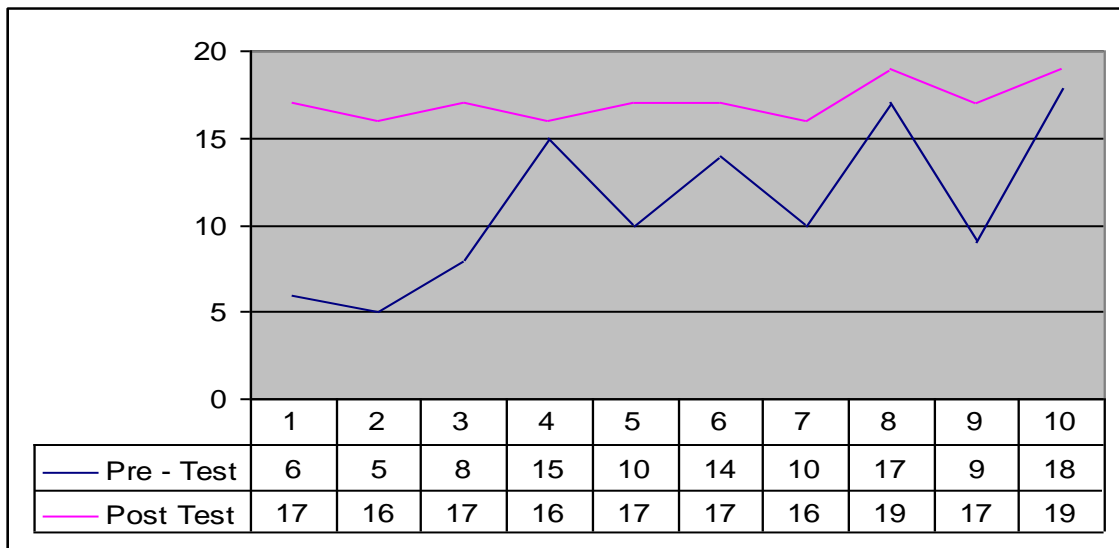
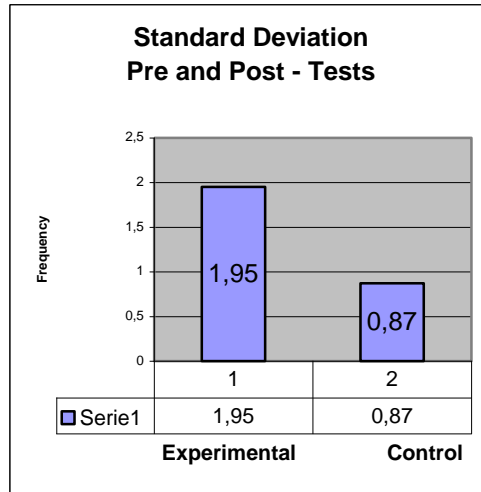
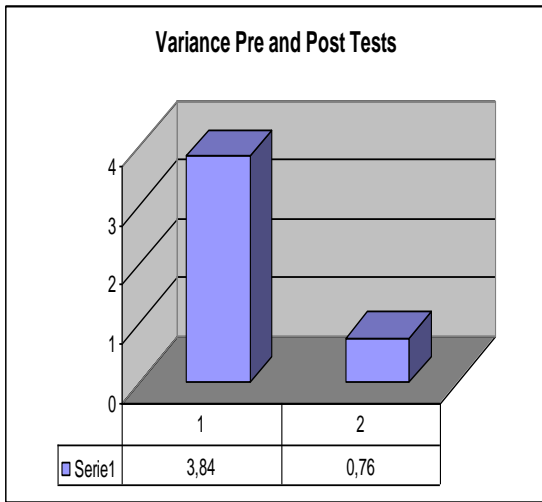
**EXPERIMENTAL GROUP
POST - TEST**

Ord.	Score	Mean	(x) ²
1	17	17,1	0,10
2	16	17,1	1,10
3	17	17,1	0,10
4	16	17,1	1,10
5	17	17,1	0,10
6	17	17,1	0,10
7	16	17,1	1,10
8	19	17,1	1,90
9	17	17,1	0,10
10	19	17,1	1,90

7,60

Variance Pre - Test 3,84
Stand. Deviat. Pre-Test 1.95

Variance Post - Test 0,76
Stand. Deviat Post-Test 0.87



4.2 INTERPRETATION OF RESULTS

So, we can observe that the mean of the experimental group (pre-test) is 38.40 and the mean of the experimental group (post-test) is 7.60.

We want to prove the significance of the difference between both results, supported by the hypothesis set in our project.

The next step, we test the difference between means:

$$Sx_1 - x_2 = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n} + \frac{1}{n} \right)}$$

We proceed to replace the data in the formula:

$$Sx_1 - x_2 = \sqrt{\frac{38.40 + 7.60}{10 + 10 - 2} \left(\frac{1}{10} + \frac{1}{10} \right)}$$

$$Sx_1 - x_2 = \sqrt{\frac{46}{18} \cdot \frac{2}{10}}$$

$$Sx_1 - x_2 = \sqrt{\frac{92}{80}}$$

$$Sx_1 - x_2 = \sqrt{1.15}$$

$$Sx_1 - x_2 = 1.07$$

The **Standard error** of the difference into two means= 1.07

Then, is that difference sufficiently high enough so we can reject the null hypothesis?

To answer that question, we proceed to obtain the T value and its formula is:

Reason t = 5,51

$$T = \frac{\overline{X_1} - \overline{X_2}}{Sx_1 - x_2}$$

$$T = \frac{17.1 - 12.6}{Sx_1 - x_2}$$

$$T = \frac{5.9}{1.07}$$

$$T = 5.51$$

Is this difference high enough to reject the null hypothesis to the level of 0.05? In order to answer this question we need to calculate the degrees of freedom and consult with the **t table**.

The degrees of freedom are the number of grades in the control group plus the number of grades in the experimental group minus 2.

