



UNIVERSIDAD TÉCNICA DEL NORTE (UTN)

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)**

CARRERA: LICENCIATURA EN INGLÉS

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PRESENCIAL**

TEMA:

**“Multi-sensory activities to scaffold oral fluency in English within the
GRR framework in sophomore high school students during the academic
year 2019 - 2020”**

**Presentado en cumplimiento de los Requisitos para el Grado de “Licenciatura en
Inglés”**

**Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e
idiomas**

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Ibarra -July – 2020



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FECHA: DD/MM/AAAA	30 de Septiembre de 2020
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TITULO POR EL QUE OPTA:	Licenciatura en Ingles
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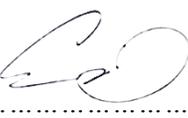
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DEDICATION

To my parents Ernesto Munoz Tirira and Cecilia Falcon Vallejo for showing me both, the value of hard work and education from my early years. Without their moral and economic support throughout the time of study and research, this work would not have been possible. Thank you for your endless love and supportive encouragement during my academic and personal life. It is to you that I dedicate this thesis.

ACKNOWLEDGEMENTS

I would like to acknowledge the essential contributions of many individuals who have made this work possible. I owe them my sincerest appreciation.

First and foremost, I would like to thank and express my eternal gratitude to my teacher and tutor Amyra Gabriela Bastidas Amador, for her guidance, patience, feedback and support throughout the completion of this research.

I also would like to extend my appreciation to all the teachers of the English major for the effort they exerted in helping me become a good professional and not only that but for their guidance, contribution and inspiration in the different areas of a bilingual Education. It was Professor Becky Wandell a volunteer language trainer at UTN who drew my attention on the use of the GRR framework when planning for teaching a language lesson as an interesting area of research. My gratitude goes to her for her teaching and the continuous feedback during the development of lesson plans of a unit of the curriculum under the GRR framework as part of the proposal.

I am also greatly indebted to Msc. Fanny Reascos, my teaching practice tutor at Victor Manuel Guzman High School, for allowing me to use her classes in the piloting phase and later for granting permission and support to conduct the research with her two groups of students from Primero de Bachillerato Contabilidad “A” and “B”

I am grateful to the teachers of English and the group of students from Primero de Bachillerato Contabilidad “A” and “B” at Unidad Educativa Victor Manuel Guzman academic school year 2019 -2020 who were willing to participate in the present study since its beginning. Thank you for the time you devoted to the present study and for your collaboration during the gathering of information for the present research and its implementation.

RESUMEN

La presente investigación informa sobre un estudio de método mixto, cuantitativo (cuestionario) y cualitativo (entrevistas) que investigó el potencial de diseñar e implementar actividades multi-sensoriales para mejorar la fluidez oral en inglés utilizando el formato de planificación GRR en los estudiantes de Primero de Bachillerato Contabilidad "A" y "B" en la Unidad Educativa Víctor Manuel Guzmán año académico 2019-2020. El núcleo del procedimiento pedagógico es el mejorar la fluidez oral, el proceso de aprendizaje como soporte temporal brindada por el maestro, material y compañeros al aplicar una variedad de actividades sensoriales que atraen a diversos estudiantes en las diferentes etapas del aprendizaje cognitivo. Partiendo de una teoría socio-constructivista basada en principios que apuntan a la interacción socio-cognitiva como fuente de aprendizaje y desarrollo, la zona de desarrollo próximo y andamiaje temporal (scaffolding) se dividió una unidad del plan de estudios de inglés y se procedió a planificar lecciones de clase basadas en los principios de un enfoque comunicativo y del formato de planificación de Liberación gradual de responsabilidad (GRR) donde la responsabilidad del maestro es traslada gradualmente a los estudiantes. Los planes de la lección se pusieron en práctica en un proceso pedagógico de cuatro semanas para dar respuesta a las siguientes preguntas: ¿Qué modelo de diseño de planificación podría incluir actividades multi-sensoriales como andamiaje temporal en el aprendizaje del idioma inglés para fortalecer la fluidez oral en los estudiantes de segundo año de bachillerato en la Unidad Educativa “Víctor Manuel Guzmán”? y ¿Cuáles son las opiniones de los estudiantes sobre el uso de actividades multi-sensoriales en el aula de inglés?. Basado en un diseño de cuestionario previo y posterior, los resultados sugieren que la implementación de lecciones con andamiaje (scaffolding) al hacer uso de actividades multi-sensoriales bajo los principios del formato de planificación GRR fue positivo durante el corto tiempo de implementación. La implementación de esta metodología aumento la confianza y sentido de logro en el aprendizaje del idioma por parte de los estudiantes. Esto se reconoció en reacciones directas al considerar el enfoque de enseñanza y aprendizaje debido a: (1) el proceso de andamiaje, (2) contenido, (3) actividades multi-sensoriales (4) actividades de interacción y aprendizaje.

Palabras claves:

Actividades multi-sensoriales; andamiaje; fluidez oral; formato de planificación de Liberación gradual de responsabilidad

ABSTRACT

This study reports on a mixed method study quantitative (survey) and qualitative (interviews) – which investigated the potential of designing and implementing Multi-sensory activities to scaffold oral fluency in English within the GRR framework in sophomore high school students of Primero de Bachillerato Contabilidad “A” and “B” at Unidad Educativa Victor Manuel Guzman academic school year 2019 -2020. At the core of the pedagogical procedure was the enhancement of oral fluency, the learning process as temporary support provided by the instructor, material and peers when applying a variety of multi-sensory activities that appeal to diverse learners in the different stages of cognitive learning. Drawing on a socio-constructivist theory which is rooted in principles pointing at socio-cognitive interaction as the source of learning and development, the zone of proximal development, scaffolding and principle of Communicative Language Teaching, a unit from the English curriculum was split, designed within the embedded principles of Communicative Language Teaching approach and the GRR framework as responsibility is gradually shifted from the teacher to the students. The lesson plans were then put in practice in a four week pedagogical treatment to pursue the following aims: Which instructional design model embracing multi-sensory activities to scaffold English language learning might help students enhance communicative oral fluency in sophomore students at Unidad Educativa “Victor Manuel Guzmán? and What are the students’ opinions from the use of multi-sensory activities in the English language classroom?. Based on a pre-post survey design, the results suggest that the implementation of scaffolded lesson plans when making use of multi-sensory activities under the principles of the GRR framework was positive and its short time implementation boost confidence and a sense of achievement in the participants. This was acknowledged into direct reactions through praising the teaching and learning approach due to: (1) the scaffolding process, (2) content, (3) multi-sensory activities and (4) interaction and learning activities.

Key words:

Multi-sensory activities; scaffolding; oral fluency; Gradual Release of Responsibility framework

Contents

INTRODUCTION.....	1
Problem background	1
Justification	3
Research Background	5
Objectives	5
General Objective.....	5
Specific Objectives.....	5
CHAPTER I: THEORETICAL FRAMEWORK.....	6
1.1. MULTISENSORY ACTIVITIES	7
Activities	10
Multisensory.....	11
Multisensory Activities in language teaching	12
1.2. Group Dynamics	12
Group Work	13
1.3. Scaffolding	14
Implementation Scaffolding	16
Planned scaffolding	16
1.4. Communicative Oral Fluency	16
Oral Fluency.....	17
Principles of Communicative Language Teaching	17
1.5. Gradual Release of Responsibility (GRR) Framework	19
GRR stages.....	21
CHAPTER II: METHODOLOGY	24
2.1. Research design	25
2.1.1. Mixed Methods.....	25
2.1.2. Qualitative Research	25
2.2.3 Quantitative Research	26
2.2. Research Techniques and Instruments	27
2.2.1. Data Collection.....	27
2.2.2. Method.	27
2.3. Research Questions	27

2.4.	Context, Population and Sample of the Study.....	28
2.5.	Process.....	28
CHAPTER III FINDINGS AND DISCUSSION		30
3.	FINDINGS	30
3.1.	Results of students’ survey before the implementation of the study.	31
3.1.1.	Demographic Data	31
3.1.2.	Attitude to Language Learning.....	33
3.1.3.	Use of English in the classroom.	34
3.1.4.	Principles and theoretical foundation of the Gradual Release of Responsibility (GRR) model of instruction.	37
3.2.	Students survey summary	40
3.3.	Results of teacher interviews	40
3.4	Teachers interview summary	45
3.5	Post-Survey	46
3.6	Discussion	50
CHAPTER IV: PROPOSAL.....		53
TITLE.....		54
INTRODUCTION		54
JUSTIFICATION AND IMPORTANCE		54
THEORETICAL BACKGROUND.....		55
	Gradual Release of Responsibility Model of Instruction (GRR)	55
	Focus instruction or “I do it” phase.....	56
	Guided instruction phase or “We do it” phase	56
	Collaborative learning or “You do it together” phase	57
	Independent phase or “You do it alone” phase	58
OBJECTIVES		58
	General Objectives	58
	Specific Objectives.....	58
LOCATION.....		59
PROPOSAL DEVELOPMENT		59

PROPOSAL CONCLUSIONS AND RECOMMENDATIONS	148
Conclusions.....	148
Recommendations.....	148
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS.....	149
Conclusions	149
Planning and delivering	149
Recommendations	150
ANEXOS	152
A Letter of Authorization Conduct Research at Unidad Educativa Victor Manuel Guzman (Appendix 1) ...	152
Consent Form for Students (Appendix 2).....	154
Consent Form for Teachers (Appendix 3).....	155
Students Questionnaire (Appendix 4).....	156
Teacher Interview (Appendix 5)	159
Implementation (Appendix 6)	161
Post-survey “Questionnaire” on Google Drive (Appendix 7).....	162
BIBLIOGRAFIA.....	163

List of tables

<i>Table 1 Learning Styles.....</i>	<i>8</i>
<i>Table 2 Scaffolding Features.....</i>	<i>15</i>
<i>Table 3 Principles of Communicative Language.....</i>	<i>18</i>
<i>Table 4 Levels of anxiety/stress</i>	<i>35</i>

List of figure

Figure 1 The gradual release of responsibility framework.....	20
Figure 2 Focused Instruction phase	22
Figure 3 Guided Instruction phase	22
Figure 4 Collaborative Learning phase.....	23
Figure 5 Independent phase.....	24
Figure 6 Gender	32
Figure 7 Age	32
Figure 8 Attitude toward English learning	33
Figure 9 Impressions about English language learning	33
Figure 10 Factors that have influenced attitude towards English language learning.....	34
Figure 11 Use of English language	35
Figure 12 Frequency of the use of English in the classroom.....	36
Figure 13 Reasons for not being able to use English	37
Figure 14 Type of classroom activities that benefit English language learning.....	38
Figure 15 Collaborative learning to reinforce new knowledge and enhance oral communication.....	38
Figure 16 Strategies to improve the English learning process	39
Figure 17 Implementation of multi-sensory activities.....	40
Figure 18 Methodology	47
Figure 19 Use of multi-sensory activities	47
Figure 20 Opportunities to gradually acquire English.....	48
Figure 21 Interaction in the classroom with peers	49
Figure 22 Use target language fluently	49
Figure 23 Quality of the preceding phases	50

List of Proposal figures

Figure 1 The gradual release of responsibility framework.....	55
Figure 2 The gradual release of responsibility framework " I do it" phase.....	56
Figure 3 The gradual release of responsibility framework "We do it" phase	57
Figure 4 The gradual release of responsibility framework "We do it together" phase.....	57
Figure 5 The gradual release of responsibility framework "You do it alone" phase.....	58

INTRODUCTION

Language is a means of communication among people. Hence, many countries across the globe have devoted time and effort to teaching languages other than the native language to its citizens. English has become the lingua franca in this globalized world and as such it is the main language used across borders as the common language for the world in international communication; science; diplomacy; commerce; advertising; and transmitting advanced technology (Abdullah & Chaudhary, 2012). The position of English on the international level is a major factor that has contributed to the increase in the importance of teaching and learning English as a foreign language in the different levels of Education in over 100 countries in the world (Crystal, 2003). The aim of teaching and learning English today in the foreign language classroom is preparing students to use the language, so they can express themselves clearly and appropriately in the target language and as a result participate actively in academic, occupational, and social contexts in the global village. Nowadays, language teaching requires the improvement of students' communicative skills.

Problem background

Throughout the language teaching history many approaches and methods have been used worldwide in the foreign language classroom trying to accomplish the purpose of language learning and its real functional use inside and outside the classroom. However, many of them have failed to achieve this purpose due to countless complex factors that intervene in the classroom, the learning process itself, different types of learners, learner styles and learner preferences. (Richards & Rodgers, 2014).

In the last few decades, new communicative language approaches have been put in practice to develop communicative competences in language learners. That is to say, develop learner's ability to understand and use language correctly to communicate in realistic situations. These methods and approaches have been explored and experimented in the foreign language classroom across the globe including Ecuador to help language learners construct their knowledge and learn English in meaningful and effective ways (Richards & Rodgers, 2001). Since the establishment of the new reform of the English language curriculum in the country (2012), which replaced the Curriculum Reform Aimed at the Development of the Learning of English (CRADLE Project) (1992-2006), teachers of English across the country have been using new books offered by the Ministry of Education applying the Communicative Language Teaching Approach (CLT) for further improvement of the English learning (Ministerio de Educación, 2012). Research by (Fabre, Boroto, & Soto, 2015) demonstrates that Ecuadorian high school students have made some progress in their learning of English as a foreign language during their six years of study. However, according to studies carried out by the British Council

(2015), it is evident that students haven't been able to achieve a real domain of the language at international levels especially in the productive skills (speaking and writing) when they leave high school.

The same problem was identified by the undergraduate researcher (student-teacher) who developed the teaching practicum at Unidad Educativa Victor Manuel Guzman in Ibarra, Imbabura, Ecuador (October 2019 – June 2020). Through an oral diagnostic test given the first week of the school year, the student-teacher realized that the students did not have the linguistic competences to communicate with some fluency as required in the A1.1 According to Common European Framework of Reference level of the National Curriculum Guidelines. That is, in brief dialogues regarding personal information, friends, family and other basic situations that occur on a daily-basis at school or in their immediate surroundings (Ministerio de Educación, 2014). The results reflected that the oral communication of students from Primero de Bachillerato Contabilidad “A” and “B” was lower than the expected desired outcome at this level. It could be concluded that the students enrolled in Primero de Bachillerato Contabilidad “A” and “B” had not developed yet the necessary foreign language foundation and could not have a short conversation in English. This can be attributed due to the aforementioned factors, but mainly to the cognitive loads to be achieved in a short period of time when using the communicative language teaching approach. The activities with no scaffolding process and interaction in class are not enough to make the oral production of students become competent. The students haven't been exposed to the principles of CLT in their learning process.

As said by Littewood (2013) CLT is a broad approach or a set of approaches rather than a single method. The change from a single paradigm to an embedded paradigm has significant implications for language pedagogy, learning design and classroom management environments. CLT places emphasis on activities that promote real communication, activities that create the need for meaningful language use and special attention is given to the sequencing of communicative activities (scaffolding) in which learners gradually are to gain control over individual skills before applying in communicative tasks in an interactive way.

Not all the factors embedded in the CLT approach have been put into practice in these two courses. This is due to some constraints in the Ecuadorian educational English system which demands from teachers of English to cover a book per academic school year (six units – four lessons each one) within a limited time (five lessons of 40 minutes per week) (Ministerio de Educación del Ecuador, 2012). The absence of these core assumptions when trying to put “CLT principles” into practice may not have contributed to a successful students' achievement in language learning in those students enrolled in Primero de Bachillerato Contabilidad “A” and “B” at Unidad Educativa Victor Manuel Guzman in Ibarra, Imbabura, Ecuador. As stated in the Council of Europe (2001, p. 157) “Communication is an integral part of tasks where participants engage in interaction, production, reception or mediation, or a combination of two or more of these”

Thus, there was an imperative need of doing some research in order to explore new instructional design models under the CLT approach principles to enhance English learning in students and provide them more practice to achieve English oral communication at Unidad Educativa Victor Manuel Guzman. Therefore, there was a need to respond to the following questions: How can teachers foster the development of oral skills in an English language classroom? Which instructional design model embracing multi-sensory activities as a means to scaffold language learning might help to enhance communicative oral fluency in students at Unidad Educativa “V́ctor Manuel Guzmán”?

Justification

Nowadays, the Ecuadorian society requires citizens with a good command of English to operate in an international and multicultural context to respond to the demands of a rapidly changing globalized world. In 2012, the Ministry of Education of Ecuador launched the English National Curriculum regulatory guidelines. These guidelines are aligned with the Common European Framework of Reference for languages CEFR (2001) standards. These standards are internationally recognized and they provide a common basis for English language education in primary and secondary schools in Ecuador. They are a legal source to know pertinent information regarding approach, grade, level, overall objectives, domain, proficiencies per skill, communicational competence and exit-level profiles of learners beforehand, in order to plan appropriate and appealing learner’s activities in the teaching learning process of English in the country.

The international standards aim at ensuring that Ecuadorian students since their first levels of language instruction in high school create a solid foundation. This foundation can be solidified as students gradually move from an A1 level (8th and 9th), overcome it, get an A2 (10th and 1st Bach) and eventually achieve a B1.2 or a real B1 level (2nd and 3rd Bach) when graduating from high school. Consequently, it is necessary to tackle this educational issue to help high school students attain this goal when leaving high school. In other words, there is a need to look for more responsive approaches, methods and strategies, which allow students to develop the foreign language cognition and acquire knowledge to succeed in this competitive and ever changing world.

A lot of effort has been put in practice in the Ecuadorian language classrooms to guarantee the learning of English according to educational stages aligned with the national curriculum. Nonetheless, trying to help high school students achieve international standards and become fluent users of English has been a demanding task and it continues to pose difficulties and challenges in the language classroom at different levels due to various factors that intervene in the teaching-learning process of English as a foreign language.

It has been demonstrated that meeting the international standards of English by simply using teacher-centered approaches, non-interactive methods, following the question and answer mode in the classroom, using activities and readings as they are designed in textbooks do not contribute much to achieve the main goal of the English language curriculum. There is a need to move from teacher –centered approaches to student center approaches. As claimed by Weimer (2013) student-centered approaches focus attention on “learning: what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning” (p. 16). Thus, researching, exploring and implementing fundamental principles, concepts and theories that support student - centered approaches that focus on learners and their learning process are desirable to support students’ gradual advancement as they steadily acquire the language competency and fluency required by the international standards.

The use of innovative and student-centered approaches under the principles of a communicative method or paradigm is the responsibility of teachers of English across the country. Specifically, it is essential to explore and implement approaches and methods in which students are exposed to a model that responds to new interpretations and the expanding number of roles of language learning, language teaching and language (Larsen-Freeman & Marti, 2015). Indeed, there is a need of researching, adapting and implementing flexible pedagogical approaches which embrace multi-sensory activities and group dynamics according to students’ needs and interests to scaffold language learning. The investigation and implementation of “an engaging scaffolding learning process” which includes multi-sensory activities that may offer a connected intensive scaffolding practice to actively construct language knowledge, to make connections and to build mental schemata may be an alternative to support language development and its internalization in Ecuadorian high school students as well as to enhance English language learning and teaching quality (Walqui, 2002).

The option of researching, designing and providing an assortment of organized and sequence multi-sensory activities and group dynamics throughout the different learning stages adjusted to accommodate the needs of students in developing foundational oral language skills in a lesson as a means of scaffolding can enhance speaking fluency. They can also promote and integrate numerous learning opportunities for diverse language learners in the classroom throughout a carefully scaffolded lesson framework or model of instruction as students progressively internalize the language in meaningful ways. The implementation of a scaffolded learning process can give the students the sensation of improvement and increase students’ motivation and interest in learning the language. Being aware of their own learning might/would encourage students to go beyond in their language learning process as they regularly achieve the desire learning outcome stated in the national English curriculum.

Research Background

The use of multi-sensory activities in the language classroom to scaffold learning within the Gradual Release of Responsibility (GRR) instructional framework is a current issue in language education. This is due to the kind of specific instructional sequence offered in the four different phases: modeled instruction, guided instruction, collaborative work and independent learning. According to McVee, Ortlieb, Reichenberg & Pearson (2019) “evidence-based practices have been documented across the globe not only in literacy but also in most disciplines across the curriculum” (p. 1). The GRR framework has been used successfully in content subject curriculum. A case study “Effects of gradual release of responsibility model on language learning” carried with sixth-graders from Canada, learning English as their mother tongue by (Lin & Cheng, 2010) demonstrates that the GRR model is an effective teaching method for improving students’ learning outcome. Results of studies have also reported the success of GRR in language learning and literacy development (Fisher & Frey, 2003; Griffith, 2010). However, a review about this topic published in the last few years shows that no studies in Ecuador in English language teaching have been carried out incorporating multi-sensory activities in order to scaffold oral fluency within the GRR model.

By taking into account the results of the aforementioned studies which proved the efficiency of using a variety of multisensory materials and activities to improve learners’ language skills in English, this study aimed at investigating multisensory activities within the GRR framework to develop oral fluency in sophomore language learners at Unidad Educativa “Victor Manuel Guzman”.