Degrees of Freedom = 18

$$gdl = n_1 + n_2 - 2$$

$$gdl = 10 + 10 - 2$$

$$gdl = 18$$

The Student's t (degree of freedom 18 and probability 0.05 used in education)

If the calculated reason T (5.51) is > than 2.101, the null hypothesis is rejected and the incidence of Teaching for Understanding Methodology has a positive effect in teaching Reading.

PART V

CONCLUSIONS

AND

RECOMMENDATIONS

5.1 CONCLUSIONS

1. – To enact TfU designs in the classroom, teachers need to understand how to present ideas, answer questions, and guide performances so that students successfully engaged in performing their understandings. Clearly, an essential factor in applying TfU in the classroom is a teacher’s capacity and inclination to listen carefully to students and to adjust curriculum in response to students.

2. - The artistry of Teaching for Understanding Methodology lies in interpreting the framework elements and adapting them to meet the demands of a particular context while expressing the teacher’s unique commitments, passions, and personality. Thus teachers incorporate their own interests and priorities into their practice of TfU, giving each classroom a distinctive feel.

3. – This methodology helped to promote and track students’ understanding and adjust curriculum to their needs. “Teaching for Understanding” is more centralized on the student than the pedagogy. It creates a mindfulness around a constellation of TfU concerns which work together to foster students. Thus, understanding and good teaching are the result of careful attention to four important areas – spotlighted – in the framework.

4. – To apply TfU elements and principles in the classroom, teachers must understand how to adapt their curriculum designs, considering students’ evolving understandings and adjusting assignments to support and challenge both individual students and the class as a whole. Applying the Teaching for Understanding framework is an interactive process of considering the context, designing curriculum, and adjusting practice in response to students.

5.2 RECOMMENDATIONS

1. It would be a good recommendation to introduce this new methodology in the On-site English Program, because at the classroom practice level teachers need opportunities to experience cycles of learning, enacting, assessing and revising their practice in relation to the Teaching for Understanding Methodology, and it provides a structure for supporting teachers in understanding TfU at the level of classroom practice.

2. – The Elements for Planning and Instruction: Generative Topics, Understanding Goals, Understanding Performances and Ongoing Assessment, that should be applied in a successful teaching process, invite to students to put in action their comprehension, but teachers have to evaluate and guide the students' progress toward to get goals of comprehension.

3. – Using this methodology, students are able to move flexibly across dimensions, relating the criteria by which knowledge is built and validated in a discipline to its object of study or the purposes of inquiry, and they can use knowledge to reinterpret and act upon the world around them.

4. – This analysis about TfU Methodology shows that an examination of the students' comprehension in terms of methods, ways of communication, reading skill development, contents and proposals, is an excellent way of thinking about the student's comprehension, and farther of the specific goals of researching, similar approach can permit to the teachers to warn to the students their fulfillment about what they have to do. This kind of information permits to teachers to reflect about the curriculum and the practice to improve it.

PART VI

PROPOSAL

6.1 PROPOSAL

INTRODUCTION

Project Zero is a research group at the Harvard Graduate School of Education that has investigated the development of learning processes in children, adults, and organizations since 1967. Today, Project Zero is building on this research to help create communities of reflective, independent learners; to enhance deep understanding within disciplines; and to promote critical and creative thinking. The mission of Project Zero is to understand and enhance learning, thinking, and creativity in the arts, as well as humanistic and scientific disciplines, at the individual and institutional levels.

The research programs are based on a detailed understanding of human cognitive development and of the process of learning in the arts and other disciplines. They place the learner at the center of the educational process, respecting the different ways in which an individual learns at various stages of life, as well as differences among individuals in the ways they perceive the world and express their ideas.

Project Zero was founded at the Harvard Graduate School of Education in 1967 by the philosopher Nelson Goodman to study and improve education in the arts. Goodman believed that arts learning should be studied as a serious cognitive activity, but that "zero" had been firmly established about the field; hence, the project was given its name.

David Perkins and Howard Gardner served as co-directors of Project Zero from 1972 to July 1, 2000, when Dr. Steve Seidel was named Director. Currently a lecturer on education at the Harvard Graduate School of Education, Seidel joined HPZ in 1987. In his research, he has explored teachers' reflective practices, the close examination of student work, and documentation of learning. Howard Gardner and David Perkins continue their active involvement with HPZ through their research and on its steering committee.

Over the years, Project Zero has maintained a strong research commitment in the arts while gradually expanding its concerns to include education across all

disciplines, not just for the individual, but for whole classrooms, schools, and other educational and cultural organizations. Much of its work takes place in American public schools, particularly those that serve disadvantaged populations. An increasing amount of work takes place in schools and other educational and cultural organizations overseas. Project Zero's work is documented extensively in a variety of publications and materials by Principal Investigators and other Project Zero researchers. In addition, Project Zero offers symposia and workshops, most notably the annual summer institute.

Project Zero's research initiatives build on and contribute to detailed understandings of human cognitive development and the processes of learning in the arts and other disciplines. They place the learner at the center of the educational process, respecting the different ways in which an individual learns at various stages of life, as well as differences among individuals in the ways they perceive the world and express their ideas. Many of these initiatives involve collaborators in schools, universities, museums, or other settings in the United States and other countries.

6.2 OBJECTIVES

GENERAL OBJECTIVE

To apply the Teaching for Understanding Methodology in On-site English Program as part of its Curricular Planning, using a Pilot Plan directed first to two hour courses, for increasing the knowledge in the reading skill development with students attending the third level of the ESPE's Onsite English Program in the Department of Languages.

SPECIFIC OBJECTIVES

- To enable teachers, using a manual* on Teaching for Understanding Methodology, in order to have a clear knowledge and then, they can apply this methodology in their classrooms.

* See APPENDIX "C".

- To prepare students in the teaching of this methodology, including in their study habits how to work with this methodology, to improve the reading comprehension.

6.3 PROPOSAL DEVELOPMENT

What is teaching for Understanding (Project Zero)?