Objectives

General Objective

- ✓ Implement multisensory activities within the Gradual Release of Responsibility language lesson framework when working with the content of the English curriculum to scaffold communicative oral fluency in English with sophomore high school students at Victor Manuel Guzmán during the academic year 2019 - 2020”.

Specific Objectives

- ✓ Determine the type of activities planned in lesson frameworks and carried out inside the classroom through an interview to teachers of English and a survey to sophomore students at Victor Manuel Guzmán high school.

- ✓ Research different types of multisensory activities that can be adapted and included in lesson plans using the “Gradual Release of Responsibility framework” (GRR) when using students English book A2.2.

- ✓ Design lesson plans of a curriculum unit using multi-sensory activities based on the criteria and theoretical foundation in each of the phases of the GRR framework to enhance oral fluency in sophomore students.

CHAPTER I: THEORETHICAL FRAMEWORK

Teachers cannot “teach students as if they all learn the same content in the same way, in the same amount of time, and with the same instructional resources/materials” (Lister, 2005)

Learning is far more complex than simply memorizing and perceiving sensory stimuli. Our brains process and act upon those stimuli through a complex interplay of cognitive ability, executive function, personality, and motivation. According to Thomlinson (2015) students’ individual needs are as diverse as the students themselves. Consequently, there is a need to use a flexible and sensitive communicative methodology that embrace principles of language learning, language teaching and language (Larsen Freeman, 2010) when designing language lessons to better serve learning in the classroom by enhancing those principles, foundations and the main goal of language teaching and learning.

1.1. MULTISENSORY ACTIVITIES

Traditional teaching and learning in teacher-centered classrooms had usually focused on just one or two senses: sight (by means of reading and writing), and hearing (listening). On the contrary, Howard Gardner’s concept of multiple intelligences 1999, often called learning styles, and Robert Sternberg’s work 1999 on thinking styles and practical intelligence, suggest teachers to adjust their teaching and make use of a variety of multi-sensory activities in their language instruction in order to respond appropriately and flexibly to contribute to individual students learning. According to Sternberg (1982), when enabling students to learn a foreign language by drawing on a variety of intelligences is likely to foster their ability to activate themselves in a more effective way. For this reason language teachers should create an ideal learning environment by offering an eclectic repertoire of stimuli for all the senses, which can activate fundamental mental operations and enhance students’ foreign language development. Consequently, As stated by Pekařová (2010) in her work “Sensory Modalities Model (VAKOG)” it is required for language teachers to address the sensory store as the initial repository of information, from which new information eventually enter the short-term and long-term memory to let students process the information according to their predominant sensory stimuli and enhance retention.

Mark Fletcher (2004) suggested when it comes to learning, the more senses are stimulated, the more learners are able to retain the new knowledge. Therefore “A lesson should be informative, participatory, stimulating, challenging, fun and have a positive pay-off” (Fletcher, 2004, p. 2). In the same way, Gardner (1999) states that we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, and an understanding of ourselves. Allcock & Hulme (2010) claim that Gardner’s multiple intelligence theory has had some influence on the development of learning styles and encourages teachers to consider all intelligences when lesson planning in order to appeal to students’ learning styles.

According to Joshua Cuevas (2015) in his article “Is learning styles-based instruction effective? A comprehensive analysis of recent research on learning styles” cited (Pashler et al., 2009). Those learning styles refers to “the concept that different people prefer to process information in different ways and therefore learn more effectively when they receive instruction in a way that conforms to their preferences” (p. 2).

The following chart summarizes learning styles and how people prefer to process information and learn more effectively when they receive instruction in a way that appeal their preferences

Table 1
Learning Styles

LEARNING STYLES	CHARACTERISTICS	ACTIVITIES AND RESOURCES	STRATEGIES TO ENGAGE
Visual Style	<ul style="list-style-type: none"> • Learners make use of what they know more as in colors, shapes, pictures. • Acquire valuable information through his or her eyes. • get information through reading books • Have a wonderful sense of imagination and are known to be very creative • Take descriptive notes over the material being presented. 	<ul style="list-style-type: none"> • Flashcards • Comics and Cartoons • Word Puzzles • Draw – Pictionary • Whiteboard Games • Graphic Organizers • Video • Multimedia • Illustrated reading 	<ul style="list-style-type: none"> • Learners use visuals when teaching lessons, such as pictures, charts, diagrams, maps and outlines. • Physically demonstrate tasks • Organize information using color codes; keep color codes consistent provide written summary of lesson.
Auditory Style	<ul style="list-style-type: none"> • Learners discover information through listening and interpreting information by the means of pitch, emphasis and speed. 	<ul style="list-style-type: none"> • Listen to Audiobooks • Read Aloud • Incorporate Rhythm 	<ul style="list-style-type: none"> • Use rhymes to help memorize. • lecture • Use beats, rhymes or songs

	<ul style="list-style-type: none"> • Sensitive to variations in spoken words. • Gain knowledge from conversations and lectures. • Enjoy studying with music in the background. • Enjoy listening to items with sounds (audio) and make use of their voice to recall the concept(s) they are learning. 	<ul style="list-style-type: none"> • Oral Presentations • Auditory Materials • Story games • Karaoke • Discussion • Debate • Podcasts • Record facts on video and then replay it. 	<ul style="list-style-type: none"> • to reinforce information. • Ask questions during class and allow students to give verbal responses. • Allow students to engage in small group conversation during class. • Provide verbal summary at the end of each class. • Think, Pair, Share
Kinesthetic Style	<ul style="list-style-type: none"> • In motion most of the time. • Favor interaction with the physical world. • Curiosity drives them to make new discoveries. • Manipulate materials to learn new information. • Think well when they have the freedom to move around. 	<ul style="list-style-type: none"> • Handling objects or props • Races and competitions • Role-plays • Movement • Charades • Fly Swat • Realia • Crafts • Experiments • Songs with Movement 	<ul style="list-style-type: none"> • Hands-on approach. • Provide hands-on learning tools when possible (models, clay, blocks, etc.) • Use the outdoors for learning opportunities when possible • Teach concepts through games and projects • Have students answer

			questions during class on white board
			<ul style="list-style-type: none"> • Use a dance, play, or role play activities to reinforce information.
Olfactory Style	<ul style="list-style-type: none"> • Learners are able to identify smells, and finds that smells add to learning. 	• Smell	<ul style="list-style-type: none"> • The sense of smell and taste.
Gustatory Style	<ul style="list-style-type: none"> • Learners detect taste using their taste receptor cells. • Recognize tastes such as sweet, bitter, sour, salt etc. 	•Taste	

Note: This table demonstrates the different learning styles recovered from Language Circle: Journal of Language and Literature X/1 (October 2015) by Jumbuh Prabowo 2015. Done by: Grace Muñoz.

Therefore, when dealing with different kinds of learners, it is important for language teachers to have in mind that they need to prepare, design and choose a variety of multi-sensory activities to be implemented in the different stages of a lesson. These types of activities will benefit learners as they gradually construct and acquire their language knowledge in an environment that engages diverse students in today's classrooms. Basically, these kinds of activities will provide students with extra support that will develop their memory and recall of information.

Activities

In general education, activities, as the name suggests, are those duties designed or deployed by the teacher to bring about, or create the conditions for learning. In language teaching, several scholars have defined and interpreted the term in different ways: Scrivener (2005) defines

activities “as something that learners do that involves them using or working with language to achieve some specific outcome” (p.41). Furthermore, Thornbury (2006) similarly defines activity as “a general term to describe what learners are required to do, using the target language, at any stage in the course of a lesson” (p.3), Harmer (2007) explains that, in Communicative Language Teaching, activities involve students in communication, “where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use” (p.69), Ur (2009) describes an activity as “a procedure where the learner is activated in some kind of task that induces him or her to engage with the target language items in a meaningful way” (p.11).

Looking at the different definitions of activities by relevant scholars in the language teaching field, it can be concluded that activities are used to help learners learn the language in different ways. Through activities, learners are more actively involved in the learning process through acts of ‘doing’, ‘being’ and ‘critically reflecting’ than in traditional, didactic education that is more centered around the passive act of knowing (McGrath, 2011)

Implementing multi-sensory activities in the language classroom and combining not only sight and hearing activities but adding touch, smell, and even new visual stimuli which are not usually present in a classroom setting can help language teachers to create more real life learning experiences, which are not only far more memorable for students, but which are also more engaging and entertaining.

Therefore, more productive and meaningful activities designed or deployed by language teachers when working with the content of a book need to take into account concepts and principles of an integrative communicative methodology that looks at students as: (1) active entities that build their own learning, (2) diversity of previous knowledge on the part of the students, (3) learning styles, (4) multiple intelligences, (5) reverse planning, (6) criteria and concepts of a framework of class plan that represent learning stages (scaffolding) under the parameters of particularity, practicality, and possibility (Kumaravadivelu, 2003).

Multisensory

Multi-sensory refers to any learning activity that combines two or more senses in order to make learning richer and more motivating for learners (Jubran, 2011). This may include combining visual, auditory, tactile-kinesthetic, and/or even olfactory and taste (Scott, 1993).”A multi-sensory approach in teaching is the simultaneous use of visual, auditory, and kinesthetic-tactile activities or techniques to enhance memory and learning” (Aja, et al., 2017). Using multisensory teaching activities and techniques in the language classroom means helping students learn through more than one sense and in his or her own. Appealing to more senses when learning a language can make knowledge in learners more significant.

Multisensory Activities in language teaching

The term multisensory teaching is defined as “a way of teaching that requires students to activate their full faculties seeing, hearing, smelling, tasting, moving, touching, thinking, intuiting, enjoy in a variety of situations” (Baines, 2008, p. 21). According to Baines, when applying multisensory activities, students can have a reciprocal relationship between sensory input and thinking, interact with the material more intensely and retain what they have learned for longer periods of time. In the same way, students intellectual and social potential can be enhanced as well as overcome the difficulties of students engagement and achievement through hands-on, visual, auditory, and olfactory stimuli and by linking the activity to relevant academic objectives. The use of multi-sensory activities in the classroom can provide rich and varied opportunities for students to enhance learning.

Each learner learns differently and processes information in different ways. Therefore, implementing and adapting multi-sensory activities in the teaching and learning process can effectively help learners improve their levels of language performance. Implementing more than one sensory modality simultaneously can help students improve how they take in information and understand it. Using visual, auditory, kinesthetic, and tactile activities will provide students with multiple pathways of learning (Walet, 2011). According to Fletcher (2004), integrating the different learning styles and multiple intelligences theory through multisensory activities with several sequential multisensory experiences as pedagogical support in English class will benefit all kinds of learners in their language learning process.

1.2. Group Dynamics

Group dynamics refer to the relationship between learners in a group and the impact it has on the way they work. Dörnyei & Murphey(2009), define group dynamics as illustrating the proverb, “Many hands make light work”. Group work achieves goals and tasks much better than an individual work can, thus impacting significantly on learning. Therefore, a well-managed classroom can provide an exciting and dynamic learning experience for everyone involved. As stated by Spencer Kagan (1994) cited in (Sierra, 2016) principles of cooperative work such as positive interdependence, individual accountability, equal participation, and simultaneous interaction need to be present when working in cooperative learning. Good classroom dynamics can help to create a positive and comfortable environment where students are learning, exchanging experiences, thoughts and opinions with the teacher and other students. The preceding discussion on group dynamics and collaborative work describes how improving the group work in a collaborative way in the language classroom will help communication. This is a form of intrinsic as well as extrinsic motivation, since the teacher would motivate students indirectly by promoting good feelings in the class in order to achieve purposeful goals.

Group dynamics is a vital element in language education and it is central to communicative language approaches where many activities are built around students interacting in pairs and or small groups. Group dynamics can have a significant impact on the effectiveness of learning as well as the necessary motivation to persist in the language learning process in a classroom. In regard to group work, (Kurzweil & Scholl, 2007) mention Strevick (1980) who states that “success depends less on materials, techniques and linguistic analyses and more on what goes on inside and between the people in the classroom” (p. 35). This makes teachers aware of the importance of implementing a humanistic approach in language teaching.

Group Work

According to Rupert (2000) “a group exists when two or more people define themselves as members of it and when its existence is recognized by at least one another” (p. 362).

Working in groups is the combination of social skills and knowledge, in order to optimize the learning process with the support of other participants of the group. When learners work collaboratively on a group task they often work at higher cognitive and linguistic levels that they would work individually (Gibbons, 2015).

Ehrman and Dörnyei (1998, p. 72) define the characteristics of a group as follows:

1. Group members are aware of the group’s existence, that is, perceive themselves as a distinct unit and maintain boundaries relative to out-groups
2. Group members share some purpose or goal for being together
3. Group members demonstrate a level of commitment to the group and identification with it
4. The group endures for a reasonable period of time (i.e., not only for minutes);
5. The group has developed certain organizational system characteristics and at least a rudimentary internal structure, as a result of which the behavior of members can be ascribed to patterns of relationship within the group and not to the individual characteristics of the members (i.e., new members come to adopt the same behaviors, though they may not have them when they enter).
6. Finally, the group is held accountable for its member’s actions.

Involving students in group work and pair work can support the learning process as they work in a community of learning to achieve or complete a task.

1.3. Scaffolding

Scaffolding is the term originated from the work of Wood, Bruner and Ross who describe the interaction between tutor and preschooler in helping them to solve a block reconstruction problem and to capture the nature of support and guidance in learning (Wood et al., 1976 as cited in Kamil 2017) and later on Vygotsky's concept of the Zone of Proximal Development (ZPD) based on the sociocultural theory of learning and development. Vygotsky defines ZPD as the distance between the actual development level of the learner, as determined by independent problem solving, and the level of potential development, as determined through problem solving under teacher guidance and/or interaction and collaboration (contingent, collaborative and interactive) with more capable peers (Vygotsky, in Walqui, 2006).

Within general education, scaffolding is widely considered to be an essential element of effective teaching due to the different types of support and guidance offered by teachers in the classroom. Scaffolding is an educational and psychological view of the teachers' support and intervention in the learners' learning which would be beyond the learners' unassisted efforts (Lantolf, 2011).

Over time many different definitions of scaffolding have been formulated by different scholars in the education field and language education in particular. For example, Gibbons (2015) defines scaffolding as "the temporary assistance by which a teacher helps a learner know how to do something so that the learner will later be able to complete a similar task alone" (p.16). Furthermore, Boblett (2012) defined scaffolding as "a temporary system of guidance offered to the learners by the teacher, jointly co-constructed, and then removed when the learner no longer needs it and it represents many activities that go in the classroom teaching and teacher-learner interaction" (p.1). In line with the aforementioned definitions of scaffolding by Gibbons (2015), Boblett (2012), Ovando and Combs (2017) claim that "scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning" (p. 345).

From this brief overview and perspectives, it can be highlighted that the term scaffolding in the educational field is used to describe the assistance given to a learner by a teacher or peer (s) while s/he is trying to acquire a new skill. The teacher provides students with a temporary framework for learning (Veeramuthu Veerappan, 2011).

Scaffolding in Pedagogic has three scales: contingent, collaborative and interactive (Walqui, 2006) these three scales according to Van Lier (2004) in the field of language learning cited in (Kamil, 2017) have six central features of scaffolding. These features are:

Table 2
Scaffolding Features

Scaffolding Features	Characteristics
Continuity	It means the tasks are repeated over time, with variation and connected to one another
Contextual support	Exploration is manifested in a safe but challenging environment in which errors are expected and accepted as part of the learning process
Inter-subjectivity	Mutual engagement and rapport are established; there is encouragement and nonthreatening participation in a shared community of practice between an expert and a novice (two minds working as one)
Contingency	Task procedures are adjusted (by adding, modifying, deleting or repeating) depending on actions of learners; contribution and utterances are oriented towards each other and may be constructed.
Handover/takeover	Increasing the learner's role as his/her skills and confidence increase. Teachers supervise the learner skills and confidence carefully.
Flow	Skills and challenges are in balance; participants are focused on the task and are 'in tune' with each other. It is manifested in a natural, rather than forced, communication between participants.

Note: This table shows the six features of scaffolding. Recovered from The effect of scaffolding technique in journal writing among the second language learners by Veeramuthu Veerappan 2004. Elaborated by: Grace Muñoz.

The above basis theory of scaffolding provides a general theoretical background. However, there is a need for a better understanding of the nature of scaffolding in language teaching as a foreign or second language based on a broader awareness of its theoretical underpinnings to ensure its beneficial use. According to Brawn (2011) scaffolding varies depending on the domain of teacher action: implementation (moment to moment teacher-student(s) or student(s)-student(s) interaction throughout the learning process) and planning scaffolding (framing or designing a lesson and material design).

Implementation Scaffolding

The implementation-scaffolding or “teaching in action” reveals how teachers and students can build off of one another's contributions to promote learning. It relies on the teacher being able to identify a 'teachable moment' and maximize the learning potential of that moment. As stated by Tina Sharpe (2001) “it is very likely that, in the course of any particular lesson, the opportunity will arise for the teacher to take the students along a particular path in their thinking which helps them establish key concepts or ideas.” (p.48). Instructional scaffolding is spontaneous and is a process through which a teacher adds supports for students in order to enhance learning and aid in the mastery of tasks. The teacher systematically builds on students' experiences and knowledge as they are learning new skills (Brawn, 2011).

Planned scaffolding

As professed by Brawn (2011) Planned scaffolding or “teaching-in-planning” denotes the language support that the teacher or material developer builds into the productive skill lesson to facilitate the successful learning and use of the target language and/or target skill”(p.62). Besides, Brawn states within a planned scaffolding lesson there are two kinds of scaffolding at work within any productive skill lessons. (1) Lesson plan or target language/target skill scaffolding, (2) activity/task scaffolding which in both cases need to be broken down into manageable parts.

Lesson plan or target language/target skill scaffolding is the scaffolding which needs to be taken away as the students move through the lesson. This type of scaffolding enables students to achieve the student learning objective of a lesson. On the other hand, activity/task scaffolding, is the support that teachers give to students so that they can successfully complete a specific activity or task.

In conclusion, scaffolding is an essential instructional tool in language teaching since it supports students' learning and various learning styles. This strategy helps learners engage in a constructive collaborative setting where learners have the opportunity to teach others as well as learn from others. It helps teachers provide students with individualized instruction as they concentrate on developing student skills or competencies. While engaged in scaffolding, a teacher becomes a coach, facilitator, and tutor of learning in an instructional dialogue based on flexibility.

1.4. Communicative Oral Fluency

Communicative approaches in the teaching of English as a foreign language have been designed and implemented in the language classroom in order to actively involve the students in the process of learning so that the primary goal of acquiring communicative competence is achieved

(Richards J. , 2006). On the other hand, Gorsuch (2011) argued that fluency in speaking skills is perceived as an important factor in the language learning development because it demonstrates the ability of the speaker's communication. Consequently, the aim of English language teaching is to give learners the ability to use the English language effectively and correctly in communication (Davies & Pearse, 2000).

Oral Fluency

(Richards J. , 2006) claims that oral fluency is “the use of naturally occurring language when a speaker engages and maintains in meaningful communication” (p.3) Accordingly, Polyakov and Tormyshova (2014) cited in Elena Gorkaltsevaa, Alexander Gozhina, Olga Nagelb (2015), define oral fluency as “the learner's ability to speak freely, without unnecessary pausing and with the prosody of speech, syntax and vocabulary range comparable with those characteristics of the speech of a native speaker” (p. 143). Furthermore, Thornbury (2000) points out that fluency in speaking relates to the learner's capacity to produce language in real time without undue pausing or hesitation. According to Thornbury (2005) defines the features of fluency: “pauses may be long but not frequent, pauses are usually filled, pauses occur at meaningful transition points, and there are long runs of syllables and words between pauses” (p. 8).

As mentioned above, one vital aspect of English language teaching and learning is developing oral fluency to help language learners acquired good communication so they can express their thoughts and ideas in a smooth way at all levels. Teachers need to provide multiple opportunities for students to practice the language in a variety of contexts likely to be encountered in real-life situations

A critical question involved in the design of language lessons is how to incorporate the theoretical basis of a variety of scaffolded layered multi-sensory activities embedded in daily lessons that support the teacher in planning for instruction and promote oral fluency in English in language learners?

Due to the three scales of scaffolding and its principles: contingent, collaborative and interactive (Walqui, 2006) and the core features of scaffolding: continuity, contextual support, inter-subjectivity, contingency, handover/takeover, flow (Kamil, 2017), as well as the feature of oral fluency the Gradual Release of Responsibility instructional scaffolded framework can be an optimum framework to guide and serve this purpose.

Principles of Communicative Language Teaching

The Communicative Language Teaching approach embraces a variety of methods turning it into an eclectic approach to teaching and learning a language which main objective is to develop communicative competence in learners. This open-ended or principle approach allows for a

great deal of flexibility when trying to develop students communicative competency. The following chart summarizes principles language teachers need to have in mind when trying to achieve the main goal of the approach. Its principles makes it adaptable to personal teachers' styles as well as the needs and interests of the students based on the pedagogical parameters of particularity, practicality possibility (Kumaravadivelu, 2003).