David Perkins received his Ph.D. in mathematics and artificial intelligence from the Massachusetts Institute of Technology in 1970. As a graduate student he also was a founding member of Project Zero at the Harvard Graduate School of Education. This research and development group was initially concerned with the psychology and philosophy of education in the arts, and later broadened greatly to encompass cognitive development and cognitive skills in both humanistic and scientific domains. David Perkins was Co-director of Project Zero for more than 25 years and is now Senior Co-director and a member of the steering committee. He is a senior professor of education at the Harvard Graduate School of Education.

The Teaching for Understanding project was a five-year research program designed to develop and test a pedagogy of understanding. The project targeted the middle and high school years and focused on teaching and learning in four subjects (English, history, math, and science) and interdisciplinary studies. Since the project's inception, researchers and practitioners have collaborated to develop, refine, and test the pedagogy.

During the first three years, the collaborators developed a framework that stresses in-depth learning. This framework provides teachers with a language and structure for planning their curriculum and for discussing teaching for understanding with other colleagues and with their students. At its core is a performance view of understanding: If a student "understands" a topic, she can not only reproduce knowledge, but also use it in unscripted ways. For example, a student in a history class might be able to describe the gist of the Declaration of Independence in her own words; role-play King George as he reacts to different parts of it; or write out parts of an imagined debate among the authors as they hammer out the statement. These are called "performances of

understanding" because they give students the opportunity to demonstrate that they understand information, can expand upon it, and apply it in new ways.

In addition to performances of understanding, the framework highlights three other key concepts: generative topics, understanding goals, and ongoing assessment. For teachers, attention to each of these aspects of instruction helps ensure that they will be focusing their time and energy on helping students to learn about those concepts, ideas, and skills that are most important to understand. For the students, this approach to teaching and learning enables them to apply their knowledge and skills flexibly in a variety of situations.

At the beginning of the semester we might write down the most important goals we want our students to reach out of lessons, it is strongly recommend to check the CEF* (The Common European Framework)—but plan to revisit and revise the list during the year. Once you have carried out several units, look for related goals or throughlines that appear more than once.

As with unit-long understanding goals, it often takes several rounds of revision to develop a good list of throughlines. However, unlike unit understanding goals, throughlines need to capture the essence of a whole course. Throughlines often are rooted in deeply held but rarely articulated beliefs and values about both the subject matter and the teaching and learning processes.

Therefore they often take longer to develop and refine those unit-long understanding goals - sometimes even several years.

6.4 ELEMENTS OF TEACHING FOR UNDERSTANDING FRAMEWORK

The Elements of TFU Framework are very important to have a better idea about how they work in education, and they are: Generative Topics, Understanding Goals, Understanding Performances and Ongoing Assessment.

* See APPENDIX "D" of CEF.

GENERATIVE TOPICS

A generative topic or theme is central to the discipline, accessible to students, and can be connected to diverse topics inside and outside the discipline.

- ✓ They are considered central or important to understanding the field.
- ✓ They can be related to present-day experiences or events.
- ✓ They can provide a basis for progressing to the next level of instruction or understanding.
- ✓ They are intrinsically interesting to the students and teacher.
- ✓ Generative topics represent recurring themes in the field.

Examples of Generative Topics include:

- In Literature: Fantasy, humour, coming-of-age themes, multiple perspectives, etc.
- Science: Global warming, endangered species, rocketry, forensics, etc.
- History: Exploration, revolution, use of power, impact of technology on warfare, etc.
- Reading: Themes of the American Continent, as “Exploration in the New America”. Students reading about Constitutional and Governmental issues will learn about: equality, leadership, conflict, democracy, and changing societies. Using the American Channel Pre-Intermediate book, they will find out some interesting Generative Topics as: Do’s and Don’ts when abroad, Real-life mysteries, All about Vegetarians, Languages around the world, etc.

UNDERSTANDING GOALS

Several key understanding goals for each topic must be identified and stated. These goals serve to focus instruction. Overarching understanding goals describe the understandings that you feel are most important for students to take away from your class. There might be several throughlines for a course. Each of the individual units that make up that course would have understanding goals that related closely to the overarching understanding goals or throughlines for the course.

Making these throughlines explicit for students helps to ensure that the students stay focused on developing the most essential understandings. Discussing

throughlines with the students gives those opportunities to revisit those understandings over the course of several different generative topics as they move through the semester or year.

For example Understanding Goals for the Generative Topic “Exploration in the New America” could include: “Students will understand the effect of the expedition, and the acquisition of the Louisiana purchase, on the land and its people today.” An Understanding Goal for the generative topic “Real-life mysteries” could include “Students will appreciate the complexity of and identify the logical explanation of them in a general order.”

UNDERSTANDING PERFORMANCES

Performances which support the understanding goals must be part of each unit from beginning to end. They are the heart of developing understanding, and need to be linked closely to understanding goals. Students should be engaged in performances that demonstrate understanding from the beginning to the end of the unit or course. Ultimately, students might develop some "culminating" performance of understanding such as an exhibition or an extended essay arguing, for example, that the media age has transformed the nature of political protests.

Students will learn to extend, synthesize, apply, or otherwise use what one knows in creative novels, so they are activities that show how students are analyzing and extending what they are learning.

ONGOING ASSESSMENT

Assessment is an integral part of instruction, not a summary statement of adequacy. The key factors are- shared and public criteria, regular feedback, and frequent reflection during the learning process. Traditionally, assessment comes at the end of a topic and focuses on grading and accountability. These are important functions in many contexts, but they do not serve students' learning needs. To learn for understanding, students need criteria, feedback, and opportunities for reflection from the beginning of and throughout any sequence of instruction. In the framework, this process is called, "ongoing assessment."

A Format to evaluate the Elements of TfU Methodology.

<p>Overarching Understanding Goals or Throughlines <i>“The things I want my students to understand during this course are.....”</i> Standards according to CEF*</p>	
<p>Generative Topics</p>	<p>Unit-long Understanding Goals <i>“Students will understand.....”</i></p>
<p>Performances of Understanding <i>“Students will build towards achieving the understanding goals by”</i></p>	<p>Ongoing Assessment <i>“Students will get feedback on their performances by”</i></p>

* See APPENDIX “D” of CEF.