Table 3

Principles of Communicative Language

Principles	Application
Whenever possible use authentic language—language as it is used in a real context—should be introduced.	Teacher uses materials that reflect real-world language use but were not specially prepared for pedagogical purposes
The target language is a vehicle for classroom communication, not just the object of study	Teacher maximizes the use of the target language in the classroom.
Students should work with language at the discourse or suprasentential (above the sentence) level. They must learn about cohesion and coherence, those properties of language which bind the sentences together.	Teacher uses activities such as scrambled sentences, chronological order sentences.
Games are important because they have certain features in common with real communicative events	Different kind of games offer small group work offering opportunity to maximize the amount of communicative practice students receive.
Errors are tolerated and seen as a natural outcome of the development of communication skills.	Learning is creative and it is achieved through trial and error.
One of the teacher's major responsibilities is to establish situations likely to promote communication.	Teacher sets up communicative tasks and activities to perform. Teacher sets up situations that students are likely to encounter in real life.
Input needs to be meaningful, comprehensible, and elaborated	Information should be clearly relatable to existing knowledge that the learner already possesses.
Promote cooperative, collaborative learning and communicative interaction	Tasks are design to engage learners to focus and complete task through interaction and

information sharing/negotiating meaning activities.

The social context of the communicative is essential.	Teacher uses role-plays
The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.	The teacher moves from group to group offering advice and answering questions.
Provide opportunities for learners to develop both accuracy and fluency.	Grammar is taught through communicative situations, functions and situational contexts.

Note: This table shows the different principles of communicative language teaching. Adapted from *Techniques and Principles in Language Teaching*, 3rd ed., Diane Larsen-Freeman and Marti Anderson, Oxford University Press, 2011. Elaborated by: Grace Muñoz.

1.5. Gradual Release of Responsibility (GRR) Framework

The Gradual Release of Responsibility (GRR) framework developed by Pearson and Gallagher (1983) is a spiral, flexible style of teaching. It is basically a structured purposeful teaching-learning framework that embraces different methods of pedagogy as well as approaches framed around a scaffolded process devolving responsibility within the learning process from the teacher to the eventual independence of the learner.

As stated in Fisher and Frey (2013) cited in their book “Better Learning through structured Teaching” that the instructional model developed by Pearson and Gallagher (1983) proposes that “the cognitive load should shift slowly and purposefully from teacher-as-model to joint responsibility, to independent practice and application by the learner” (p. 2). In this model, the teacher transfers the responsibility of performing a task gradually to students over a period of time, which may be an hour, a week, months or longer depending on the complexity of the skill being taught (Fisher & Frey, 2013). Complex tasks must be broken down into manageable parts so that they can be measured and evaluated to accomplish the full cycle of GRR within a single lesson.

According to Fisher and Frey (2013, p. 2) “underlying the GRR framework and giving it power is the intersection of several theories and the corresponding principles of each one”: (1) The theory of cognitive structures and schema (Piaget, 1952) a progressive reorganization of mental processes which occur due to biological maturation, stages and interaction with the environment on which all subsequent learning and knowledge are based, (2) The concept of the zone of

proximal development (Vygotsky, 1962; Vygotsky, 1978) the difference between what a learner can do without help and what he or she can achieve in an area of learning with guidance and encouragement from a teacher or skilled partner, (3) attention, retention, reproduction and motivation (Bandura, 1965), learning occurs from interactions with others in a social context based on a model or modelling process by observing the behavior of others, and these acquisitions can be learned without being directly reinforced, (4) instructional scaffolding (Wood, et al., 1976). Wood, Bruner and Ross's (1976) a guidance or support from teachers that facilitate students to achieve their goals in the learning process. All of these principles support the GRR model of instruction at any stage as it is required.

The salient feature in each of these four theories is that learning occurs through interaction, with others. Indeed, as stated by Fisher and Frey (2013) specific learning occurs when these interactions are intentional. Consequently, activities can be planned into lessons or materials having in mind the purpose of each stage of the GRR framework to facilitate students learning.

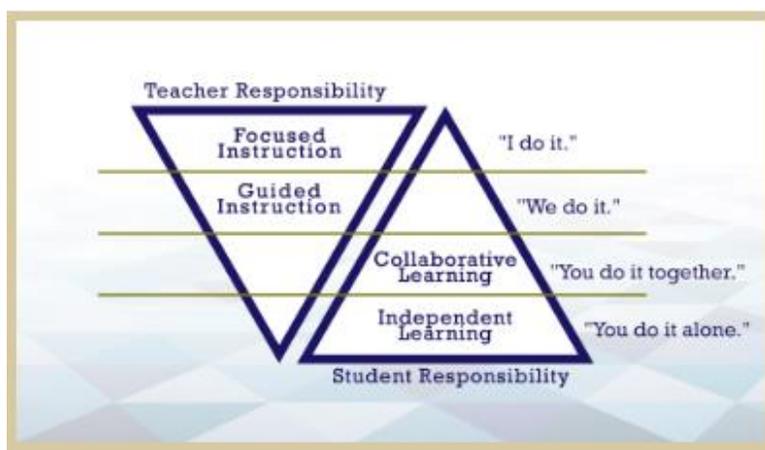


Figure 1 The gradual release of responsibility framework.
Source: Fisher, D., & Frey, N. (2013).

As shown in figure 1, the gradual release of responsibility framework has four essential and interrelated instructional phases: Focused Instruction, Guided Instruction, Collaborative Learning and Independent Learning. It basically moves from teacher knowledge to student understanding and application of the knowledge (Douglas Fisher; Nancy Frey, 2013).

The activities carried out within each of the phases of the framework try to support learners in their acquisition of the necessary skills and strategies to succeed at each stage of the cognitive learning process. The implementation of the gradual release of responsibility model in the teaching learning process of a skill (as it is the case in the learning of a language as a foreign language) requires time. The model tries to help every student gets to the point where the learner is able to accept total responsibility for the final task in a lesson, unit or period of time.

The GRR framework provides a balance between the extremes of teachers' responsibilities and students' responsibilities in the teaching-learning process. The GRR framework theory of learning differs from traditional views of explicit instruction by suggesting that "learning occurs through interactions with others" (Fisher & Frey, 2008, p. 3). Students scaffold each other's learning when emphasis is placed on the role of peer-peer interaction, language and discourse in the development of understanding (Vygotsky, 1978).

GRR stages

According to (Pearson & Gallagher, 1983) The GRR proposed by Fisher and Frey (2013) moves from modelled to guided instruction, followed by collaborative learning and finally independent experiences. Fisher and Frey (2013) provide some helpful criteria to consider when designing learning experiences under this instructional framework.

The four distinct instructional stages contained within the GRR model include: (1) Focused Instruction "I do it", (2) guided instruction "We do it", (3) collaborative learning "You do it together" and (4) independent learning "You do it alone".

1. Focused instruction (I do it).



Figure 2 Focused Instruction phase

Recovered from: Gradual Release of Responsibility by Fisher and Frey (2013). Note: This website is a production of Maryland Public television/Thinkport in collaboration with Allegany Country Public Schools.

The first component of the GRR Framework is a period of focused instruction, known as the “I do it” phase. During this phase, the students listen as the teacher provides an instruction to and overview of the lesson. At this stage, teachers set the purpose of the learning experience: the content purpose, the language purpose and the social purpose of the lesson using “I can statements”. The teacher makes cognitive processes visible by explaining the strategy, demonstrating with modelling through think-alouds, and providing explicit instruction. Teacher modeling should provide students with examples of the thinking and language required to be successful. (Douglas Fisher; Nancy Frey, 2013).

2. Guided instruction phase (We do it).

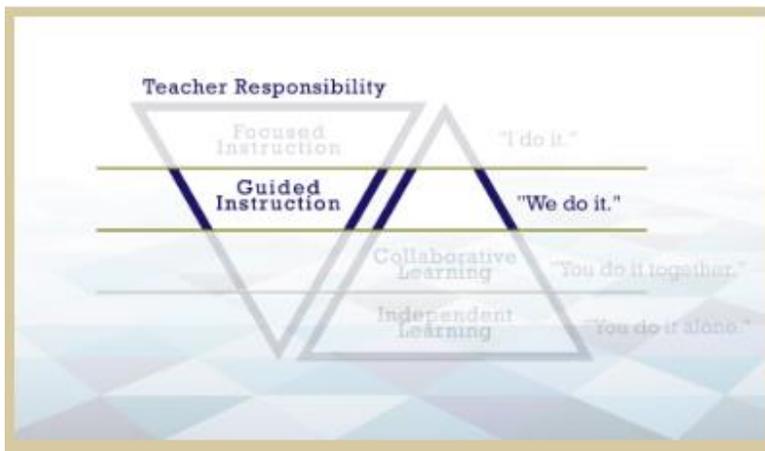


Figure 3 Guided Instruction phase

Recovered from: Gradual Release of Responsibility by Fisher and Frey (2013). Note: This website is a production of Maryland Public television/Thinkport in collaboration with Allegany Country Public Schools.

The second stage of the GRR Framework is the guided instructional phase, also known as the “We do it” phase. During this phase, the role of the teacher shifts – he or she is no longer

lecturing to the class, but instead is helping students to facilitate a discussion with the class. Guided instruction tasks are directly related to the content purpose, language purpose and social purpose of the lesson. Indeed, the teacher helps students apply the strategy in guided practice. That is to say, the teacher scaffolds students' hands-on application of the new learning and provides feedback, cues and prompts. The teacher guides students' attempts at using the strategies through prompts, noticing the approximations that learners are making and flexibly and responsively providing additional modeling and demonstrations when needed (Douglas Fisher; Nancy Frey, 2013).

3. Collaborative learning phase (You do it together).

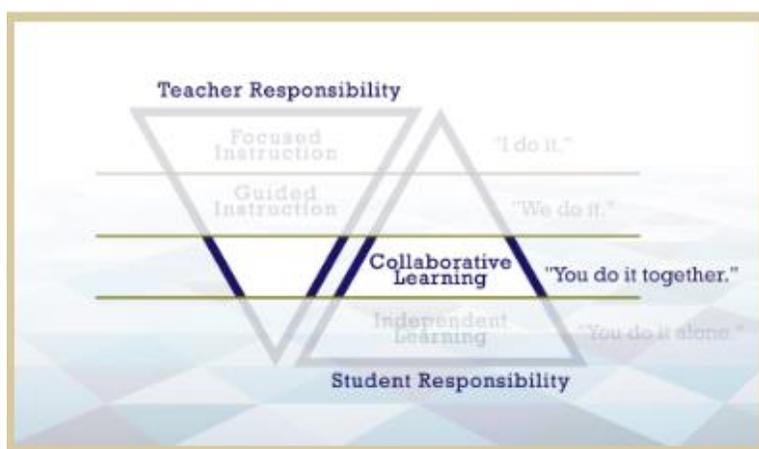


Figure 4 Collaborative Learning phase

Recovered from: Gradual Release of Responsibility by Fisher and Frey (2013). Note: This website is a production of Maryland Public television/Think port in collaboration with Allegany Country Public Schools.

Following the guided learning stage, the framework moves into a third phase of collaborative work. This is the “You do it together” phase. During this stage the teacher creates and provides opportunities for students to collaborate with peers using what they have been introduced and taught during the previous two phases. All collaborative learning tasks throughout this stage should be directly related to the content purpose, language purpose and social purpose for the lesson. Students practice the content in groups, organizing their materials, communicating and solving problems together. At this point the teacher pulls back and focuses on flexible group differentiation (Fisher & Frey, 2013).

4. Independent phase (You do it alone)

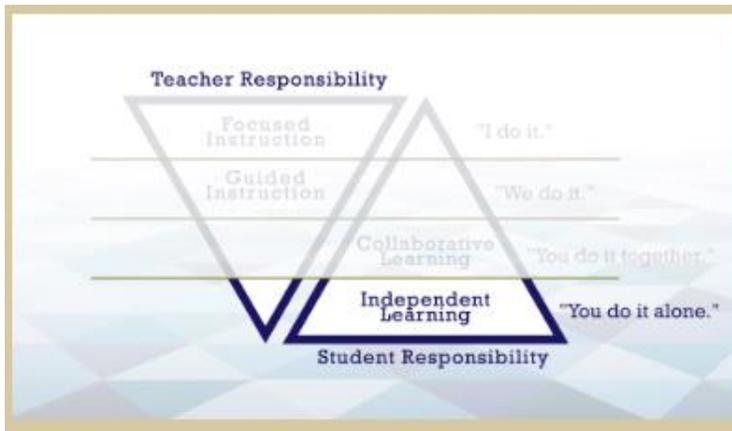


Figure 5 Independent phase

Recovered from: Gradual Release of Responsibility by Fisher and Frey (2013). Note: This website is a production of Maryland Public television/Thinkport in collaboration with Allegany Country Public Schools.

The last stage of the GRR framework is the independent learning phase or “You do it alone” phase. During this period, independent tasks are provided in which students assume the responsibility for using the strategy in practice. Students work independently on the material covered throughout the focused, guided and collaborative phases. It is important to note that during this final phase of the GRR framework independent learning should not be struggle-free and it should not be a replication of what has already been taught. During this phase, students solidify their understanding of the day’s lesson. Teachers can assess students learning in a variety of ways. Often choice is built into the assessment, so students can choose how to demonstrate their understanding. Students independently apply new learning in unique situations (Douglas Fisher; Nancy Frey, 2013).

The literature review in this study provides an overview of major theoretical and pedagogical issues that influence the implementation of multi-sensory activities to scaffold oral fluency within the GRR framework. The literature has been synthesized into the teaching and learning process to develop the methodology of this mixed method study. The details of the methodology of the present study are discussed in the next chapter.

CHAPTER II: METHODOLOGY

This chapter illustrates the research methodology used throughout this study. The purpose of this mixed-methods study was to collect data from teachers and students to determine to what extent teachers at Unidad Educativa “Victor Manuel Guzman” in Ibarra, Ecuador use scaffolded lesson frameworks and multisensory activities in their teaching-learning stages to enhance oral fluency in language learners. Then and there, design a unit proposal that integrates multisensory activities in the “GRR” framework when working with the content of the English curriculum to strengthen communicative oral fluency in English in order to support methodological awareness and gain insights on knowledge building in the professional field. The first part of this chapter explains the type of the research questions, research techniques and instruments, sampling and process.

2.1. Research design

2.1.1.Mixed Methods

Burke, Onwuegbuzie, & Turner (2007, p. 123) define mixed methods research as:

“the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration”

In the same vein, Burke Johnson, Anthony Onwuegbuzie and Lisa Turner (2007) cited in Jennifer Greene (2006) claim that

“Mixed method inquiry is an approach to investigating the social world that ideally involves more than one methodological tradition and thus more than one way of knowing, along with more than one kind of technique for gathering, analyzing, and representing human phenomena, all for the purpose of better understanding”(p.9).

The present study used a mixed methods research integrating quantitative and qualitative research in order to collect data simultaneously from teachers and students to capitalize on the strengths of each approach and to explore different layers of the areas of this study to withdraw a more comprehensive answer to the research questions of the study. The qualitative method was used to ask ‘what’ and ‘how’ questions about the phenomenon (teachers) and the quantitative method was used to find out facts or causes of the phenomenon.

2.1.2.Qualitative Research

John Bacon Shone (2020, p. 47) defines qualitative research as:

“An inquiry process of understanding based on a methodological tradition of inquiry that explores a problem, which enables construction of a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting. Qualitative research usually involves many variables and few cases (versus many cases and few variables for quantitative research)”.

The selected approach for the present research was a qualitative type of study for both to collect data from teachers' experiences and their perspective (on the use of scaffolded instructional frameworks and multi-sensory activities to enhance oral fluency in English (biography or narrative research) as well as to investigate and design teaching strategies based on multisensory activities within the GRR framework to scaffold communicative oral fluency in English (Cresswel, 2009). It basically helped the undergraduate researcher gain insights into how the interrelated factors involved in multisensory activities, and scaffolding promoted or inhibited oral fluency in the teaching-learning process of English as a foreign language (Johnson, 1992). The present research allowed to obtain general knowledge about how the use of multisensory activities when making adaptations to the content of the English book (A2.2) for students of Primero de Bachillerato at Unidad Educativa Victor Manuel Guzman in Ibarra, Imbabura, Ecuador offered by the government contributed to the development of oral fluency in English.

The use of a qualitative research methodology aimed at identifying first and then understanding how the use of multisensory activities when using the Ministry of Education English book (A2.2) contributed to oral fluency in English in students of Primero de Bachillerato at Unidad Educativa Victor Manuel Guzman in Ibarra, Imbabura, Ecuador.

2.2.3 Quantitative Research

Leedy and Ormrod (2010) define quantitative research as “a method that deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how”(p.14).

Accordingly Shone (2020) cited in Silverman, D. (2006) states that “Quantitative research is often concerned with meanings – questionnaires or surveys are commonly designed to establish how people ‘see’ themselves or others” (p.50).

A survey was applied to students in order to collect data about students' previous language learning experiences, their attitude toward the learning of English and to determine if they

follow a scaffolding learning process in the classroom so that the information could be quantified and subjected to statistical treatment to corroborate the results obtained from teachers.

2.2. Research Techniques and Instruments

2.2.1.Data Collection

Data was collected through an interview with teachers of English to gather primary data in order to find out their experiences and perspective about the use of multi-sensory activities in language teaching when using the GRR lesson framework or any other. A survey was applied to the participants (students from Primero de Bachillerato “A” and “B”) who were enrolled in the academic school year 2019 - 2020. It is important to mention that both instruments were validated by the research professor as well as the tutor of this study. One week before the survey was administered to the students, it was piloted with five students from one course who were selected at random. During the piloting process, it was needed to delete and make changes in a several questions that were kind of confusing for the participants. Therefore, after the piloting, the survey was validated by the tutor to be administered to the group of students before the study took place. This research does not pretend to generalize from its findings but transferability. A post-survey was used to collect and analyze data on what students thought about the implementation of multi-sensory activities to scaffold their language learning process (Griffiee, 2012).

2.2.2.Method.

During this study the undergraduate researcher researched, determined, adapted and incorporated multi-sensory activities to scaffold communicative oral fluency when using the GRR framework in the English language classroom to gain insights on the process of teaching and learning. Therefore, it was a methodological technique that connected the theoretical background and practice (Kemmis & McTaggart, 2005). The undergraduate researcher went through a process of researching and applying multi-sensory activities in each of the phases of the GRR framework to scaffold communicative oral fluency. The work was done with the content of unit 3 “Story Time!” from the book of the Ministry of Education (A2.2) and collected data about students opinions about its implementation of a unit in the classroom (Fradd, 1994).

2.3. Research Questions

Which instructional design model embracing multi-sensory activities to scaffold English language learning might help students enhance communicative oral fluency in sophomore students at Unidad Educativa “V́ctor Manuel Guzmán”

What are the students' opinions from the use of multi-sensory activities in the English language classroom?

2.4. Context, Population and Sample of the Study

This study was conducted at “Unidad Educativa Victor Manuel Guzman” in Ibarra, Imbabura Ecuador, in the morning shift, with students of Primero de Bachillerato. This public high school was selected as the place for the present research work since it was the school where the undergraduate researcher was teaching two courses since February 2019 as part of her teaching practicum. Therefore, the undergraduate student had an insight into the spectrum of English teaching within the courses she was teaching. The institution was organized according to the Ecuadorian School System requirements for a basic education school. The intervention research was applied with the total population of two courses Primero de Bachillerato Contabilidad “A” and “B”. As stated by (Morales Vallejos, 2012) this is a non-probability sampling due to the undergraduate researcher convenience. The total population was that of 54 students. First Accounting “A” 28 students: 20 girls and 8 boys from 15 to 18 years old. First Accounting “B” 27 students: 14 girls and 12 boys from 14 to 18 years old. The intervention took place during four weeks (one month); five hours a week, distributed in 2 hours per session for two days and an hour session on a third day in a week.

The sample of the study consisted of 54 teenage students who were enrolled in the courses. Among the 54 participants 20 of them are males and the other 34 are females. They were teenagers between 14-18 years old. The participants come from different parts of the city, most of them from the countryside. Their English language experience has been around 3 academic years. However, this time by no means was an indicator of fluency or mastery in English. It just means that they have been involved in the English language learning process during the years of study in high school.

It is important to mention that 5 teachers who work in the morning shift were part of the study in order to find out what kind of lesson framework they use and the kind of activities they design within each stage of a lesson and how they have contributed to develop the students' communicative oral fluency.

2.5. Process

The research site was first contacted by the teaching practice department of UTN University to do the teaching practice, then a letter of permission was addressed to the rector of the institution to carry out the study (Appendix 1). Once the permission was obtained and in order to collect data from the responders, a five point scale (Likert scored items) was developed taking into

account the main variables: communicative oral fluency, group dynamics, multi-sensory activities and GRR framework. The variables were first defined taking into account the theoretical background of the GRR and then the interview questions for the teachers as well as the survey questions for the students were designed and constructed to address the purpose of the present research.

Data collection took place in two instances during the research time. First, data was collected from both teachers of English and students. A survey was applied to students at the beginning of the research. Students were distributed consent forms to identify the volunteer participation (Appendix 2). Answering the questions took the students approximately 15–20 minutes on average with the student-researcher guidance. Participation in the research was voluntary. After conducting the interview and applying the survey to the students, an analysis was made to determine students' previous language learning experiences and their attitude toward the learning of English by tabulating the information and interpreting it.

Then, interviews were conducted with all the teachers of English (5) who worked in the morning shift at Unidad Educativa “Victor Manuel Guzman”. Teacher participation was voluntary. However a consent form was signed by the teachers (Appendix 3). The interview was based on the literature review and the questions were constructed out of the characteristics of the GRR instructional teaching framework. The interviews were conducted in English. In order to obtain teachers' spontaneous responses, none of the teachers was informed about the topics of the interview beforehand. The length of the interview ranged from approximately 10 to 12 minutes. Each teacher was asked to share his/her English teaching experience and points of view regarding the importance of developing oral fluency in English language learners as a foreign language and those principles present in each stage of a lesson when designing and delivering them under the principles of the GRR instructional framework. Each interview focused on the different components embedded in the different stages of a lesson. All the interviews were recorded on a mobile phone application and transcribed verbatim. Each teacher was interviewed on an individual recording to avoid confusion and each of them was identified with a number in order to keep confidentiality. In keeping with a tradition in qualitative research, the transcripts of the interviews were read, re-read and annotated with comments and specific descriptive phrases.

Finally, eight lesson plans from Unit 3 “Story Time!” from the Ministry of Education (A2.2) “English” written by Mariluz Murcia Sierra were designed adapting multi-sensory activities under the principles and criteria in each of the phases of the GRR framework to enhance and support oral fluency in sophomore students at Unidad Educativa “Victor Manuel Guzman”. These eight lesson plans were put in practice with both courses from January 13 to February 07, 2020. A post-survey was applied to find out students opinions about this new English learning experience.

CHAPER III FINDINGS AND DISCUSSION

3. FINDINGS

This chapter presents the results of the data analysis and the discussion of the results. The purpose of the students' survey before the intervention of the study and the teachers' interview questions was to determine if teachers make use of multi-sensory activities within a scaffolded framework to develop oral language fluency.

The students' post-survey results were represented graphically and interpreted descriptively. The teacher's interview results were transcribed and read carefully to get a sense of the whole questionnaire. Finally, this information from the interviews was reduced to certain themes and categories. The qualitative data gathered from the interviews provided insights about teacher's opinions regarding the study.

3.1. Results of students' survey before the implementation of the study.

The instrument used to elicit data for the study was a written survey (Appendix 4) which was given to 54 students from Victor Manuel Guzman High School. The survey was divided into four sections with different purposes. In the first section, the student researcher tried to find out the demographic of the students: gender and age. The second section, explored students' attitude toward the learning of English based on their earlier English learning experience. The third section tried to find out issues related to the use of the language in the classroom. The last part of the survey was designed to find out the types of activities performed in the classroom and invited them to reflect on the importance of implementing multi-sensory activities in the teaching-learning process. In each section the participants were invited to check the words that most reflected their learning experience /impressions. That is, students had to choose the best option which best described their opinions.

3.1.1. Demographic Data

Gender

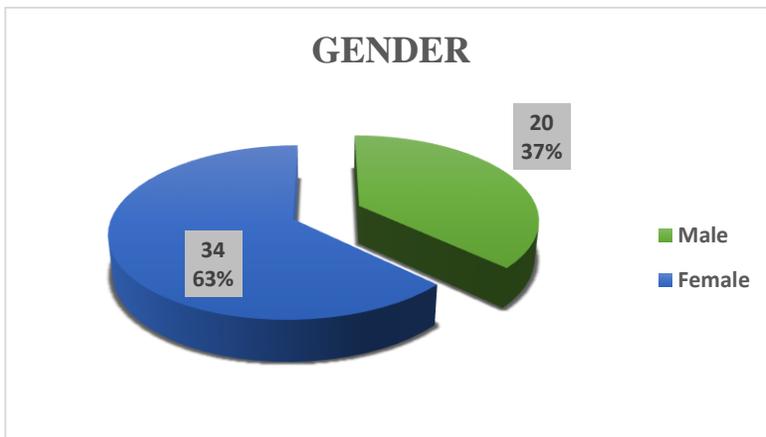


Figure 6 Gender
 Source: survey Jan. 2020.

As shown in figure 6, the majority of the students involved as participants of this research were 34 female students (63%) whereas 20 were male students (37%).

Age

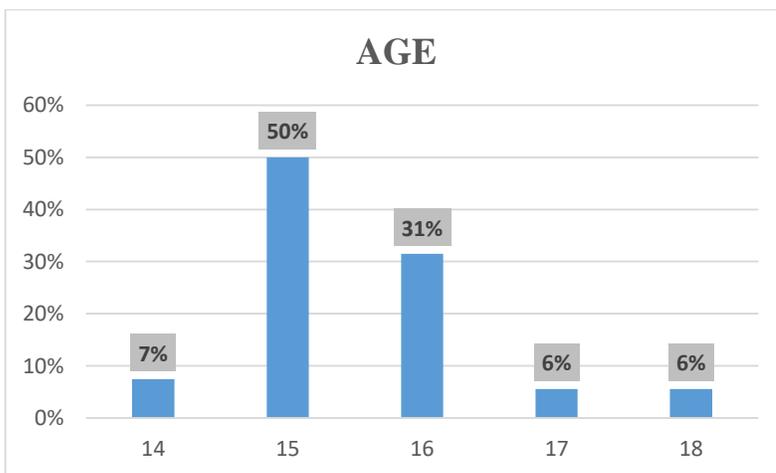


Figure 7 Age
 Source: survey Jan. 2020.

As illustrated in figure 7, by the time of the study, the participants were teenage students. They were registered in Primero de Bachillerato A and B at Unidad Educativa Victor Manuel Guzman. The students' age varied between 14 and 18 years old. Among them, four students were 14 years old (7%), twenty seven students were 15 years old (50%), seventeen students were 16 years old (31%), three students were 17 years old (6%), and three students were 18 years old (6%).

3.1.2. Attitude to Language Learning.

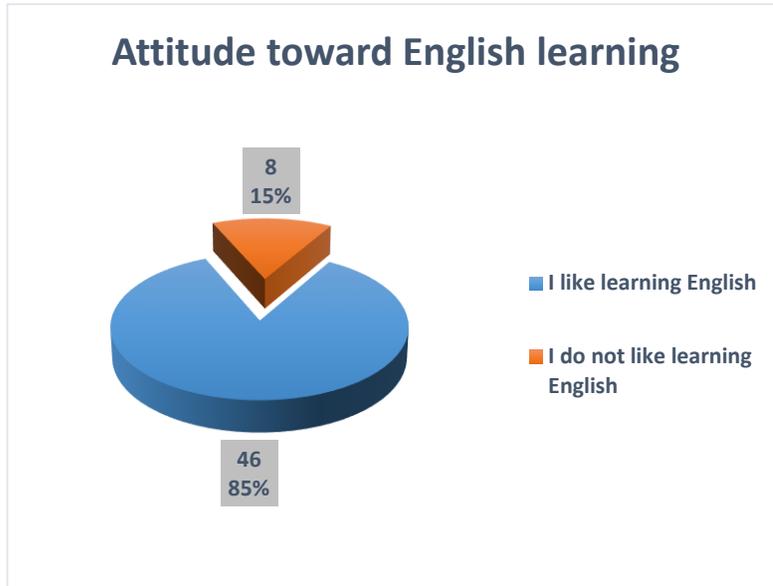


Figure 8 Attitude toward English learning

Source: survey Jan. 2020.

As figure 8 displays, the majority of the students from both courses 85% express they like learning English, while 15 % express they do not like learning English.

The next question asked students to comment on their impressions about past experiences in English language learning. The objective was to determine how the learning of English was characterized from the learners' perspective.

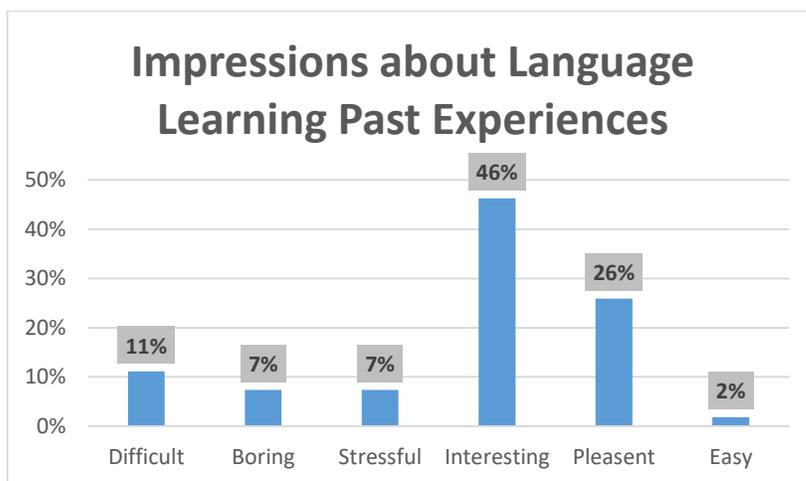


Figure 9 Impressions about Language Learning Past Experiences

Source: survey January 2020.

Figure 9 portrayed the scenario of the responses of students' impressions about English language learning from past experiences. Considering the different choices 46% of the students marked that learning English was interesting for them, 26 % marked that learning English was pleasant, 11% marked that learning English was difficult, 8 % manifested that learning English was stressful and 7% expressed that learning English was boring for them, and only 2% marked that learning English was easy, As it can be seen in this section students revealed their impressions about English language learning based on their past English learning experience.

The last question of the second part of the questionnaire asked learners to think in those factors that may have influenced their attitude towards English Language Learning.

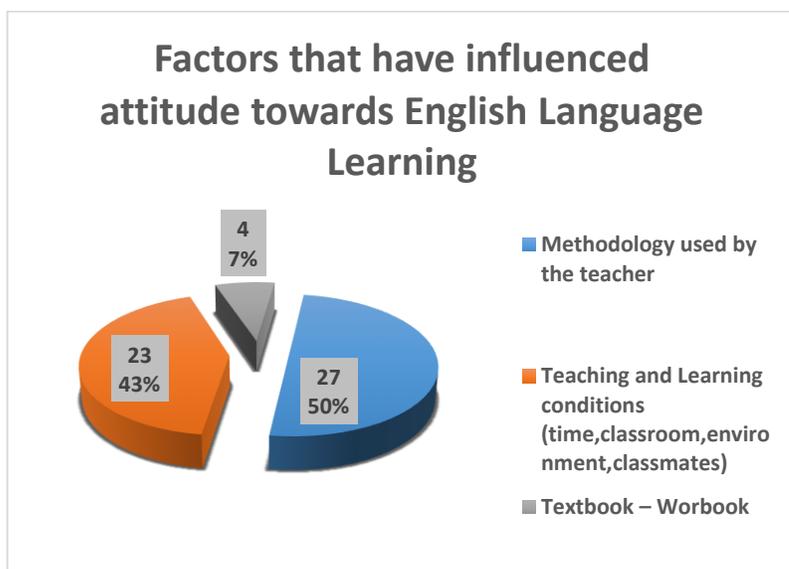


Figure 10 Factors that have influenced attitude towards English Language Learning
Source: survey January 2020.

As shown in figure 10, most of the students 27 out of 54 said that their teachers' teaching methodology had influenced their attitude towards English language learning. 23 students marked that teaching and learning conditions (time, classroom environment, classmates) had influenced their attitude toward English language learning.

In the third item regarding the use of the textbook and exercise book two students marked that the textbook and exercise book were adequate and two marked they were inadequate.

3.1.3. Use of English in the classroom.

The first question in this part of the questionnaire focused on the use of the English language in the classroom. The question asked students to state whether students could communicate their ideas in a fluent way in English.

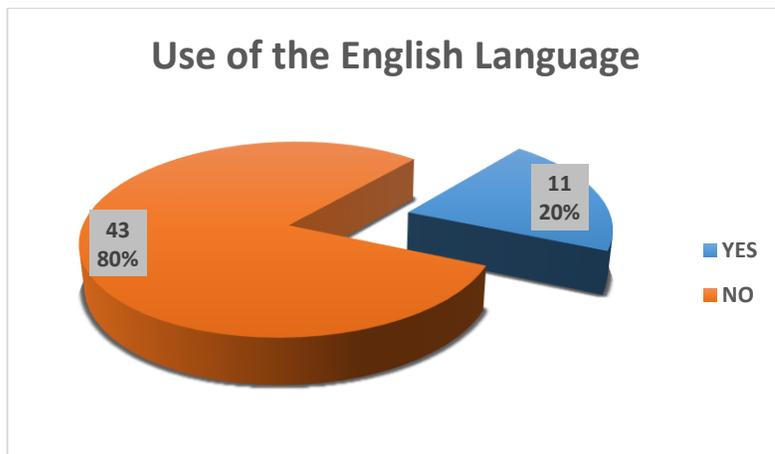


Figure 11 Use of English Language
Source: survey January 2020.

As indicated in figure 11, only 20 % of the students said they can communicate fluently in English while a high percentage of the students 80 % indicated that they cannot use English fluently when trying to express their thoughts and ideas.

The next question in this section asked students if they had experienced certain levels of anxiety or gotten stressed when having to communicate thoughts and ideas in communicative activities in the classroom.

Table 4
Levels of anxiety/stress

Levels of anxiety / stress	FREQUENCY	%
no anxiety	9	17,00
mild anxiety	23	43,00
moderate anxiety	10	18,00
severe anxiety	7	13,00
extreme anxiety	5	9,00
TOTAL	54	100,00

Source: survey January 2020.

As seen from figure 7, 43 % express that they have a mild anxiety when having to express their thoughts and ideas in English in communicative activities in the classroom, 18 % said that have a moderate anxiety when having to express their thoughts and ideas in English in communicative activities in the classroom, 17 % said that have no anxiety when having to express their thoughts and ideas in English in communicative activities in the classroom, 13 % said that they have a severe level of anxiety when having to express their thoughts and ideas in English in communicative activities in the classroom, 9 % said that have extreme anxiety when having to express their thoughts and ideas in English in communicative activities in the classroom.

The next question in the area of use of English asked students for the frequency they use English with their peers in the classroom during their English lessons. This question focused on analyzing how the students perceive the frequency of having the opportunity to use English with their classmates in the classroom.

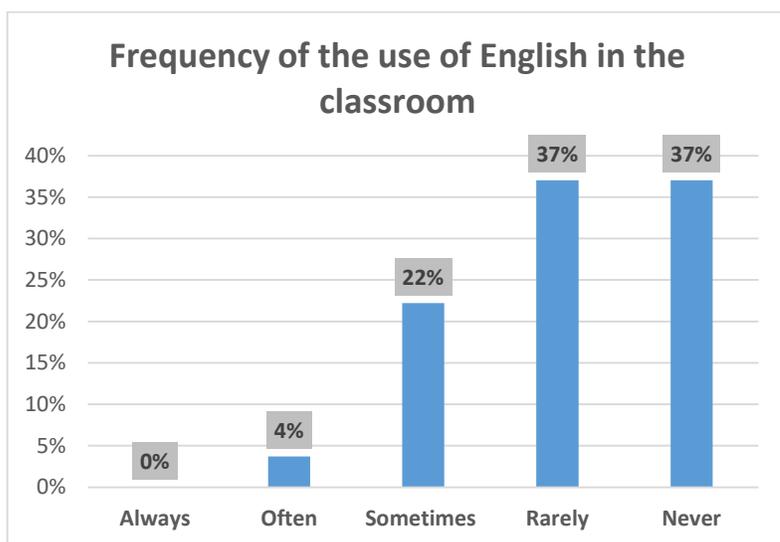


Figure 12 Frequency of the use of English in the classroom
 Source: survey January 2020.

As figure 12 reveals, 37% of the students indicated that they rarely had the opportunity to use English with their classmates during their English classes, 37 % marked that they never had the opportunity to use English with their classmates during their English classes, 22 % indicated that they sometimes had the opportunity to use English with their classmates during their English classes, 4 % marked that they often had the opportunity to use English with their classmates during their English classes; and nobody, representing 0 % chose the option always

The last question in the area of use of English asked students to reflect on certain reasons for not being able to use English in a communicative way.

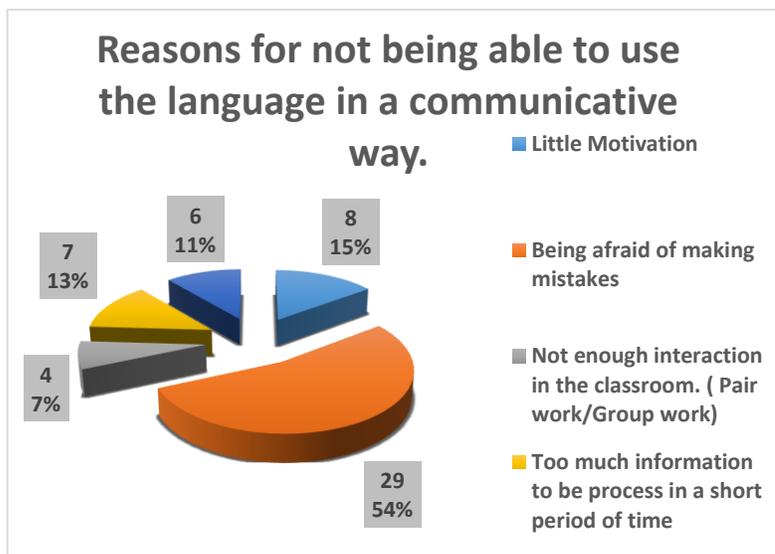


Figure 13 Reasons for not being able to use the language in a communicative way.
Source: survey January 2020.

As figure 13 reveals, the highest proportion of the students 29 (54 %) indicated the reason for not being able to use the language in a communicative way is because they are afraid of making mistakes, other 8 (15%) students stated that they have little motivation and they recognized that this has been one of the reasons for not being able to use the language in a communicative way, 6 (11%) expressed that due to limited time to practice and internalize the new knowledge they can not use the language in a communicative way, 4 (7%) indicated that having not enough interaction in the classroom (pair work/group work) have not contributed for them to use the language in a communicative way, 7 (13 %) indicated that having a short period of time to process loads of information have not contributed for them to use the language in a communicative way.

3.1.4. Principles and theoretical foundation of the Gradual Release of Responsibility (GRR) model of instruction.

The last part of the survey asked the students to reflect on the types of activities performed in their learning process in the classroom. This part of the survey was designed with input from the available theoretical foundation of the GRR model of instruction and its stages in the learning process. It aimed at finding out how students' prior instruction was conducted in their previous English learning experience.

The first question in this section invited students to reflect on the type of activities that best contribute to their learning process.

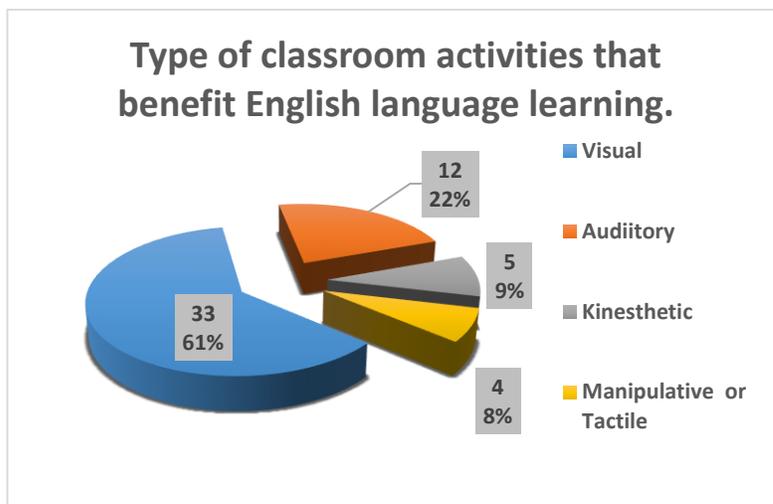


Figure 14 Type of classroom activities that benefit English language learning
 Source: survey January 2020.

As shown in figure 14, the highest proportion of the students 61% indicated that visual activities facilitate their learning the most, 22 % marked that auditory activities benefit their learning process, 9% expressed that kinesthetic activities help them in their learning, 8% indicated that tactile/manipulative activities serve their learning the best.

The next question in this section asked the students to inform if in previous English learning experiences, the teacher provided them the opportunity to work in a collaborative way as a means to reinforce new knowledge and enhance oral communication.

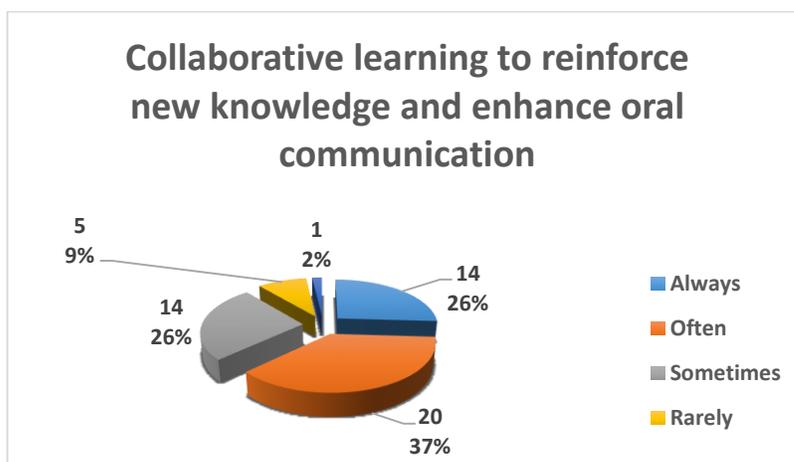


Figure 15 Collaborative learning to reinforce new knowledge and enhance oral communication
 Source: survey January 2020.