Evaluating the Potential of a Generative Topic: A Cognitive Map

Topic: _____

Potential for Developing Expertise in a Discipline	Potential for Personal Connections to Students' and Teachers' Interests
Potential Resources Accessible to Learners	Potential for Connections, Engagement, Exploration, and Challenges

DIDACTIC UNIT 1

Subject: English Pre – Intermediate		Responsible: Francisco Hidalgo Salazar		
Topic: Window on the world.		Period: Two hours		Year: 2008
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> - Goals of this Unit. - Focus to the methods used in American channel textbooks - Teaching for Understanding - Theory - Principles - Techniques and Activities 	<ul style="list-style-type: none"> - To analyze and encourage students to apply the “Teaching for Understanding” Methodology that is focus on American channel series, all their techniques and activities. - To know and apply the theory, principles and techniques of the “Teaching for Understanding” Methodology. - To help students apply some activities and develop their abilities to lead their own teaching activities. 	<ul style="list-style-type: none"> - Group discussion. - Interactive classroom activities. - Talk about people, nationalities, customs, and culture. - Videos, movies - Use authentic Materials. 	<ul style="list-style-type: none"> - Generative Topics. - Books and magazines. - Dialogues - Flashcards - Slides - Computer - Cd-player 	<ul style="list-style-type: none"> - Constant Diagnostic Evaluation. - Distinguishing between permanent and temporary situations. - Exchanging personal information. - Students evaluate their own homework.

DIDACTIC UNIT 2				
Subject: English Pre – Intermediate		Subject: English Pre – Intermediate		
Topic: How strange.		Period: Two hours.		Year: 2008
CONTENTS	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
<ul style="list-style-type: none"> - Strange Events and experiences - Mystery - Theory - Principles - Techniques and Activities - Teacher Roles 	<ul style="list-style-type: none"> - Talking about past experiences and events. - Identify the four key elements of the framework exemplified by the description of written practice, oral or recorded on video. - Analyzing the practice with reference to the four elements and their criteria. - Use the key elements to focus on student learning goals of specific understanding. 	<ul style="list-style-type: none"> - Motivate students to performances and increasingly sophisticated understanding of at least one goal covered. - Think pair share - Three step interview - Round Robin - Brainstorm - Three minute review - Numbered heads - Team pair solo - Circle the stage - Partners 	<ul style="list-style-type: none"> - Paper - Board - Pencils - Books - Video 	<ul style="list-style-type: none"> - Putting into practice the diagnostic evaluation with students. - Stimuli-response - Class performance in orally form, describing feelings. - Attitudinal - Teachers will answer some questions.

6.5 METHODOLOGICAL PROCESS

In order to apply the Teaching for Understanding Methodology in the Department of Languages, the following program has to be completed:

- ✓ **First Stage:** This methodology will be applied on the reading skill development for students attending the third and fourth level Onsite English Program, in the schedule from 2 to 4 pm., using a “Pilot Plan” during an entire study semester. All the teachers will have a manual to help them in teaching this methodology.
- ✓ Once the students have received and learned this methodology, at the end of the semester they will be evaluated and we will be able to have the statistics and to realize if this methodology has improved the understanding of the reading skill or not.
- ✓ **Second Stage:** Independently of the results, all the teachers will be enabled to understand how to work with this new methodology. Taking advantage of the vacations after the semester has finished, carrying out a seminar, in which, they will be qualified to be able to enlarge their knowledge and as well as teaching in a better way this methodology.
- ✓ **Third Stage:** The following step is to apply the TfU methodology in all the levels of Onsite English Program in the Department of Languages, applying the elements of the TfU Framework, so that all the students can improve the reading skill.

EXPANDING THE METHODOLOGY TO BE SUSED

This methodology is not difficult, but teachers have to follow the next steps:

1. **Generative Topics**; it means the students will be connected to diverse topics inside and outside the discipline. Generative topics are issues, themes, concepts, and ideas that provide enough depth, significance, connections, and variety of perspectives to support the development of the students of powerful understandings. So, students will learn how to interpret texts, folktales, and multiple perspectives.

2. **Understanding Goals**, students will learn how to work with them, because they describe the understanding that is expected to reach by students according to the CEF. So, students will understand how authors create, develop, and sustain suspense in a plot.

3. **Understanding Performances**, because they are the heart of developing understanding, and need to be linked closely to understanding goals. Students should be engaged in performances that demonstrate understanding from the beginning to the end of the unit or course. So, students will understand how to detect the clues that authors give about what their characters are like: For example,
 1. Students pick the event described in American Channel Pre-Intermediate book in Unit 5, lesson 2 “To Speak or ... not to Speak?” First they write down all the things they can tell about “How many languages exist in the world today?” Then they compare their answers with those of their classmates, noting and discussing the different answers they have.
 2. Second, students pick other characters involved in languages as some of them that nobody speaks anymore, or dead languages, etc; and make up an entry for each of these languages in the world. The objective is for students to interlace into each entry clues about languages that will help readers, understand which these languages are, by working in small groups of three or four students, and then they present their explanation to the class.

4. **Ongoing Assessment** this is the last step in this methodology, and students will learn how it works. Traditionally, assessment comes at the end of a topic and focuses on grading and numbers. These are important functions in many contexts, but they do not serve students' learning needs. To learn for understanding, students need criteria, feedback, and opportunities for reflection from the beginning and throughout any sequence of instruction. So, here there is one example using the Ongoing Assessment in a Reading Class:

Understanding Goal: To help students understand the process of reading an effective persuasive novel.

Performance of understanding: Students read a novel in which they pick a controversial issue and argue for their personal stance on that issue.