As figure 15 illustrates, the highest proportion of the students 20 out of 54 indicated that they often had the opportunity to work in a collaborative way to reinforce new knowledge and

enhance oral communication, 14 said that they sometimes had the opportunity to reinforce their new knowledge in a collaborative way to improve oral communication, 14 claimed that they always had the opportunity to reinforce their new knowledge in a collaborative way to improve oral communication, 5 expressed that they rarely had the opportunity to reinforce their new knowledge in a collaborative way to improve oral communication and only one student (1) said that he/she never had the opportunity to reinforce their new knowledge in a collaborative way to improve oral communication.

The next question invited students to reflect on which strategies they think would be helpful or necessary for them to improve their English learning process.

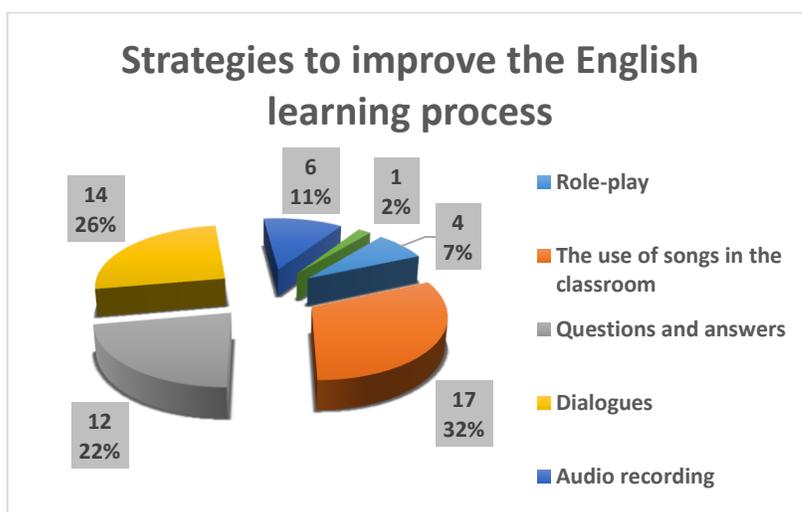


Figure 16 Strategies to improve the English learning process
Source: survey January 2020.

As figure 16 indicates, the high number of students 17 (32%) think that the implementation of songs in the teaching-learning process of English would help them to improve language learning, 14 (26%) expressed that having the opportunity to practice the language through dialogues would help them to enhance language learning, 12 (22%) stated that asking and answering questions in their learning process would contribute to their learning process, 6 (11%) marked the option audio recording as a useful strategy for them to be implemented in the classroom to enhance language learning, 4 (7%) said that the implementation of role play would be of their benefit in the learning process of English and only one student (2%) chose the option other and claimed that reading books in English would help him/her in the learning process.

The last question of this section invited students to say if they think that the implementation of multi-sensory activities in the teaching-learning process of English would enhance their English learning.

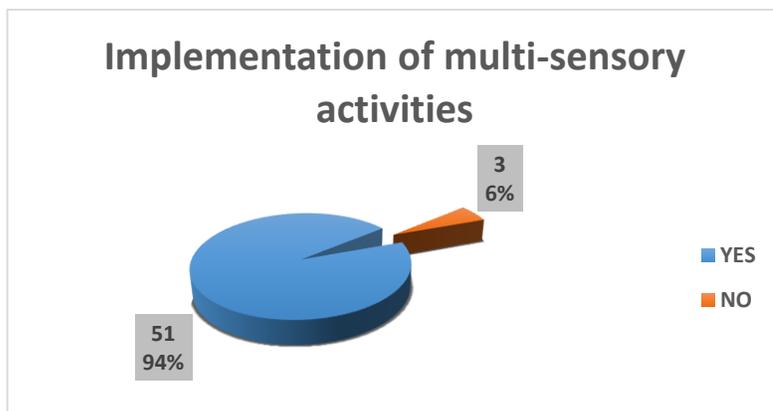


Figure 17 Implementation of multi-sensory activities
 Source: survey January 2020.

As figure 17 reveals, the majority of the students involved in the study 94% think that the implementation of multi-sensory activities in their English classes would enhance their English learning process. However, 6% chose the “No” Option. This demonstrated that a minor number of participants find no relevance to the implementation of multi-sensory activities in their English learning process.

3.2. Students survey summary

The results of the survey before the intervention of the study indicated that students from Primero de Bachillerato “A” and “B” participating in this study had diverse practices and backgrounds regarding their previous learning experience. As can be seen above, a high percentage of the participants (85%) at the beginning of the study demonstrated that they have a positive attitude to English learning. They stated that they like learning English which is a positive aspect in the English learning process. Only 15% of the participants expressed they do not like learning English because they consider learning English as a difficult, stressful and boring process. However, when asked students if they could communicate their ideas in a fluent way in English 80% of the students manifested that they could not use the language in a fluent way due to several aspects such as not having the opportunity to use English in the classroom, being afraid of making mistakes, levels of anxiety and a short time to process information. When asking students if the implementation of multi-sensory activities in the teaching-learning process of English would enhance their English learning 51 students out of 54 (94%) said this would be a positive aspect in their learning process. Only three of the participants see no relevance to the implementation of multi-sensory activities in their English learning process. This was a key aspect for the student researcher to investigate and explore multi-sensory activities to scaffold oral fluency within the principles and criteria of the GRR framework.

3.3. Results of teacher interviews

The interview questions allowed teachers to report their experiences and points of view regarding the importance of developing oral fluency in language learners as well as those principles in the GRR instructional teaching framework. The following summarizes the characteristics of the teachers' interview:

The data set analyzed by the student researcher included all the responses offered by the five teachers who participated in the pre stage of the study i.e. structured interview. In order to analyze the interview results thematic analysis was used. "Thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data" (Clarke & Braun, 2006, p. 79).

Each of the interview questions was discussed in turn and then summed up the themes derived from the interview.

1. As a language teacher do you think it is important to develop oral fluency in language learners?

In response to this question which was related to the importance of developing oral fluency in language learners, the teachers stated their ideas based on their background and professionalism.

The results show that all the teachers agreed that developing oral fluency in language learners is essential in the teaching-learning process. They made it clear when expressing that the main goal of learning and teaching English as a foreign language is communication.

Therefore, English language teaching should be focused on speaking activities that contribute to the improvement of students' oral fluency.

2. Do you take into account all the senses when designing activities to enhance oral fluency in a lesson?

In response to the second question which asked teachers to inform if they take into account all the senses when designing activities to enhance oral fluency in a lesson, the majority of the teachers interviewed recognized the importance of having in mind all the senses when designing activities due to the fact that different students learn in different ways. Only one teacher expressed that she hasn't thought about it but after being interviewed she realized that in most cases she has been designing activities in which students have to use most of the senses. One teacher also expressed that it depends on what is going to be taught and learned.

Although the majority of the teachers interviewed acknowledged the importance of having activities in which all the senses are involved, one teacher communicated that sometimes it is difficult to plan and implement activities that appeal to all the senses.

3. What kind of activities do you use when designing opportunities to practice the target language and develop oral fluency?

The third question invited teachers to inform the type of activities they use when designing opportunities to practice the target language and develop oral fluency. Their overall responses showed that they use dialogues, descriptions of pictures, question and answer activities, role plays and storytelling.

4. Do you consider that group dynamics (interaction) is an important element to be present when practicing the target language?

Concerning this question which was related to the importance of interaction as an instruction construct, most teachers commented that when it comes to develop oral communication, interaction is a key element that needs to be present in the teaching-learning process of a language. Teachers expressed that interaction allows students or gives them the opportunity to practice the language and or engage in communication. One teacher said that students get more motivated when speaking with their peers. Two teachers expressed that working in pairs or small groups is a way of helping and receiving help from peers. One teacher manifested that only when working on grammar it is more advisable to work independently or individually.

Most of the teachers were positive in regarding with their perceptions on interaction and considered it as an important element when developing oral communication.

5. Do you know what the role of scaffolding is in the teaching-learning process of the language?

This question invited teachers to reveal what for them is the role of scaffolding in the teaching-learning process of the language. Three out of the five teachers were not sure what the role of scaffolding is in the teaching and learning process. However, two teachers said that scaffolding is a way of helping students with their learning process step by step so at the end of it, students are able to work alone.

6. According to your experience do you consider that scaffolding is necessary for your students?

As for the sixth question, which invited teachers to say if they considered scaffolding necessary for their students, three teachers mentioned that scaffolding is necessary in order to help students

develop language little by little in their learning process. However, two of the teachers did not answer to this question.

7. What kind of framework do you use or take as a reference to plan a lesson?

Question seven tried to find out which lesson framework or reference teachers use when planning a lesson. All of them said that they use the PPP lesson framework which is provided by the Ministry of the Education aiming at developing communication. Teachers expressed that they just follow the lesson plans as they are. One teacher mentioned that she is familiar with several different frameworks to plan a lesson but she sees no difference among them.

8. Do you take into account the international standards when stating lesson objectives?

Question eight tried to find out if teachers take into account the international standards when stating lesson objectives. All of the teachers are aware that students need to acquire a B1 when graduating from high school but they expressed that the reality with each group of students is different so they try to set realistic objectives and they do not necessarily align with the international standards. Two teachers mentioned that it is difficult to set objectives aligned with international standards.

9. Do you inform and make objectives clear to your students at the beginning of a lesson?

Question nine invited teachers to inform if they made the lesson objective clear to their students at the beginning of a class. All of the teachers expressed that making objectives clear to students is the first step they do when teaching a lesson. They said that knowing in advance the objective in a lesson help students create expectations of what they are supposed to be able to do at the end of the lesson.

10. Do you provide multiple explanations for new concepts and demonstrate or model a task before you required students to do it independently?

Question ten invited teachers to tell if they provide multiple explanations for new concepts, demonstrate or model a task before they required students to do it independently. All of the teachers said that they provide explanations and model what they expect their students to do.

Two teachers emphasized that modeling and demonstrating play an important role in the learning process because they serve as a sample and guide for the students so they can not get lost and know exactly what it is expected from them to do.

11. Do you provide students the opportunity to practice the language in a variety of activities that focus on the target language that progress from receptive understanding to productive practice?

This question asked teachers to inform if they provide students a continuous language practice using a variety of activities that moves from receptive understanding to productive practice. Three out of the five teachers said that they try to provide students with opportunities to practice the language but not in a continuous way. The language practice is done through dialogues, short dialogues in pair work, group work and the whole class. One teacher said that students practice the language only when the activity or task in the book requires to do so. Another teacher mentioned that practice of the language is not present in the class due to two main factors: a big number of students and because classes turn too noisy.

12. How do you help struggling students gain new knowledge in a lesson?

Question twelve asked teachers to tell how they help struggling students gain new knowledge in a lesson. All the teachers recognize how important it is for students to receive support from the teacher when they are struggling in the process of learning. Each teacher has differentiated strategies to help students overcome difficulties in their learning process. One teacher manifested that he takes into account feelings and needs. Another teacher said that he provides extra material to help students overcome difficulties. A third teacher said that she joins students with more knowledge with those students who need help so they can support each other in the English learning process.

13. How do you provide opportunities to enhance oral communication?

When asked about how teachers provide opportunities to enhance oral communication, they reported that they enhance oral communication through role plays, presentation about what they have learned in class, activities in which they can ask questions to their classmates or to the teacher and describing pictures or describing places.

14. What are the ways you use to give feedback and intervene with students who are not ready to move on in a lesson?

Finally, when teachers were asked to inform about the ways they use to give feedback and intervene with students who are not ready to move on in a lesson, they provided answers which did not respond to this specific question. One teacher manifested that homework was a way of giving feedback. Another teacher mentioned that a way to give feedback was that of inviting students for tutorial sessions but students did not have interest in attending them. A third teacher tells that she gives feedback in a general way to the whole class taking into account students' difficulties. Only one teacher expressed that she takes the time to talk with each student about those aspects that need to be clarified or reinforced.

3.4 Teachers interview summary

The results of the interview indicated that the teachers participating in this study value the development of oral fluency in students. As seen above, teachers stated that developing oral fluency is one of the core aims of English instruction. They also recognized the importance of designing and applying multi-sensory activities in an interactive way in the learning process. However, there is no clear understanding of the role scaffolding plays in the learning of the English language as students move from receptive understanding to productive fluent use of the language. Teachers make use of the Ministry of Education already made lesson plans as they are and take no time to see if the activities (micro level) presented in the book will support the lesson accordingly. Therefore, there is a need for a framework that helps teachers to make decisions about textbook activities so that students are scaffolded appropriately for maximum exposure, interaction and success with the language teachers are presenting in a lesson. Findings from students as well as from teachers motivated to investigate, explore and encourage to implement multi-sensory activities to scaffold oral fluency within the principles and criteria of the GRR framework.

In order to explore students opinions about how the Gradual Release of Responsibility instructional model helps gain oral fluency in the English learning process in the classroom, the student researcher put in practice these principles during a four week period from January 13 to February 07, 2020 (Appendix 5) . After this new learning experience students were given a post survey using “Questionnaire” on Google Drive to see their opinions about their English learning experience (Appendix 6). It is important to mention that the survey was conducted on line due to the High School closure in response to COVID-19 pandemic. The students were contacted by their teacher of English (tutor of the student researcher) through the school platform. As stated earlier, this research does not pretend to generalize from its findings but transferability.

3.5 Post-Survey

The post-survey objective aimed at finding out the students' opinion about the implementation of multi-sensory activities to scaffold oral fluency within the GRR framework when using the content of a unit of their English book A2.2. The post survey required students to express their own perspectives about the new methodology applied by the student researcher.

The post-survey had six questions and they were based on the theoretical foundation of the GRR instructional framework and the communicative language teaching approach. The first question of the post survey was conducted to see the perspective about whether or not students liked the methodology applied in the classroom. The second question aimed at discovering if the different multi-sensory activities in the class helped or not helped students develop oral fluency. The third question asked the students if they feel they were given the opportunity to gradually acquire English step by step during the English lessons. The fourth question invited students to reflect on the role of interaction and the opportunities they had during the English classes to use the language in a communicative way. The fifth question asked students to inform if they felt confident and had the ability to use fluently the target language learned in a lesson in the last phased "I do it alone". Finally, question six invited students to mirror back to the sequence of the activities done during the class and express if they thought the success of the "I do it alone" phase depended on the quality of the preceding phases in the lesson.

The following segment presents the findings associated with the implementation of lesson plans using a variety of multi-sensory activities to scaffold oral fluency within the GRR framework.

- 1) Did you like the methodology used by the student researcher during this month and the adaptation she made while using the English book A2.2?**

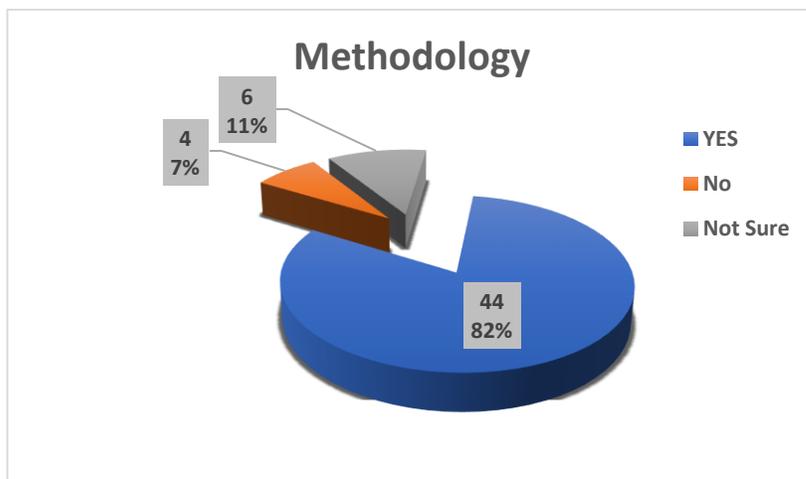


Figure 18 Methodology
 Source: post- survey May 2020.

When students were asked if they liked the methodology and the adaptations made by the student researcher in their English learning process while using the book A2.2, 82% of the students replied “yes”, 11% of the students selected the “not-sure” choice and 7% said “no”. As the chart reveals the majority of the participants 44 out of 54 were positive about their English learning experience with this new methodology.

2) The use of multi-sensory activities in class made the learning of English an active process which helped me develop oral fluency.

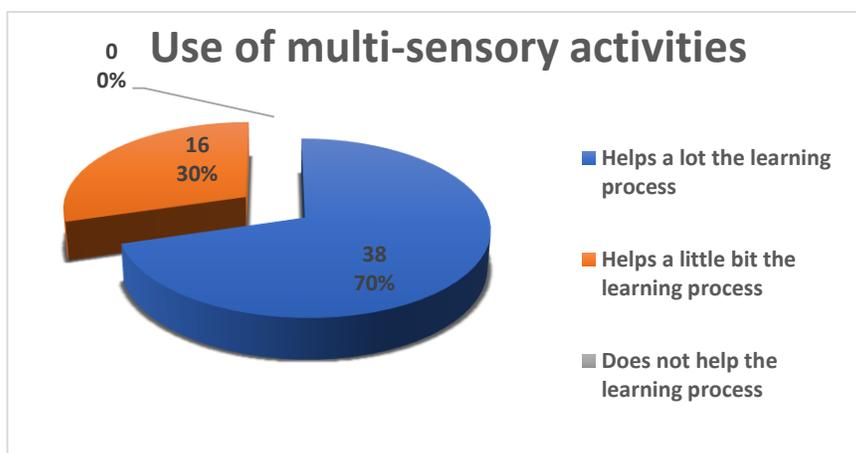


Figure 19 Use of multi-sensory activities
 Source: post-survey May 2020.

When asked students if the use of multi-sensory activities made the learning of English an active process which helped them develop oral fluency. 70% of the students said that using multi-

sensory activities throughout a lesson contributed a lot to their learning process. Meanwhile, 30% of the students said it helped them a little bit.

3) I was given the opportunity to gradually acquire English step by step during the English lessons.

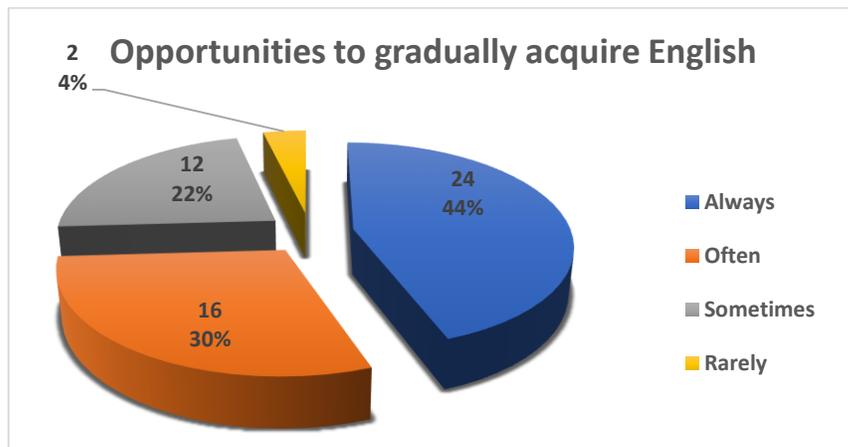


Figure 20 Opportunities to gradually acquire English
Source: post-survey May 2020.

When asked students if they feel they were given enough opportunities to gradually acquired the language step by step, 44% marked the “ always” choice, 30% marked the “often” choice, 22% marked the “sometimes” choice and only 4% marked the “rarely” choice. The positive response from 40 students out of the 54 indicates that they were aware of the contribution of scaffolding activities in their English language process. It can be said that the sequential activities and its smooth transitions in the different stages in the GRR framework offered students to build oral skills and knowledge base on their prior knowledge.

The next question invited students to reflect on the number of opportunities they had in class to interact with their classmates and use the target language in a communicative way.

4) I was given sufficient opportunities during the class to interact with my classmates and use the target language in a communicative way.

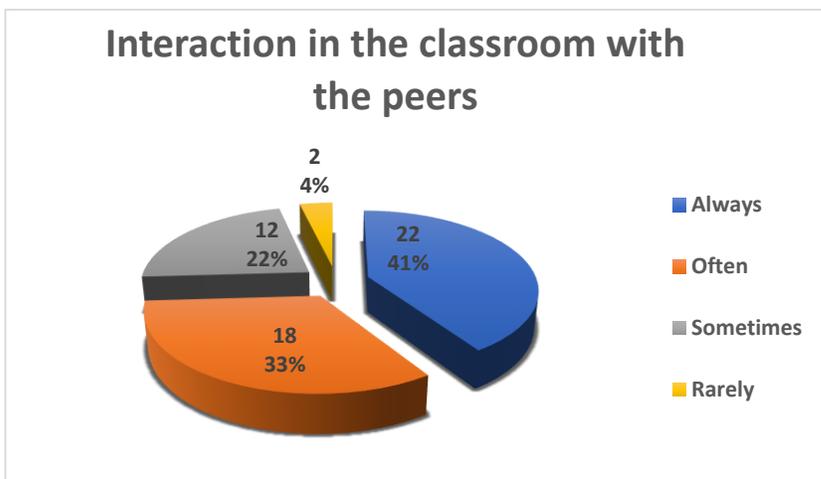


Figure 21 Interaction in the classroom with the peers
 Source: post-survey May 2020.