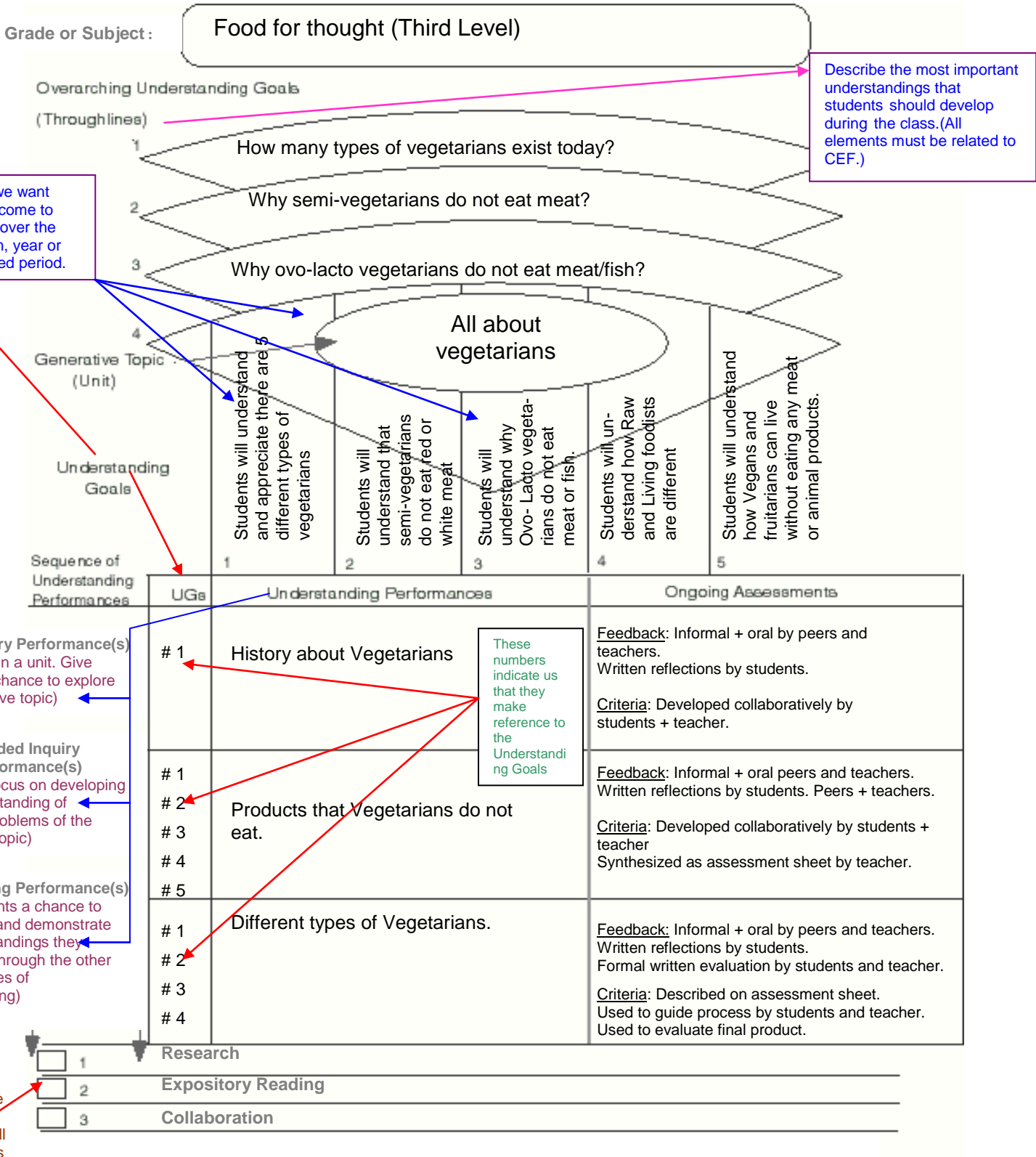
Criteria for ongoing assessment: Teacher and students co-develop the criteria for assessment. To do this, the teacher presents students with two brief sample novels read about the same issue. The first argues the thesis effectively; the other is noticeably less-well executed. By comparing the two, the students (with guidance from the teacher) generate the criteria for a good persuasive novel (a clear position statement, concrete examples to support the position, a consideration and refutation of counter arguments, and so on). The teacher copies the list of criteria for each student in the class so that they can use it in the feedback process.

Feedback for ongoing assessment: Using the criteria sheet, students complete a first draft of their novel and write and read a short reflection assessing it. They share this draft with a classmate, who also provides a short written piece that reflects on how well the novel meets the criteria. Equipped with these two reflections, students revise their novels and submit final drafts to the teacher. Both the teacher and the student assess the final work of the novel by rating—on a scale of one to ten—how well the student achieved each of the criteria and reading a brief explanation of the rating.

6.6 LESSON PLANS

These lesson plans have been designed according to the Teaching for Understanding Methodology, which show in a very clear form how each one of its elements works.

LESSON PLAN No. 1



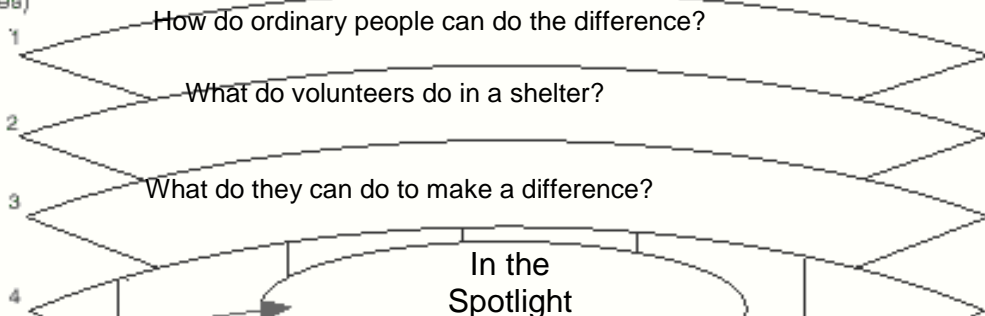
LESSON PLAN No. 2

Grade or Subject:

Time on your hands (Third Level)

Overarching Understanding Goals

(Throughlines)



Generative Topic (Unit)

Understanding Goals

Sequence of Understanding Performances

In the Spotlight

1 Students will understand how ordinary people make a difference in the world.

2 Students will understand and appreciate what volunteers do in a shelter.

3 Students will understand why some people like working in a shelter.

4 Students will understand what they can do to make a difference.

5

	UGs	Understanding Performances	Ongoing Assessments
Introductory Performance(s)	# 1 # 4	Responsibility (check UG 1 and 4)	<u>Feedback:</u> Informal + oral by peers and teachers. Written reflections by students. <u>Criteria:</u> Developed collaboratively by students + teacher.
Guided Inquiry Performance(s)	# 2 # 3	Information about adopting a pet.	<u>Feedback:</u> Informal + oral peers and teachers. Written reflections by students. Peers + teachers. <u>Criteria:</u> Developed collaboratively by students + teacher Synthesized as assessment sheet by teacher.
Culminating Performance(s)	# 3 # 4	Services of a shelter in the future.	<u>Feedback:</u> Informal + oral by peers and teachers. Written reflections by students. Formal written evaluation by students and teacher. <u>Criteria:</u> Described on assessment sheet. Used to guide process by students and teacher. Used to evaluate final product.

- 1 Research
- 2 Expository Reading
- 3 Collaboration

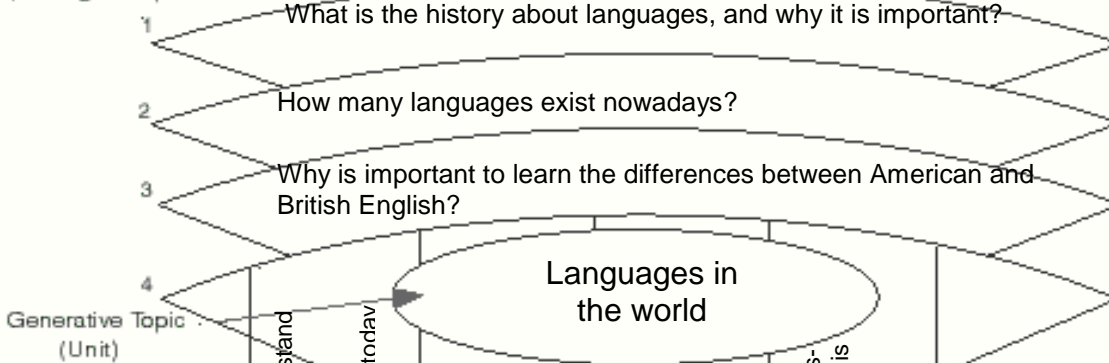
LESSON PLAN No. 3

Grade or Subject :

Get the message (Third Level)

Overarching Understanding Goals

(Throughlines)



Generative Topic
(Unit)

Understanding Goals

Sequence of Understanding Performances

Languages in the world

1 Students will understand the history of the languages and how many of them exist today

2 Students will understand which languages nobody speaks anymore.

3 Students will understand what the difference between Languages and dialect is.

4 Students will understand how important is to learn languages.

	UGs	Understanding Performances	Ongoing Assessments
Introductory Performance(s)	# 1 # 4	History about Languages.	<u>Feedback:</u> Informal + oral by peers and teachers. Written reflections by students. <u>Criteria:</u> Developed collaboratively by students + teacher.
Guided Inquiry Performance(s)	# 1 # 2 # 3 # 4	Different types of languages.	<u>Feedback:</u> Informal + oral peers and teachers. Written reflections by students. Peers + teachers. <u>Criteria:</u> Developed collaboratively by students + teacher Synthesized as assessment sheet by teacher.
Culminating Performance(s)	# 1 # 3 # 4	Differences between American and British English.	<u>Feedback:</u> Informal + oral by peers and teachers. Written reflections by students. Formal written evaluation by students and teacher. <u>Criteria:</u> Described on assessment sheet. Used to guide process by students and teacher. Used to evaluate final product.

- 1 Research
- 2 Expository Reading
- 3 Collaboration

CONCLUSION

Teaching for Understanding (TfU) Methodology promotes in-depth learning over covering a broad range of material, and applying knowledge to real-world problems over performance on short-answer quizzes. This is most likely to occur in schools that view themselves as communities of learners. It can be time consuming, and it requires teachers to present material in non-traditional ways that engage active participation from students with a wide range of learning styles and learning abilities. It requires teachers' commitment to understanding the challenges students face in working with intellectually demanding material and to using or designing strategies that make the material accessible to a variety of learners. Ultimately, the result is well worth the effort: Students truly learn and are able to take that learning with them and use it as they make the transition into adult life.

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APPENDIX

APPENDIX "A": PRE-TEST SAMPLE, TO TEST THE READING SKILL.

2

Part 1

Questions 1-5

Which notice (A-H) says this (1-5)?

For questions 1-5, mark the correct letter A-H on your answer sheet.

Example:

0 You can eat here in the mornings. Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1 You should not swim here. **A**

SLOW! DANGEROUS CROSSROADS

2 You must not drive fast here. **B**

SWIMMING POOL OPEN AFTERNOONS Adults - £2.50 Children - £1.00
--

3 You can play football here after lessons. **C**

HALF PRICE FOOTBALL SHIRTS - SALE MUST END THIS AFTERNOON
--

4 It is cheaper to buy things today than tomorrow. **D**

POLICE CARS ONLY

5 You can drive here next week. **E**

DANGER! DO NOT GO INTO THE WATER

F

BREAKFAST SERVED 7.00 - 10.00

G

ROAD CLOSED UNTIL WEEKEND

H

SCHOOL SPORTS CLUB NOW OPEN IN THE EVENINGS!
--

NET Handbook 2004 - ReadWrite Sample Test 1


3

Part 2

Questions 6-10

Read the sentences about going camping.
Choose the best word (A, B or C) for each space.

For questions 6-10, mark A, B or C on your answer sheet.



Example:

0 Adrian and Martin school last week.
A studied B went C finished Answer:

0	A	B	C
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

6 They to go camping for their holiday.
A decided B thought C felt

7 They wanted to somewhere near the sea.
A stand B put C stay

8 It three hours to drive to the camp-site.
A had B took C got

9 They put their tent in a of the field.
A centre B corner C back

10 They some postcards to their friends.
A bought B chose C sent

NET Handbook 2004 - ReadWrite Sample Test 1

[Turn over

Part 3

Questions 11-15

Complete the five conversations.