When asked students to reflect on the number of opportunities they had in class to interact with their classmates and use the target language in a communicative way. 41% said they always had the opportunity to engage with peers and use the language for communicative purposes. 33% said often, 22% said sometimes and only 4% said that they rarely had the opportunity to work with peers and use the language in a communicative way.

5) I feel confident and have the ability to use fluently the target language learned in a lesson in the last phase “I do it alone”.

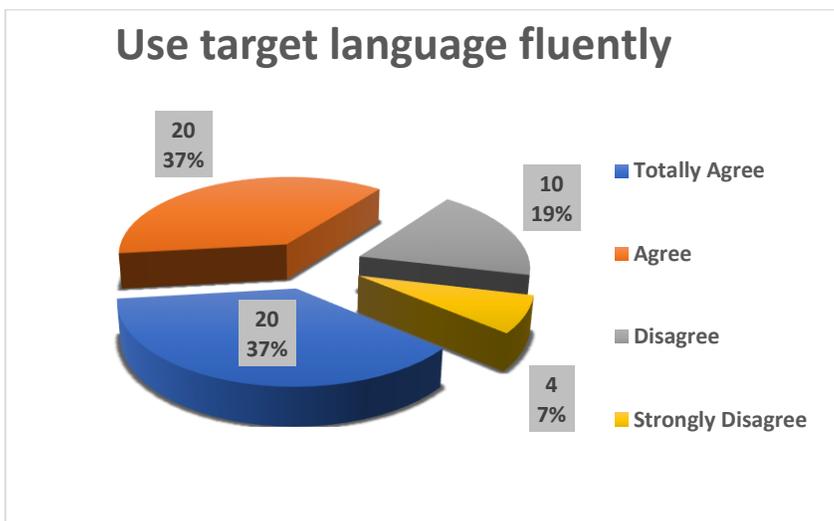


Figure 22 Use target language fluently
 Source: post-survey May 2020.

When asked students if they feel confident and have the ability to use fluently the target language learned in a lesson in the last phase “I do it alone. 37% of them marked the “totally agree”

choice, 37% marked the “agree” choice, 19% marked the “disagree” choice and only 7% marked the “strongly disagree” choice.

6) The success of the “I do it alone” phase depends on the quality of the preceding phases in the lesson.

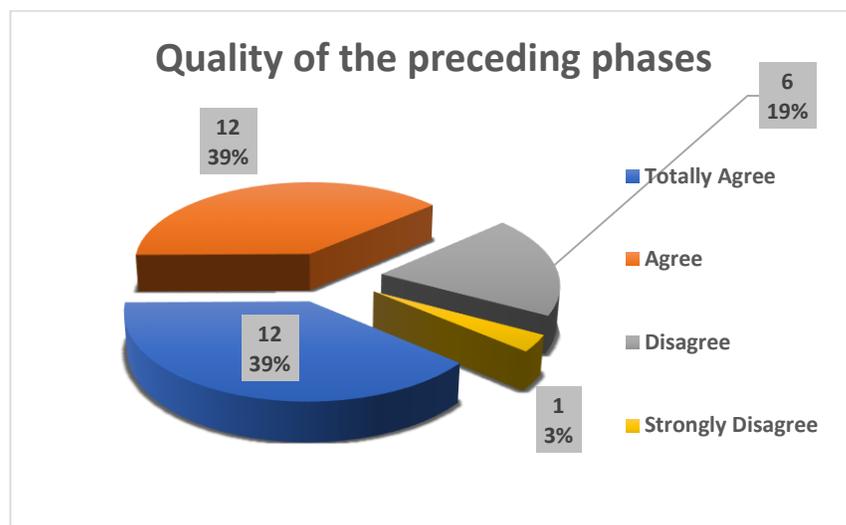


Figure 23 Quality of the preceding phases
Source: post-survey May 2020.

When asked students to mirror back to the sequence of the activities done during the class and express if they thought the success of the “I do it alone” phase depended on the quality of the preceding phases in the lesson, the majority of the students 39% pointed out a total agreement with the statement. 39% marked the “agree” choice, 19% marked “disagree” and only one student 3% checked the “strongly disagree” with it.

3.6 Discussion

Taking into account that teachers’ practice instruction is directly or indirectly based on some theory and principles and due to the fact that language teaching has evolved since the middle of the past century and with it the expanding roles of the learner moving from imitator, cognitive, affective, social, political and ultimately a creator being (Larsen Freeman,2010). Language teachers have tried various methods to align with those roles. Unfortunately, no single macro-methodological approach in the language teaching history has served all the aspects of teaching and learning. The present study tried to explore a flexible non-prescriptive and sensitive communicative methodology embracing principles of language learning, language teaching and language when designing language lessons using a learner-learning centered framework to enhance language learning in the classroom.

The student researcher decided to research and use the communicative language teaching approach using multi-sensory activities to scaffold oral fluency within the GRR instructional model to answer the research questions:

Which instructional design model embracing multi-sensory activities to scaffold English language learning might help students enhance communicative oral fluency in sophomore students at Unidad Educativa “V́ctor Manuel Guzmán”?

What are the students’ opinions from the use of multi-sensory activities in the English language classroom?

The GRR framework is a learner-learning centered framework used as a guide to plan lessons in general education. This framework holds the principles of a pragmatic methodology. The GRR framework embraces the intersection of several theories: cognitive Piaget (1952), the zone of proximal development Vygotsky (1962, 1978), attention, retention, reproduction, and motivation Bandura (1965), scaffolded instruction Wood, Bruner, and Ross (1976). These major theories in conjunction with the principles of communicative language teaching served as theoretical background for lesson planning and classroom instruction when using the content of the students book A2.2.

The principles of these areas incorporated a variety of methodological approaches. They envisioned to deal holistically with different kinds of learners and their learning process as they gradually take responsibility for their own learning in the different cognitive learning phases. After the bibliographical research, lesson planning under the criteria and principles of both communicative language teaching approach and the GRR instructional model, the student researcher put in practice this methodology with students from Primero de Bachillerato Contabilidad “A” and “B” at Unidad Educativa “Victor Manuel Guzman” in Ibarra, Imbabura, Ecuador to find out the students’ opinion about its implementation in the classroom.

A post-survey was applied in order to obtain this information. This study does not pretend to generalize from its findings but transferability and professional insights to enhance oral fluency in sophomore students at Unidad Educativa “Victor Manuel Guzman”. As claimed by Kumaravadivelu (2003) every teacher needs to maximize learning opportunities in the classroom having in mind the pedagogical parameters of particularity, practicality and possibility to overcome limitations of method-based pedagogy.

The results obtained through the post-survey showed that the majority of the students had a positive opinion towards the methodology used under the principles and criteria of the Gradual Release of Responsibility framework when using multi-sensory activities in each of the stages: “I do it”, “We do it”, “You do it together” and “You do it alone” (Fisher & Frey, 2013) of the learning process to scaffold oral fluency.

The students felt that the use of multi-sensory activities in each stage contributed significantly to the development of oral fluency. The adaptations made by the student researcher when organizing sensory-scaffolded teaching-learning activities in such a way that it moves from demonstration and or modeling to guided interaction to then a greater degree of independent interaction was a fundamental construct in the methodology. This can be acknowledged to the use of different cooperative strategies to practice the target language. Cooperative work during the “We do it”, “You do it together” phases as suggested by Spencer Kagan (1994) provided the students with a variety of opportunities to learn from each other and to gradually achieve a higher level of retention of the target language.

The sensory-scaffolded activities enhanced active participation, understanding and recall as students expressed when asked about the opportunities they had to interact and use the language in a communicative way. The active participation in class provided students with responsibilities for their own learning as well as that of their classmates. This can be attributed to the use of carefully selected activities of learning experiences based on levels of cognitive comprehension and application which are required to have in mind in each of the phases of the GRR framework where students actively assumed responsibility for their own learning.

This was acknowledge by the majority of students when they expressed that they felt confident and had the ability to use fluently the target language learned in a lesson in the last phase “I do it alone” based on the sequential sensory-scaffolded activities throughout the lesson.

In brief, the majority of the students found the English learning experience under this methodology valuable in their learning process. It is helpful to bear in mind the words of Mark Fletcher (2008) who points out that if teachers plan lessons which simultaneously engage and stimulate all the senses, students will become more effective learners because this is how the brain naturally works

The work done in each of the stages of the learning process boost confidence in the students as they were able to use the target language fluently at the end of a language lesson. However, four students expressed they did not like the methodology. Two students stated that they did not have the opportunity to acquire the language step by step nor they had the opportunity to interact with their peers. Consequently, they did not feel like they were able to use the language at the end of a lesson and expressed that the sequence of the activities did not help them to achieve oral fluency at the end of the lessons. It is important to highlight what Andrew Stork and Ben Walker (2015) claim that progressions and personal internal learning processes may be completely different for individual learners. In this case, the students’ progressions and internal processes may not correspond to teaching and learning phases when using the GRR instructional model due to their own learning style and their own pace. Perhaps, these students did not get the focused attention that they needed throughout the English learning process or were not self-driven and motivated to learn the language.

CHAPTER IV: PROPOSAL

TITLE

Lesson plans under the GRR principles to enhance oral fluency

INTRODUCTION

Meeting communicative learning objectives in the language classroom is one of the many challenges language teachers face every day. Lesson planning and preparation are essential shares of language instruction and this requires from language teachers to have in mind different variables such as: the content of the curriculum, the process itself, balance in the level of students' participation (individual, pair, small and team work), encouragement, knowledge of students' prior knowledge, learning styles, skills and needs. It also requires from teachers to adjust objectives so that they are achievable within the available time frame as well as being flexible in adapting time frames within a learning time taking into account students' needs. Therefore, creating successful lesson plans that embrace a combination of these variables is a must. They will enable students to acquire language and apply new knowledge. Thus, when structuring or planning a lesson and preparing materials to be used throughout a language experience to achieve a communicative learning objective, there is a need of a framework that incorporates the aforementioned variables as well as the theoretical rationale and practical activities to create optimal practices for all students in each of the learning stages to meet the teacher's goal, the students' needs and the course outline.

JUSTIFICATION AND IMPORTANCE

This proposal arose based on a mixed methods research carried out on Primero de Bachillerato at Unidad Educativa Victor Manuel Guzman in Ibarra, Ecuador during the Academic School Year 2019 - 2020. The instruments applied were a student pre-survey, a teacher interview and a student post-survey.

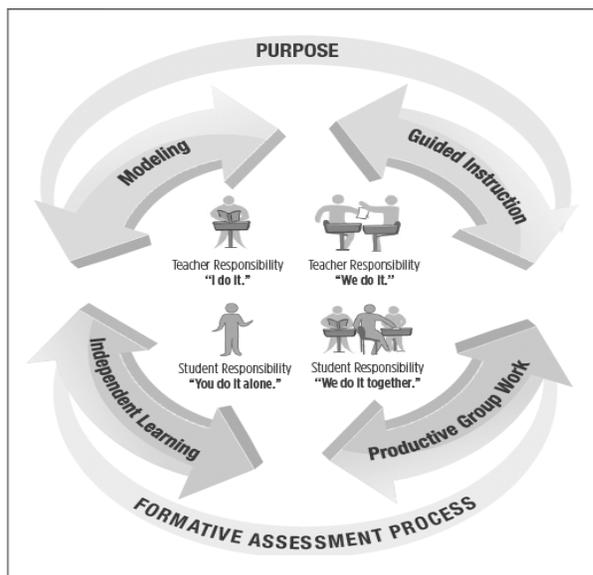
The analysis and results obtained from the research described in Chapter III has given rise to the following justification. The results showed that teachers of English at the institution value the use of the language and promote communication. Besides teachers' voices informed they deliver lessons as they are designed in the book. Since book lesson plans are designed to be used by teachers of English all over the country and in different schools with students from different backgrounds and whose knowledge and ability can be very wide-ranging has not contributed much to the development of oral fluency. In addition, the students stated that implementing multi-sensory activities in their English classes would help them enhance their English learning process. Consequently, there was a need of exploring a model of instruction supported by a combination of several learning theories that moves from explicit modeling and instruction to guided practice and then to communicative tasks that slowly allow students to become

independent learners. The GRR framework used in this proposal aims at helping teachers to structure lessons in a way in which learning activities are broken down into manageable parts. Teachers try to incorporate sensory activities in all the learning phases as students gradually acquire the language in a collaborative way. The GRR framework may allow language teachers to play an active role in scaffolding all students to develop communicative competence. The value of scaffolding and interaction in the language classroom has been recognized and documented in the last few decades as essential variables to be present when learning a second or foreign language. Having a framework and the underlying principles (criteria) for each stage will allow teachers to actively make choices on which activities to work on to foster the required English Language skill competency.

It is hoped that the teachers of English at Unidad Educativa Victor Manuel Guzman find this proposal as an example and as an alternative framework to be used in class to enhance English communicative oral fluency in language learners. The sample lesson plans (unit three “Story Time”) adapted from the content of book A2.2 from the Ministry of Education are meant to develop oral fluency but this does not mean that they cannot be reshaped in order to meet the particular needs of students in a classroom. Besides, the time frame can also be altered once teachers bring the lesson into the classroom.

THEORETICAL BACKGROUND

Gradual Release of Responsibility Model of Instruction (GRR)



*Figure 24 The gradual release of responsibility framework.
Source: Fisher, D., & Frey, N. (2013).*

The development and design of the present proposal was done under the principles of the GRR framework (Fisher & Frey, 2013), which embraces the intersection of several theories and the corresponding principles of each one. The theory of cognitive structures and schema (Piaget, 1952), the concept of the zones of proximal development (Vygotsky, 1962; Vygotsky, 1978), attention, retention, reproduction and motivation (Bandura, 1965), as well as the theory of scaffold instruction (Wood, et al., 1976). Wood, Bruner and Ross's (1976) work on scaffold instruction. All of them framed around a scaffolded process transferring responsibility within the learning process from the teacher to the eventual independence of the learner.

The GRR framework moves from guided instruction, followed by collaborative learning and finally independent practice. The four phases of the GRR framework designed in general education can be adapted for language teaching as Megan Abbot and Andrea Morris (2012) suggest in their book "Manual of Activities, Grammar, Teaching Strategies, and Vocabulary for the Nicaraguan Classroom". The four stages include:

Focus instruction or "I do it" phase



Teacher Responsibility
"I do it."

Figure 25 The gradual release of responsibility framework "I do it" phase
Source: Fisher, D., & Frey, N. (2013).

During this first phase, teachers set the purpose of the learning experience: the content purpose, the language purpose and the social purpose of the lesson using "**I can statements**". Teachers present or introduce new vocabulary and new grammar structures. Teachers are very active during this period of class time talking and presenting new information while students can have support from the material teacher uses for this purpose. The teacher makes cognitive processes visible by explaining the strategy, demonstrating with modelling through think-alouds, and providing explicit instruction. If students are encountering a new concept for the first time, it is the teacher who presents what students need to know to succeed and master this new concept.

Guided instruction phase or "We do it" phase



Teacher Responsibility “We do it.”

Figure 26 The gradual release of responsibility framework “We do it” phase
Source: Fisher, D., & Frey, N. (2013).

During this second phase, teachers are no longer lecturing to the class, but instead are helping students to facilitate a discussion with the class. The teacher and the students practice the new information together (guided practice) working on different activities that help students build confidence. In this phase, students practice the information recently presented during the “**I do it**” phase. Teachers help students complete related activities in order to identify any doubts or misunderstandings they may have about what they encountered in the “**I do it**” phase.

Collaborative learning or “You do it together” phase

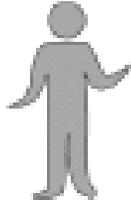


Student Responsibility “We do it together.”

Figure 27 The gradual release of responsibility framework “We do it together” phase
Source: Fisher, D., & Frey, N. (2013).

The third stage “**You do it together**” is a phase in which collaborative work takes place. During this time, teachers create and provide opportunities for students to collaborate with and among peers using what they have been introduced and taught during the previous two phases. Students talk and participate more in order to use the language. They practice the content in pairs, small groups and the whole class, organizing their materials, communicating and solving problems together.

Independent phase or “You do it alone” phase



Student Responsibility “You do it alone.”

Figure 28 The gradual release of responsibility framework "You do it alone" phase
Source: Fisher, D., & Frey, N. (2013).

In the last phase of this framework, students feel comfortable with the content they already practiced. Students produce the language on their own in authentic situations. Independent tasks are provided in which students assume the responsibility for using the strategy in practice. Students work independently on the material covered throughout the focused, guided and collaborative phases. Teachers can assess students learning in a variety of ways. Often choice is built into the assessment, so students can choose how to demonstrate their understanding. Students independently apply new learning in unique situations.

OBJECTIVES

General Objectives

- Strengthen communicative oral fluency through the use of multi-sensory activities within the criteria of the GRR instructional model.
- Present a guide to language teachers through the planning process so they can create successful daily lesson plans that incorporate multisensory activities within the GRR framework to strengthen oral fluency

Specific Objectives

- To implement a gradual release of responsibility framework to support language use as students gradually develop oral fluency.

- To provide opportunities for students to develop oral fluency through scaffolded activities.

LOCATION

Unidada Educativa “Victor Manuel Guzman” high school is located in Ibarra, Imbabura Ecuador on El Retorno Avenue, Ricardo Sánchez Street and Río Chinchipe. This public high school belongs to the parish of San Francisco. This proposal was conducted in the morning shift with students of Primero de Bachillerato “A” and “B” and the present guide was directed to the participants of this research.

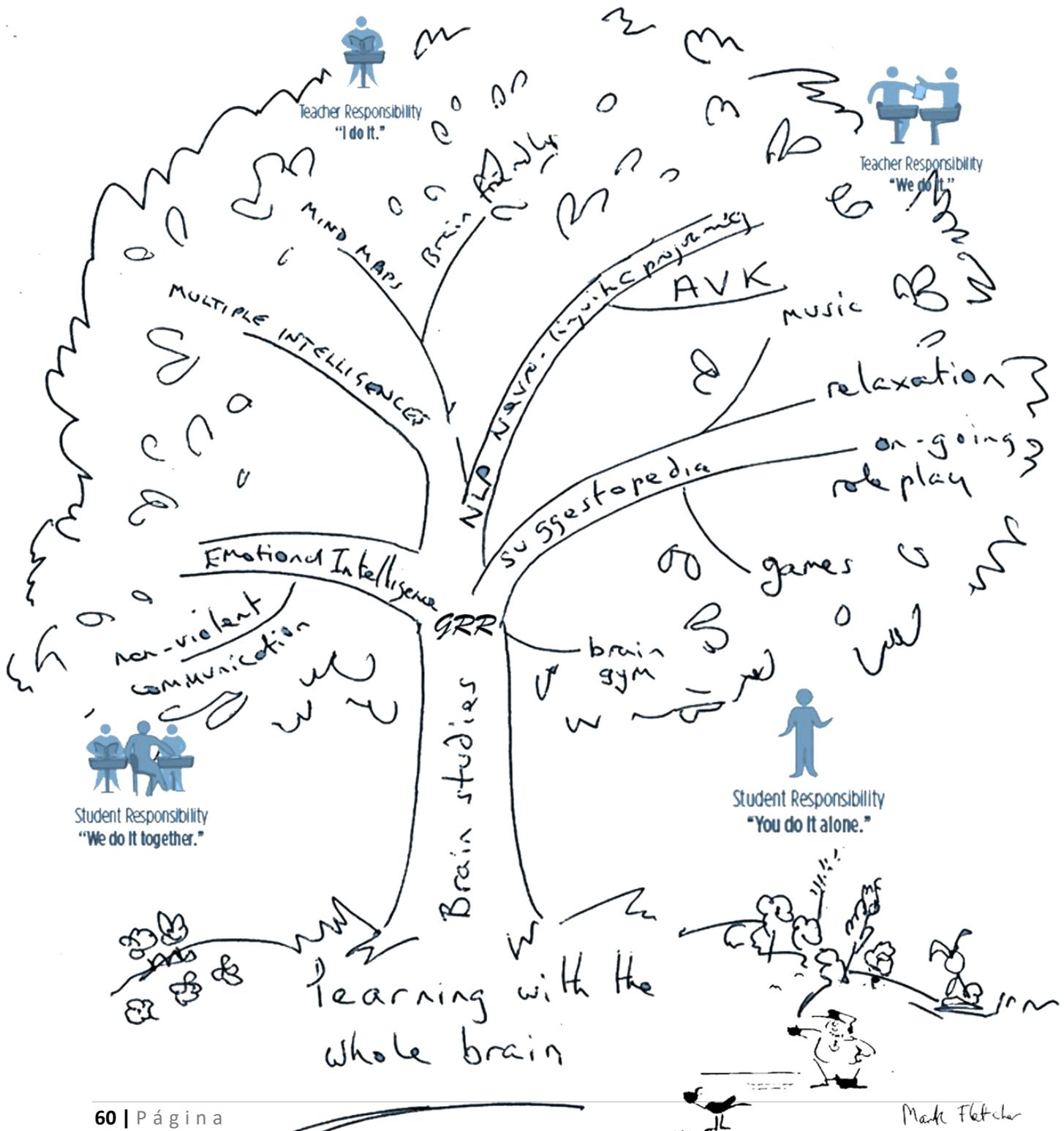
PROPOSAL DEVELOPMENT

The following proposal is composed of cover, general index, introduction, justification, theoretical background, objectives, chunking a unit to teach with intention, unit lesson plans under the GRR framework (opening routine, motivation, information (I Do), guided practice (We Do), practice (Group Do), application (You Do), assessment (Exit Ticket), homework, materials, vocabulary)

Based on A2.2 contents of Unit Three “Story Time” for Primero de Bachillerato, this proposal was developed under the following topics of the unit: Mysteries, Fantasy!, Stories of All Kinds!, He Gives Me the Creeps!, Comic Section. These themes made up a total of eight lesson plans. Each lesson included specific functions, vocabulary and grammar under the criteria of the GRR framework phases through the use of scaffolded multi-sensory activities. The basic principles of cooperative work suggested by Kagan (1994) positive interdependence, individual accountability, equal participation, simultaneous interaction were taken in mind throughout the development of each phase of the instructional framework

To accomplish great things, we must not only act,
but also dream; not only plan, but also believe - Anatole France

Lesson plans under the GRR principles to enhance oral fluency



Lesson Plan N° 1

Teacher's name: **Course:** Sophomore year
Date of Lesson: **Time of Class:** **Minutes:** 180 minutes

***Language Objectives:** Students will be able to describe an ideal classroom and practice a collaborative approach for learning and being together in their English classroom.

***I Can / I Will Be Able To**

I can describe an ideal classroom and practice a collaborative approach for learning and being together in their English classroom.

Phase / Time /	Instructional Sequence
<p>OPENING ROUTINE or TASK (while you are setting up for your lesson)</p> <p style="text-align: center;">15 minutes</p>	<ol style="list-style-type: none"> 1) The teacher writes down the following stem sentences on the board: I like learning English by For example: I like learning English by listening to music. I feel good when My favorite part of English class is when..... In English class, I don't like when I 2) The teacher invites the students to think about what to say to complete these stem sentences.
<p style="text-align: center;">MOTIVATION</p> <p style="text-align: center;">(Hook)</p> <p style="text-align: center;">25 minutes</p> <div style="text-align: center;">  </div>	<p>OBJECTIVE: Students will be able to get to know their new language partner and be surrounded by positive words and phrases.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher provides a color paper and invites each student to write his or her first name in big colorful letters going down the left side of the paper. 2) The teacher has each student write down positive adjectives (word or phrases that describe special qualities) that begin with the letters of his or her first name. In case of double letter use a different adjective for each one. For example:

	<p>G grateful R respectful A active C compassionate E enthusiastic</p> <ol style="list-style-type: none"> 3) The teacher asks the students to work with a partner and share their “Acrostic Poem” with his or her partner. 4) The teacher reminds the students to give full attention to his or her classmates as he or she reads the positive words and explains that questions or comments may be posed later. 5) The teacher shares her “Acrostic Poem” with the positive adjectives to the class. 6) The teacher calls on a few volunteers to share the positive adjectives they wrote with their first name letters or share the “Acrostic Poem” of their partner.
<p>INFORMATION</p> <p>(I Do)</p> <p>25 minutes</p>  <p>Teacher Responsibility “I do it.”</p>	<p>OBJECTIVE: Students will be able to encounter aspects that might contribute to a caring learning community.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher draws a large circle on the board and labels it “The ideal English Language Classroom.” 2) The teacher asks the students to think about the following question: “How would students act and interact in an ideal English classroom?” 3) The teacher encourages the students to use the target language but accepts the mother tongue if it is necessary. The teacher helps with translation. 4) The teacher provides some examples: Positive place, respect, willingness to learn, participating fully individually, in pairs and in small groups, valuing diversity, expressing appreciation, listening to others, not laughing at pronunciation errors, helping each other, encouraging, giving their best effort, willingness to work with everyone, no put-downs, etc. 5) The teacher helps the students to clarify form, meaning and use and invites them to say some of their own.

	<p>6) The teacher writes down the students phrases or words in English in the large circle on the board so that all students can become familiar with the basic collaborative vocabulary.</p> <p>7) The teacher helps the students modeling pronunciation according to students' needs.</p>
<p>GUIDED PRACTICE</p> <p>(We Do)</p> <p>30 minutes</p>  <p>Teacher Responsibility "We do it."</p>	<p>OBJECTIVE: Students will be able to decide upon relevant ideas for the whole English class to address what needs to be present when learning English as a foreign language.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher invites the students to pair up and asks them to synthesize the list by discussing the list of behaviors in order of importance of what an ideal English classroom would be like for them. 2) The teacher asks the students who were working in pairs to join another pair to form groups of four and asks them to share their ideas about the ideal English classroom in the group. 3) After the sharing, the students need to select three ideas that they consider most important for their classroom.
<p>PRACTICE</p> <p>(Group Do)</p> <p>30 minutes</p>  <p>Student Responsibility "We do it together."</p>	<p>OBJECTIVE: Students will be able to become familiar with collaborative skills as important elements to take personal responsibility in the English classroom.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) As students share the ideas that they considered most important for their English classroom in the first task, the other students listen attentively. 2) The students then rank their ideas in order of importance or their preference, they need to explain why they consider it most important for their English classroom. 3) The teacher invites students to create a poster of examples for the behavior they think are the most important. 4) The teacher provides each group with a big wall paper and asks them to write down their three best ideas. 5) The teacher invites each group to post the ideas in a prominent place around the class.

<p style="text-align: center;">PRACTICE</p> <p style="text-align: center;">(Group Discussion) 25 minutes</p> 	<p>OBJECTIVE: Students will be able to develop a list of class agreements that integrates what students consider important when learning a language.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher goes over each of the ideas and asks: How many of you think this statement helps the English classroom be an ideal one? 2) The teacher invites the students to stand and say “Me”. The student(s) need(s) to explain why? 3) As a whole class they decide if this can be applied as a positive agreement 4) The teacher asks who will help to remind others to respect the agreement(s) 5) The teacher writes down on the board the students ideas to transform the English class in an ideal one. 6) The teacher will add (aspects such as collaborative work, community learning, mutual respect, appreciation no put-downs) if necessary. 7) The teacher asks the students to remind each other of what would help learning and being together.
<p style="text-align: center;">APPLICATION</p> <p style="text-align: center;">(You Do)</p> <p style="text-align: center;">25 minutes</p> 	<p>OBJECTIVE: Students will be able to write a short paragraph (30 - 40 words) about a personal commitment that contributes to the well-being of the class.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher invites each student to write something about a commitment they are going to make to follow the class agreement base on the following two questions: Why is working as a community a good idea? and How can you make our classroom better?

<p>ASSESSMENT (Exit Ticket) 05 minutes</p> 	<p>Why is working as a community a good idea? How can you make our classroom better?</p>
<p>HOMEWORK</p> 	<p>Answer the following question in 30 – 40 words.</p> <p>What would have to change to make our English classroom an ideal one?</p>
<p>MATERIALS</p> 	<p>Color papers, color markers, scotch tape, big wall papers.</p>
<p>VOCABULARY</p> 	<ul style="list-style-type: none"> • Positive place • respect • willingness to learn • participating fully individually, in pairs and in small groups • valuing diversity • expressing appreciation • listening to others • not laughing at pronunciation errors • helping each other • encouraging • giving their best effort • willingness to work with everyone • no put-downs
<p>TYPES OF MULTI-SENSORY ACTIVITIES IN THE LESSON.</p>	<ul style="list-style-type: none"> • Visual • Auditory • Tactile • Kinesthetic

* Language Objectives are what the teacher wants the student to learn by the end of the lesson.

*I Can Statements are what the teacher writes on the board for students to know what they should be able to do by the end of the lesson.

*Time can be adjusted according to students' needs and own pace.

Resources Lesson Plan One

Hook'' phase - Color paper



Lesson Plan N° 2

Teacher's name: **Course:** Sophomore year
Date of Lesson: **Time of Class:** **Minutes:** 90 minutes

***Language Objectives:** Students will be able to use sequence adverbs (first, second, third, then, next, finally) to sequence, connect and describe events of short stories.

***I Can / I Will Be Able To**

I can use sequence adverbs (first, second, third, then, next, finally) to sequence, connect and describe events of short stories.

Phase / Time /	Instructional Sequence
<p style="text-align: center;">OPENING ROUTINE or TASK (while you are setting up for your lesson) 5 minutes</p>	<p>Students will form pairs with their elbow partner</p>
<p style="text-align: center;">MOTIVATION</p> <p style="text-align: center;">(Hook)</p> <p style="text-align: center;">10 minutes</p> <div style="text-align: center;">  </div>	<p>OBJECTIVE: Students will be able to order chronologically some pictures.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher will give a set of 4 different sequence pictures packs (5x7cm) 2) Each pair will discuss what they think happened first and the subsequent events using second, third, then, next and finally. The teacher tells the students that they can use the words that are necessary for them.

	<ol style="list-style-type: none"> 3) The teacher provides an example with the previous pictures she presented as a model for the students. 4) The teacher asks a group of students to tell the order of the sequence pack to the class. 5) The teacher asks members of four different groups to share and compare their sequence pack pictures 6) The students walk around the class to see the way their classmates sequenced their tasks. They put emphasis on (first, second, third, then, next, finally).
<p>INFORMATION</p> <p>(I Do)</p> <p>15 minutes</p>  <p>Teacher Responsibility "I do it."</p>	<p>OBJECTIVE: Students will be able to encounter and clarify the form, meaning, and use of key vocabulary to sequence, connect and describe events: (first, second, third, then, next, finally) (strangely, mysteriously, immediately, suddenly, unfortunately).</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher pastes big cards with the words(first, second, third, then, next, finally) (strangely, mysteriously, immediately, suddenly, unfortunately) on the board 2) The teacher asks the students to show with their fingers from 1 to 5 how familiar they feel they are with the vocabulary. (1 I have no idea - 2 I have seen it before but I am not sure what it means - 3 I sort of know what it means - 4 I use it with ease and can spell it and use it in different contexts – 5 I know it really well; spelling and pronunciation are automatic for me. 3) The teacher presents the definition of the words and invites the students to match each definition with the corresponding word. 4) The teacher pronounces the new words in order for the students to be familiar with them. 5) The teacher promotes examples with the new vocabulary presented.
<p>GUIDED PRACTICE</p> <p>(We Do)</p> <p>15 minutes</p>	<p>OBJECTIVE: Students will be able to identify the words in the story to sequence it.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher plays an audio (twice) about Tina’s story and invites students to get the gist of the story by completing a

 <p>Teacher Responsibility "We do it."</p>	<p>graphic organizer provided by the teacher to depict the different events of it.</p> <ol style="list-style-type: none"> 2) The teacher asks the students to tell what happened in the story in a general way 3) The teacher provides the students with some images that represent the events of the story and puts these images on the board. The teacher asks the students to place each image in the order it is narrated. 4) The teacher asks concept checking questions to make sure the pictures are ordered chronologically and tells the students the story pointing out to each picture.
<p>PRACTICE (Group Do) 20 minutes</p>  <p>Student Responsibility "We do it together."</p>	<p>OBJECTIVE: Students will be able to narrate the story using sequence events.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher brings puzzles of three pieces to form groups of threes. 2) The teacher asks the students to form small fishing bowls and provides the same images in small cards so they can retell the story as the rotate and interact with a new partner from the inner and outer circle.
<p>APPLICATION (You Do) 20 minutes</p>  <p>Student Responsibility "You do it alone."</p>	<p>OBJECTIVE: Students will be able to tell one classmate one personal story using the new words practiced in the previous phases.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 8) The teacher asks the students to think in a short personal story that they will be willing to share with the class and gives the students 3 minutes to recall it and then represent it chronologically on a big paper. 9) The teacher explain that they will be working independently using a wall paper as a supporting material to demonstrate visually their story. The students make use of their imagination and creativity to represent the sequence of their personal story. They do not need to spend much time on it. It is a prompt to help them practice speaking. The teacher asks the students to display their paper on the classroom walls and

	get ready to tell the story to a partner. The students change roles.
<p>ASSESSMENT (Exit Ticket)</p> <p>5 minutes</p> 	Students share their personal story using first, second, third, then, next, finally as well as strangely, mysteriously, immediately, suddenly, unfortunately. They do not need to use all of them
<p>HOMEWORK</p> 	Students take home his/her partner' story and create a different ending of the original to be shared with somebody else next class.
<p>MATERIALS</p> 	Color markers, cards, computer, audio, paper, pack pictures, Scotch tape
<p>VOCABULARY</p> 	<ul style="list-style-type: none"> • strangely • mysteriously • immediately • suddenly • unfortunately first • second • third • then • next • finally
<p>TYPES OF MULTI-SENSORY ACTIVITIES IN THE LESSON.</p>	<ul style="list-style-type: none"> • Visual • Auditory • Tactile • Kinesthetic

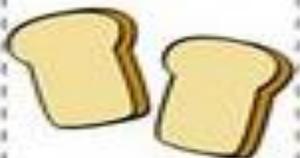
* Language Objectives are what the teacher wants the student to learn by the end of the lesson.

*I Can Statements are what the teacher writes on the board for students to know what they should be able to do by the end of the lesson.

*Time can be adjusted according to students' needs and own pace.

Resources Lesson Plan Two

"Hook" phase -Sequence pictures packs

SEQUENCING ACTIVITY PACK .Recovered from: <https://www.totschooling.net/2018/03>

"I do" phase – Vocabulary

first

second

third

then

next

finally

strangely

immediately

suddenly

unfortunately

mysteriously

When something is unexpected and quick, it happens

When something occurs in a complete manner, it is done

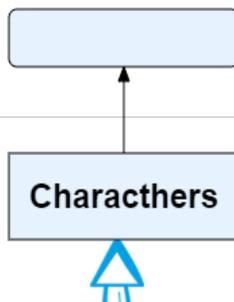
When something is unusual, it happens

When something occurs with surprise, it happens

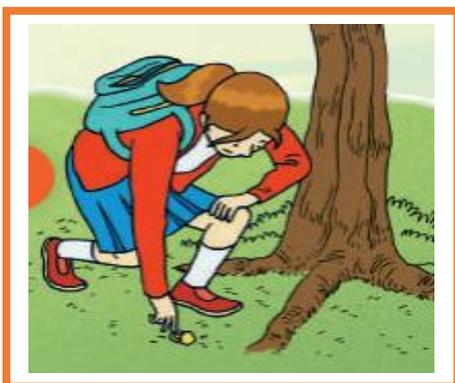
When something occurs against good luck, it happens

When something is surrounded by mystery, it is said to happen

“We do” phase- Graphic Organizer

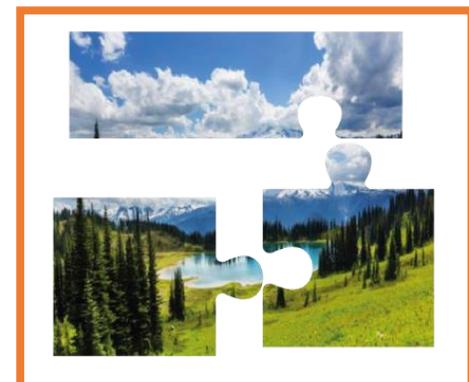


"We do" phase - Images



Taken from the English Book A2.2 Sierra, 2016

" Group do" phase - Puzzle



Recovered from: https://es.123rf.com/imagenesdearchivo/paisaje_hermoso.html?sti=mdv3q5bqt1exg8bxc8

Lesson Plan Nº 3

Teacher's name: **Course:** Sophomore year

Date of Lesson: **Time of Class:** **Minutes:** 90 minutes

***Language Objectives:** Students will be able to use both simple past and past perfect tenses to describe a story after putting images into a sequence in a pair work activity.

***I Can / I Will Be Able To**

I can use both simple past and past perfect tenses to describe the sequence of a story.

Phase / Time /	Instructional Sequence
OPENING ROUTINE or TASK (while you are setting up for your lesson) 5 minutes	The teacher divides the students into pairs and asks them to share his/her partner's previous story (worked on last class) with a different ending to a classmate.
MOTIVATION (Hook) 10 minutes 	OBJECTIVE: Students will be able to brainstorm ideas for events that happened in the past. STEPS: <ol style="list-style-type: none"> 1) The teacher brings images about four activities she did this morning and shares them with the class. 2) The teacher pastes the images on the board and writes whole sentences under each picture stating what it represents for her. (past tense) 3) The teacher asks the students to mingle around the class asking partners what are two things they did this morning.
INFORMATION (I Do) 10 minutes	OBJECTIVE: Students will be able to recognize how to use both simple past and past perfect to establish context in a story. STEPS: <ol style="list-style-type: none"> 1) The teacher invites the students to take a look at the sentences under each picture presented in the motivation phase.



Teacher Responsibility
"I do it."

- 2) The teacher draws two timelines on the board and invites students to guess which action they think happened first.
- 3) The teacher asks the students to discuss in pairs their guesses and then encourages them to share their thoughts with the whole class.
- 4) The teacher reconfirms students' guesses and matches the sentences in the timeline by writing the first action in the past perfect and the second in the past simple.
- 5) The teacher asks concept checking questions For example: "So, in this sentence....Did I before or after?" "When we use the past perfect, how many actions are usually there? (=2).
- 6) The teacher explains the form, the meaning and use of the tenses. The function of the Past Perfect tense is to talk about an event or activity that was completed before another event, activity or time in the past.  I had breakfast. I left home I had had breakfast before I left home. The teacher points out that we often use the past perfect to give background in a story, show why something happened, or why somebody felt a certain way.

GUIDED PRACTICE

(We Do)

15 minutes



Teacher Responsibility
"We do it."

OBJECTIVE: Students will be able to differentiate past perfect tense from simple past tense in terms of both meaning and structure.

STEPS:

- 1) The teacher provides colored sheets of paper and asks the students to remember the two sentences they shared with his/her partner in the previous exercise. The teacher requests the students to draw a timeline and match their two sentences by identifying the action that happened first (past perfect) and the second one (past simple) and invites them to do the same with two other activities done today by them.
- 2) The teacher asks the students to join those students who have the same color of paper and share the info with a partner.

	<ol style="list-style-type: none"> 3) The teacher asks the students to share the info with the whole class. 4) Teacher assesses which students are getting it and which are having trouble and provides feedback as needed.
<p>PRACTICE</p> <p>(Group Do)</p> <p>20 minutes</p>  <p>Student Responsibility "We do it together."</p>	<p>OBJECTIVE: Students will be able to remember and internalize the grammatical form, meaning and use of the past perfect and past simple tenses.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher will divide the class into groups of three and give each group 6 mixed pictures taken from the different events in Tina's story. 2) The teacher invites the students to display the cards on their desks and asks them to share (narrate) what they remember about Tina's story. 3) The teacher places a set of 5 cards facing down with adverb questions: What event happened "suddenly" in the story? What event happened "unfortunately" in the story? What event happened "strangely" in the story? What event happened "immediately" in the story? What event happened "mysteriously" in the story? 4) The teacher encourages the students to take individually one card at random and asks them to read the question to his/her group members to be answered by any member of the group, then to tell the story in a chronological order. For example: Mysteriously, Tina found the ring again under her bed. 5) The teacher explains that they are going to listen to the same story but this time Tina's story is being told by someone else. Teacher invites students to look at the text of the story and make them aware that there are some blanks to be completed as they hear the narration. Students need to fill in the blanks with simple past, past participle or adverbs according to what they hear from the recording. 6) The teacher invites the students to work in pairs and compare their answers. 7) The teacher reviews the answers with the whole class making sure they have the correct tense and the adverb in each blank and then asks one student to narrate part of the story to the

	<p>whole class and invite other student to continue with the narration. For example: (1) Tina had walked for 20 minutes when she felt tired and stopped under a big tree.(2) She saw a shiny object. She picked it up and examined it carefully. It was a ring.</p>
<p>APPLICATION</p> <p>(You Do)</p> <p>20 minutes</p>  <p>Student Responsibility "You do it alone."</p>	<p>OBJECTIVE: Students will be able to narrate Tina’s story with their own words using the simple past, the past participle and the adverbs while describing the story and putting it into the proper sequence.</p> <p>STEPS:</p> <p>1) The teacher provides 6 images with Tina’s stories (as a manipulative resource) and encourages students to use them as they narrate the story (in pairs). They will use their imagination and creativity as they tell the story. They will use the simple past, the past participle and the adverbs while describing the story.</p>
<p>ASSESSMENT</p> <p>(Exit Ticket)</p> <p>5 minutes</p> 	<p>The teacher invites the students to stand up and find a partner from a different group and narrate Tina’s story with their own words using the simple past, the past participle and the adverbs while describing the story and putting it into the proper sequence. Students swap partners.</p>
<p>HOMEWORK</p> 	<p>Record Tina’s story but adding or changing any information to make it different. Students need to use the simple past, the past participle and the adverbs while describing the story and putting it into the proper sequence.</p>
<p>MATERIALS</p> 	<p>Markers, flash cards, color sheets of papers, set of Tina’s picture cards, set of adverb questions cards, set of rods, computer and audio book.</p>
<p>VOCABULARY</p>	<p>• arrive • see • walk • pick • belong • lose in past and past perfect</p>

	
<p>TYPES OF MULTI-SENSORY ACTIVITIES IN THE LESSON.</p>	<ul style="list-style-type: none"> • Visual • Auditory • Tactile • Kinesthetic

* Language Objectives are what the teacher wants the student to learn by the end of the lesson.