For questions 11-15, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Where do you come from?



A New York

B School

C Home

Answer:

0	A	B	C
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 I'm sorry we don't have your size.

- A What a pity!
B I hope so.
C I'll take it.

12 How long are you going to stay in Bangkok?

- A For another three weeks.
B For the last three weeks.
C It took three weeks.

13 See you tomorrow.

- A That's all right.
B I can't see.
C Don't be late.

14 I don't like this programme.

- A I'll turn it on.
B Let's turn it off then.
C You didn't take it off.

15 Can I leave early?

- A Before 4.30.
B Yes, that's fine.
C Not at all.

Questions 16-20

Complete the conversation.
What does Anita say to Kim?

For questions 16-20, mark the correct letter **A-H** on your answer sheet.

Example:

Kim: What are you going to do at the weekend, Anita?

Anita: 0

Answer:

0	A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Kim: Well, I'm going to go to London.
Would you like to come as well?

Anita: 16

Kim: Yes. I must study on Sunday.
Great! It'll be good to go together.

Anita: 17

Kim: First, I'd like to go shopping.

Anita: 18

Kim: Oh, I can help you choose them. Is there anything else you want to do?

Anita: 19

Kim: OK. There's a good one in Oxford Road. It always has the newest films.

Anita: 20

Kim: I'm not sure, but I'll phone and ask.
I know we'll have a good day.

A Me, too. I need some books for school and a pair of shoes.

B Yes, I have to work on Saturday.

C I'd love to. I suppose you want to go on Saturday?

D Fine. Do we need to book tickets?

E I have some money for a new jacket.

F What do you want to do there?

G Yes, I'd like to go to a cinema afterwards.

H I don't know.

Part 3

Questions 11-15

Complete the five conversations.

For questions 11-15, mark **A**, **B** or **C** on your answer sheet.

Example:

0



Where do you come from?



A New York

B School

C Home

Answer: 0 A B C

- 11 Is lunch ready yet? A Ten minutes ago.
 B In a few more minutes.
 C It's been too long.
- 12 I'll write a letter to you. A Let me post it.
 B That will be nice.
 C It hasn't come yet.
- 13 Let's have a pizza. A Not again.
 B It doesn't matter.
 C Not at all.
- 14 How does the washing machine work? A Too much.
 B Not often.
 C Like this.
- 15 I prefer swimming to tennis. A I do, too.
 B I can't have it.
 C That's better.

Questions 16-20

Complete the conversation between two friends.
 What does Marie say to Gordon?

For questions 16-20, mark the correct letter **A-H** on your answer sheet.

Example:

Gordon: Hi, Marie. How are you?

Marie: 0

Answer: 0 A B C D E F G H

Gordon: I'm fine. That's a lovely sweater you're wearing. Where did you buy it?

Marie: 16

Gordon: It looks very expensive.

Marie: 17

Gordon: Do you know where he bought it?

Marie: 18

Gordon: Is that the shop next to the pizza restaurant?

Marie: 19

Gordon: Do they sell sweaters for men?

Marie: 20

Gordon: Good. I must go and have a look.

- A Yes, he always buys me nice things.
- B The shopping centre has a lot of clothes shops.
- C No, I don't. He didn't tell me but he often buys things from New Look.
- D I'm fine, thanks, Gordon. How are you?
- E I didn't. My brother gave it to me for my birthday.
- F Oh, I'm sure they do. They have clothes for everyone.
- G I don't have a lot of money for clothes.
- H No, it's on the other side of the road.

APPENDIX “C”: TEACHING FOR UNDERSTANDING MANUAL

The TfU Methodology is a guide that can help keep the focus of educational practice on developing student understanding. Faculty members at the Harvard Graduate School of Education collaborated with many experienced teachers and researchers to develop, test, and refine this approach for effective teaching. Read on to learn about the key components of the framework.

Research and practice were connected in the development of the TFU Methodology. It's no surprise, then, that the core dimensions of the methodology reflect what good teaching educators would agree to be. Educators can apply these guidelines, described below, to teaching at all grade levels, even through higher education. They are not meant to capture every element of effective classroom practice—other factors, like classroom structure and teacher-student relationships also play a role. Instead, this methodology is a guide that can help to keep the focus of educational practice on understanding, while allowing teachers flexibility to design units that fit their priorities and teaching style. Then teachers have to follow the next steps:

1. Generative Topics

What makes a topic or concept worth teaching? To guide the selection of teaching topics, the methodology prioritizes those that have the following features:

- ✓ Central, to any given discipline or subject area.
- ✓ Connective, to what is familiar to students, and to other subject matters.
- ✓ Engaging, to students and to teachers.
- ✓ Accessible, to students via multiple resources and ways of thinking.

When teachers are largely restricted in terms of the topics they must teach, steps can be taken to make a given topic more generative. For example, teaching *Oedipus Rex* to high students can be part of a unit on family relationships or intrapersonal conflict. Adding a theme to a given topic can help to add new entry points into a topic, making it more accessible to students who might not otherwise be engaged by it.

“The TfU Methodology is a representation of what good teaching is. It captures what good teachers do so that we can take good feelings and make them more explicit and visible.”

2. Understanding Goals

To focus the exploration of generative topics, teachers can develop nested understanding goals based on CEF standards, that is, unit-sized goals embedded within year-long overarching goals, or "throughlines."

In an American History course, a year-long understanding goal might be, "Students will understand the various considerations and strategies historians use to interpret evidence about the past." This goal can be made explicit to students, helping them organize their thinking, by phrasing the goal as a question: "How do we find out the truth about things that happened a long time ago?" A unit-goal, in this case, might be: "Students will understand how to read and judge the reliability of primary sources about..." the American Revolution, or a topic of local history.

3. Performances of Understanding

Throughout the school year, students should be engaged in performances of understanding; activities that both develop and demonstrate their current understanding.

Initial performances would be rather simple, such as discussing as a group how coal mining relates to students' existing understandings of energy resources. In an elementary science class, students might be given a dried leaf or other "specimen" to explore using various tools, like magnifying glasses or a water dropper; guided by a teacher, these activities can help to develop students' understanding while simultaneously revealing what they know about coal mining in one case, and the scientific process in the other.

Over time, the performances of understanding in a given topic become progressively more complex. Also, teachers gradually transfer from offering high levels of instructional support to lower levels, as students begin to understand key concepts independently of the teacher. Ultimately, students might participate in a culminating performance of understanding or exhibition, where

they apply their understanding to a new problem or context. In the examples above, the older students might develop an essay on how advances in transportation influence the availability of energy sources. Using images and text, the young science students might document the characteristics they found to apply across various authentic specimens.

4. Ongoing Assessment.

In the TfU Methodology, performances of understanding and student assessment go hand-in-hand whenever possible. Rather than assessing outcomes primarily at the end of the unit, teachers provide feedback, learning criteria, and opportunities for reflection throughout instruction. Feedback from teachers, peers, and self-evaluation can help to advance the students' work, particularly when:

- Assessment criteria are made public to students
- Feedback is provided on a regular basis
- Students and teachers have full opportunities to reflect on students' understanding and barriers that remain.

With the help of more than fifty teachers in the Boston area, and hundreds of teachers from Seattle to Boston to Bogota, the TfU Methodology helps what teachers could do to develop students' ability to understand deeply:

- Design your curriculum around generative topics, topics that have great connections to students' interests and experience, and that are central to the discipline.
- Clearly articulate and share with your students your goals of understanding, what you most want your students to understand from their experience with you.
- Engage your students in performances of understanding, performances that cause students to do a great deal of thinking when using, applying, and enriching what they know in challenging, disciplinary work.
- Practice ongoing assessment, learning-centered assessment throughout instruction that actively involves you and your students in constant reflection about what is being learned, how it is being learned, and why it is being learned.

The TfU Methodology has been used for over twenty years by teachers around the world. Since its development, the methodology has evolved to better meet the needs of educators and students. In particular, HGSE* professor Stone Wiske has emphasized *learning communities* as a fifth element of the methodology. Acknowledging that learning need not occur among isolated students, generative topics can be taught with an eye towards developing supportive learning communities. Like the rest of the methodology, promoting collaboration is a challenge that many educators already take on in their classrooms. The TfU Methodology provides a structure that teachers can return to, over the school year, to help ensure that these important instructional components are systematically being addressed.

* Harvard Graduate School of Education

APPENDIX “D”: Common European Framework of Reference for Languages: learning, teaching, assessment

Table 1. *Common Reference Levels: global scale*

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2. Common Reference Levels: self-assessment grid

		A1	A2	B1
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B2	C1	C2
I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

OVERALL READING COMPREHENSION	
C2	Can understand and interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial literary and non-literary writings. Can understand a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning.
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low frequency idioms.
B1	Can read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
A2	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
A1	Can understand very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required.

READING CORRESPONDENCE	
C2	As C1
C1	Can understand any correspondence given the occasional use of a dictionary.
B2	Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.
B1	Can understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
A2	Can understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.
	Can understand short simple personal letters.
A1	Can understand short, simple messages on postcards.

READING FOR ORIENTATION	
C2	As B2
C1	As B2
B2	Can scan quickly through long and complex texts, locating relevant details. Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
B1	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.
	Can find and understand relevant information in everyday material, such as letters, brochures and short official documents.
A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
	Can locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).
	Can understand everyday signs and notices in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings.
A1	Can recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.

READING FOR INFORMATION AND ARGUMENT	
C2	As C1
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.
B2	Can obtain information, ideas and opinions from highly specialised sources within his/her field. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
B1	Can identify the main conclusions in clearly signalled argumentative texts. Can recognise the line of argument in the treatment of the issue presented, though not necessarily in detail.
	Can recognise significant points in straightforward newspaper articles on familiar subjects.
A2	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
A1	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.

Document C1 DIALANG self-assessment statements

CEF Level	READING
A1	I can understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text.
A1	I can understand very short, simple texts, putting together familiar names, words and basic phrases, by for example rereading parts of the text.
A1	I can follow short, simple written instructions, especially if they contain pictures.
A1	I can recognise familiar names, words and very simple phrases on simple notices in the most common everyday situations.
A1	I can understand short, simple messages, e.g. on postcards.
A2	I can understand short, simple texts containing the most common words, including some shared international words.
A2	I can understand short, simple texts written in common everyday language.
A2	I can understand short simple texts related to my job.
A2	I can find specific information in simple everyday material such as advertisements, brochures, menus and timetables.
A2	I can identify specific information in simple written material such as letters, brochures and short newspaper articles describing events.
A2	I can understand short simple personal letters.
A2	I can understand standard routine letters and faxes on familiar topics.
A2	I can understand simple instructions on equipment encountered in everyday life - such as a public telephone.
A2	I can understand everyday signs and notices in public places, such as streets, restaurants, railway stations and in workplaces.
B1	I can understand straightforward texts on subjects related to my fields of interest.
B1	I can find and understand general information I need in everyday material, such as letters, brochures and short official documents.
B1	I can search one long or several short texts to locate specific information I need to help me complete a task.
B1	I can recognise significant points in straightforward newspaper articles on familiar subjects.
B1	I can identify the main conclusions in clearly written argumentative texts.
B1	I can recognise the general line of argument in a text but not necessarily in detail.
B1	I can understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance.
B1	I can understand clearly written straightforward instructions for a piece of equipment.
B2	I can read correspondence relating to my fields of interest and easily understand the essential meaning.
B2	I can understand specialised articles outside my field, provided I can use a dictionary to confirm terminology.
B2	I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text.
B2	I have a broad reading vocabulary, but I sometimes experience difficulty with less common words and phrases.
B2	I can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.
B2	I can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.
C1	I can understand any correspondence with an occasional use of dictionary.
C1	I can understand in detail long, complex instructions on a new machine or procedure even outside my own area of speciality if I can reread difficult sections.
C2	I can understand and interpret practically all forms of written language including abstract, structurally complex, or highly colloquial literary and non-literary writings.