*I Can Statements are what the teacher writes on the board for students to know what they should be able to do by the end of the lesson.

*Time can be adjusted according to students' needs and own pace.

Resources Lesson Plan Three

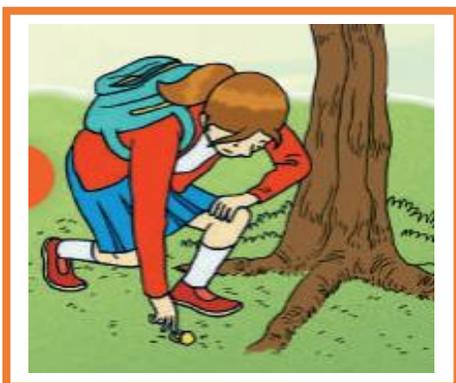
Hook'' phase -Activities teacher did in the morning



"We do" phase –Color papers



“Group do” phase – Tina’s story



Taken from the English Book A2.2 Sierra, 2016

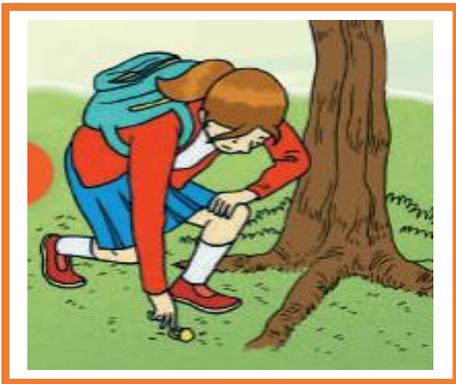
"Group do" phase – Adverb questions

What event happened **strangely** in the story?

What event happened **“mysteriously”** in the story?

What event happened **“immediately”** in the story?

“You do” phase - Tina’s story



Taken from the English Book A2.2 Sierra, 2016

Lesson Plan N° 4

Teacher's name: **Course:** Sophomore year

Date of Lesson: **Time of Class:** **Minutes:** 135 minutes

***Language Objectives:** Students will be able to define and use fairy tale vocabulary in original sentences.

***I Can / I Will Be Able To**

I can use fairy tale vocabulary to talk about imaginary situations or unlikely events in a group work activity.

Phase / Time /	Instructional Sequence
OPENING ROUTINE or TASK (while you are setting up for your lesson)	
MOTIVATION (Hook) 10 minutes 	OBJECTIVE: Students will be able to improve spelling and expand vocabulary through a word-building exercise. STEPS: <ol style="list-style-type: none"> 1) The teacher writes down the word “beautiful” and asks the students to work in groups of threes and form as many words as they can mix up the letters in the word “beautiful” Students can not add any other letter. For example: be, beat, at, ate, eat, tea, bat, but, bit, etc. 2) The teacher asks the class to share the words with the whole class. Teacher pronounces them and writes down all the words the students came out with.
INFORMATION (I Do) 20 minutes	OBJECTIVE: Students will be able to learn and practice new words (pronunciation). STEPS: <ol style="list-style-type: none"> 1) The teacher presents to the class a list of vocabulary fairy, princess, castle, prince, a magical tree, gold, woodcutter, dragon, gnome, straw, elf, giant, Puss in Boots, knight

 <p>Teacher Responsibility "I do it."</p>	<ol style="list-style-type: none"> 2) The teacher gives a number to each word and then pronounces each single word by pointing at the word in order and out of order chunked in groups of two or three and invites students to only listen and see the spelling of the words. 3) The teacher invites one student to tell the numbers at random and as the teacher hears the number she pronounces the words. Then the teacher exchange roles with the students. She tells the numbers and students pronounce the words. Teacher checks pronunciation.
<p>GUIDED PRACTICE</p> <p>(We Do)</p> <p>15 minutes</p>  <p>Teacher Responsibility "We do it."</p>	<p>OBJECTIVE: Students will be able to recognize new words through a definition game activity.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The Teacher shows a set of cards and explains to the class that each card has the meaning of one of the words presented before. Teacher reads the definition of the words one by one and invites students to tell which word she is defining. Example: An imaginary creature with magic powers, usually represented as a very small person with wings = A fairy 2) The teacher invites the students to choose any of the vocabulary words and say/read it to the class so they can define it with teacher support. 3) The teacher invites every single student to come to the front of the class and take a card with a definition. 4) The teacher asks the students at random to read the definition in the card and encourages the students in the class to identify and say the word his/her partner is defining.
<p>PRACTICE</p> <p>(Group Do)</p> <p>20 minutes</p>	<p>OBJECTIVE: Students will be able to use the new vocabulary in a contextualized way while playing a game.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher divides the class into groups of four and hands out two sets of cards the first set containing pictures of the new vocabulary and the second set containing the definitions of the vocabulary.



- 2) The teacher invites the students to place the cards in two piles the two sets of cards. Pictures cards facing up. Definition cards facing down.
- 3) In turn, the students draw a picture from the pile and in groups match pictures to their definition. As this activity goes on students try to memorize the definition of the new vocabulary.

For example: A fairy

An imaginary creature with magic powers

- 4) The teacher invites the students to repeat the activity, but this time with the definitions facing up.
- 5) The teacher encourages the students to play a third time to hide the definitions and place the pictures facing down. Students draw a picture from the pile and in groups they need to say the definition.
- 6) The teacher gives an example of a word in a sentence or by describing an imaginary or unlikely event. Example: If I were a king, I would live in a castle. Teacher invites students to do the same with all the vocabulary words.

APPLICATION

(You Do)

20 minutes



Student Responsibility
"You do it alone."

OBJECTIVE: Students will be able to describe the meanings of the vocabulary words and or state examples with the words.

STEPS:

- 1) The teacher invites the students to work with the same group and asks them to display the picture cards facing down on the desk and in turns asks each member of the group to pick one card. Students in the group need to make use of the word chosen by his/her partner first defining it and then using the word in one sentence.

ASSESSMENT

(Exit Ticket)

5 minutes



The teacher randomly asks the students to tell what words they learn.

<p>HOMEWORK</p> 	<ol style="list-style-type: none"> 1) The teacher provides a word puzzle containing the new vocabulary and asks students to find the words in the puzzle. 2) Write one sentence with each of the vocabulary words: fairy, princess, castle, prince, magical tree, gold, woodcutter, dragon, gnome, straw, elf, giant, Puss in Boots, knight.
<p>MATERIALS</p> 	<p>Markers, pictures, definition cards, word puzzle</p>
<p>VOCABULARY</p> 	<ul style="list-style-type: none"> • fairy, • princess, • castle, • prince, • magical tree, • gold, • woodcutter, • dragon, • gnome, • straw, • elf, • giant, • Puss in Boots, • knight
<p>TYPES OF MULTI-SENSORY ACTIVITIES IN THE LESSON.</p>	<ul style="list-style-type: none"> • Visual • Auditory • Tactile • Kinesthetic

* Language Objectives are what the teacher wants the student to learn by the end of the lesson.

*I Can Statements are what the teacher writes on the board for students to know what they should be able to do by the end of the lesson.

*Time can be adjusted according to students' needs and own pace.

Resources Lesson Plan Four

"I do" phase – Words

A fairy

An elf

Gold

A castle

Puss in Boots

A dragon

A magical tree

A juicy sausage

Straw

A woodcutter

A princess

A giant

A gnome

A prince

A knight

"We do" phase – Words with definitions

A fairy

An elf

Gold

A castle

Puss in Boots

A dragon

A magical tree

A juicy
sausage

Straw

A woodcutter

A princess

A giant

A gnome

A prince

A knight

an imaginary creature with magic powers, usually represented as a very small person with wings

a large strong building, built in the past by an important person to protect the people inside from attack.

Someone whose job is to cut down trees and branches for wood

An important male member of a royal family, especially a son or grandson of the king or queen.

An important female member of a royal family, especially a daughter or granddaughter of a king and queen, or the wife of a prince.

A chemical element that is a valuable, shiny, yellow metal used to make coins

A food made of meat that has been cut into very small pieces, mixed with

An imaginary creature like a man but extremely tall, strong, and usually very cruel, appearing especially in children's stories.

A large, frightening imaginary animal, often represented with wings, a long tail, and fire coming out of its mouth.

The dried, yellow stems of crops such as wheat, used as food for animals or as a layer on the ground for animals to lie on, and for making traditional objects.

A model of a gnome used as a garden decoration

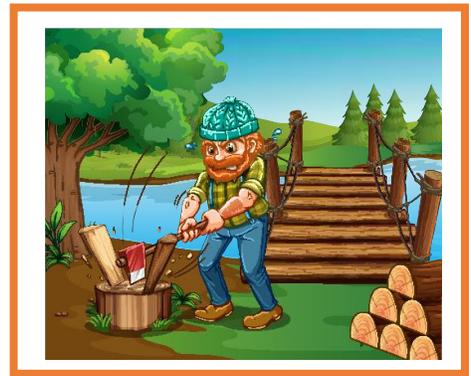
A tall plant that produced by or using magic

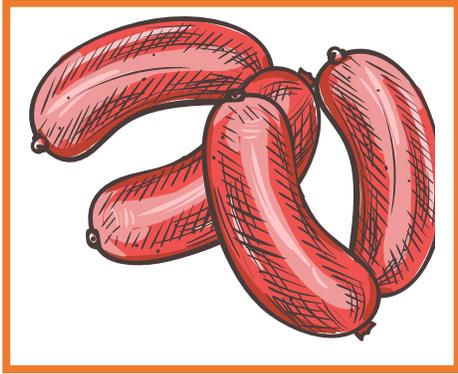
A cat wearing boots

A man given a rank of honor by a British king or queen because of his special achievements, and who has the right to be called "Sir".

**An imaginary being, often like a small person with pointed ears,
in popular stories**

“Group do” phase – Pictures

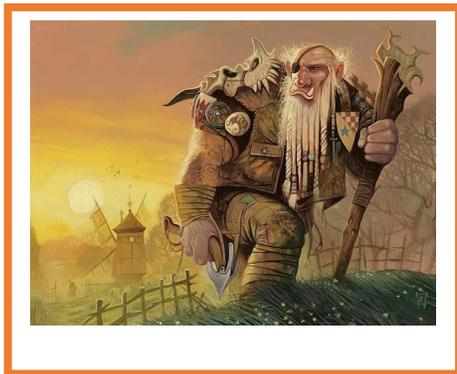
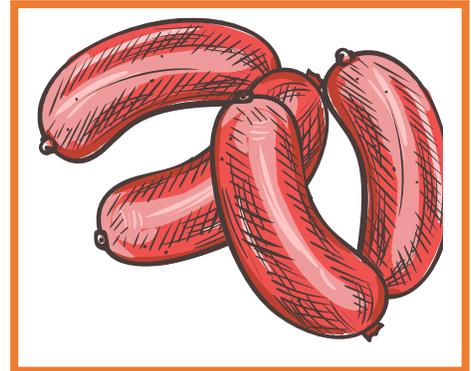






“You do” phase – Pictures







Homework - Word puzzle

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

1. WOODCUTTER
2. PRINCESS
3. SAUSAGE
4. CASTLE
5. DRAGON
6. KNIGHT
7. MILLER
8. PRINCE
9. FAIRY
10. GIANT
11. GNOME
12. STRAW
13. GOLD
14. ELF

Homework- Word puzzle

<https://es.educaplay.com/recursos-educativos/6153908-puzzle.html>

Homework - Word puzzle



1. WOODCUTTER
2. PRINCESS
3. SAUSAGE
4. CASTLE
5. DRAGON
6. KNIGHT
7. MILLER
8. PRINCE
9. FAIRY
10. GIANT
11. GNOME
12. STRAW
13. GOLD
14. ELF

Lesson Plan Nº 5

Teacher's name: **Course:** Sophomore year
Date of Lesson: **Time of Class:** **Minutes:** 135 minutes

***Language Objectives:** Students will be able to use first and second conditional sentence structures while performing (dramatizing) “The Three Wishes” fairy tale.

***I Can / I Will Be Able To**

I can use first and second conditional sentence structures while performing (dramatizing) “The three wishes” fairy tale.

Phase / Time /	Instructional Sequence
<p style="text-align: center;">OPENING ROUTINE or TASK (while you are setting up for your lesson) 5 minutes</p>	<div style="text-align: right; margin-bottom: 10px;">  </div> <p>The teacher pastes a big poster of a fairy and asks students to make a list of words that come to their minds when they hear the word fairy or see an image of a fairy. Students can make use of their cellphones to google new words.</p>
<p style="text-align: center;">MOTIVATION</p> <p style="text-align: center;">(Hook)</p> <p style="text-align: center;">10 minutes</p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>OBJECTIVE: Students will be able to build background knowledge and focus on the lesson context by thinking of three wishes they would be granted by a fairy.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher plays some background music https://www.youtube.com/watch?v=L8HxKTty1WU and writes down under the poster the following questions 'Who's this?' 'Is this the wicked witch or the friendly fairy? What do friendly fairies do?' 2) The teacher explains that friendly fairies grant people wishes and shows students a fairy wand. 3) The teacher asks the students to imagine that they would be granted three wishes by a fairy and invite them to think in three wishes they would ask the fairy (only words)

<p style="text-align: center;">GUIDED PRACTICE</p> <p style="text-align: center;">(We Do)</p> <p style="text-align: center;">40 minutes</p> <div style="text-align: center;">  <p>Teacher Responsibility "We do it."</p> </div>	<p>OBJECTIVE: Students will be able to practice the second conditional and discover the form, meaning and use.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher asks the students to join his/her elbow partner and provides them with a set of six strip sentences containing halves of the three wishes sentences asked by the woodcutter and his wife. Teacher asks the students to connect the two halves. 2) The students work in pairs and match the two halves of the wishes. Then check and discuss their answers in groups. 3) The teacher asks each pair to report back their sentences to the whole class with the teacher helping to explain and correct any errors. 4) The teacher asks the students to work in pairs and hands out a worksheet. Students need to match the condition with its result. 5) The teacher hands out a worksheet to unscramble the words to write conditionals.
<p style="text-align: center;">PRACTICE</p> <p style="text-align: center;">(Group Do)</p> <p style="text-align: center;">30 minutes</p> <div style="text-align: center;">  <p>Student Responsibility "We do it together."</p> </div>	<p>OBJECTIVE: Students will be able to determine what structure is used when talking about imaginary situations.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher divides the class into groups of 5 and hands out each group a set of nine cards containing scenes and the corresponding text of "The three wishes" fairy tale. 2) The teacher invites each student in the group to take randomly two cards and spend five minutes memorizing the text or at least its main idea. After the five minutes, group members exchange cards and make sure each student can recite each part of the story and places the card in the order they think happened in the story. 3) The teacher asks the students to read the story within each group in order of story sequence. 4) The teacher explains to the students that they need to perform the fairy tale in front of another group in 3 minutes and encourages them to take the role of the narrator, woodcutter, wife, fairy and one student as timekeeper

<p>APPLICATION</p> <p>(You Do)</p> <p>20 minutes</p>  <p>Student Responsibility "You do it alone."</p>	<p>OBJECTIVE: Students will be able to construct meaning from oral presentations (dramatization).</p> <p>STEPS:</p> <p>1) The teacher invites the different groups to join a new group of students and encourages them to perform the fairy tale. Group members may dramatize their performance with actions or other special effects.</p>
<p>ASSESSMENT (Exit Ticket)</p> <p>6 minutes</p> 	<p>What did you like most about the three wishes dramatization?</p>
<p>HOMEWORK</p> 	<p>The teacher provides a handout to be completed at home with students' ideas.</p>
<p>MATERIALS</p> 	<p>Big posters, computer, audio, a set of sentences, set of nine cards containing scenes and the corresponding text of the "The Three Wishes", homework handout, matching exercises worksheet and unscramble handout.</p>
<p>VOCABULARY</p> 	<ul style="list-style-type: none"> • magical tree • fairy • wishes • sausage • woodcutter • kingdom
<p>TYPES OF MULTI-SENSORY ACTIVITIES IN THE LESSON.</p>	<ul style="list-style-type: none"> • Visual • Auditory • Tactile • Kinesthetic

* Language Objectives are what the teacher wants the student to learn by the end of the lesson.

*I Can Statements are what the teacher writes on the board for students to know what they should be able to do by the end of the lesson.

*Time can be adjusted according to students' needs and own pace.

Resources Lesson Plan Five

“Hook” phase- Big poster



'Who's this?' 'Is this the wicked witch or the friendly fairy?'

Stock, 2018. Recovered from: <https://www.istockphoto.com/es/vector/agitando-su-varita-de-hada-gm959481906-262006624>

“I do” phase - Big poster



Recovered from: <https://www.youtube.com/watch?v=aaApdeQotIc>

“We Do” phase - Set of six strip sentences

Second Conditional

If I could chop it down,

I wouldn't have to work for a long time.

I wouldn't cut down that tree

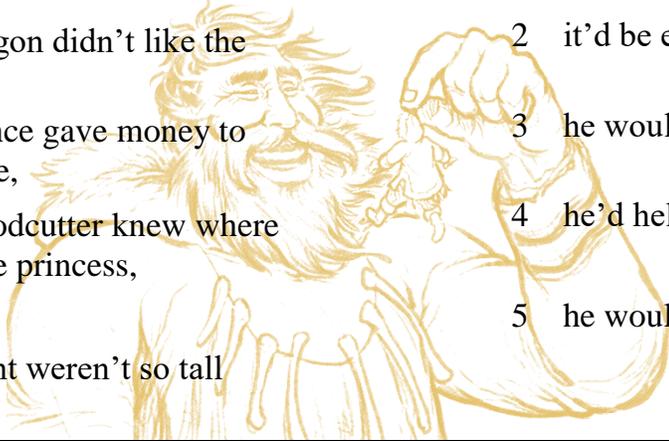
If I were you! It's a magical tree.

If a fairy granted me a wish,

I'd ask for a hot sausage

“We Do” phase - Match the condition with its result

a	If the prince had a princess,	1	he would tell the prince about it.
b	If the dragon didn't like the sausage,	2	it'd be easy to rescue the princess
c	If the prince gave money to the gnome,	3	he wouldn't be so sad.
d	If the woodcutter knew where to find the princess,	4	he'd help him find the princess.
e	If the giant weren't so tall	5	he would not be friendly



“We Do” phase - Unscramble the words to write conditionals

a. elves/ if / were/ we / tiny/ live/ in/ we'd /tree/ a

If we were elves, we'd live in a tiny tree.

b. dragon /If/ my/ brother/ had /a/ as/ a/ mom /wouldn't/ like/ my /pet / it

If my brother had a dragon as a pet, my mom wouldn't like it.

c. If / were/ a/ knight/ he'd /kingdom/have/ to/ defend/ the /king/ his

If the king were a knight, he'd have to defend his kingdom.

d. If/ I/ fairy/ a / in/ I'd /my/ ask/ saw /her /garden/ to /me /a / wish/ grant

If I saw a fairy in my garden, I'd ask her to grant me a wish.

e. had /If/ I/ turn/ powers/ I'd /magical/ straw /gold/ into

If I had magical powers, I'd turn straw into gold.

“Group Do” phase - Set of cards



Once in a kingdom far, far away, there was a woodcutter and his wife



One day the man saw a magical tree and he thought “If I cut down this tree, I’ll make some good money.”



If I make good money, I’ll get my wife a new dress.”



But the man noticed that the tree was very thick so he doubted if he could cut it down. However, he kept thinking about the money “If I could chop it down, I wouldn’t have to work for a long time.”



Suddenly, a beautiful and tiny fairy appeared and said “I wouldn’t cut down that tree if I were you! It’s a magical tree. I will grant you and your wife three wishes if you don’t cut it down.



Happily, the man accepted, went to his house and told his wife about the fairy.



“If a fairy granted me a wish, I’d ask for a hot sausage, I’m so hungry,” said the wife jokingly. Immediately, at the table, a big juicy sausage appeared.



“Oh, come on, you wished for a simple sausage and now we just have two wishes left! I wish the sausage would hang from your nose,” said the woodcutter angrily without thinking.



As soon as he spoke the words, the sausage hung from the woman’s nose. “What did you do? Look at me,” said the wife, who now had a sausage hanging from her nose. When the woodcutter saw his wife looking so sad, he knew what his next wish would be

Recovered from: <https://www.youtube.com/watch?v=aaApdeQotIc>

Homework – Handout

Complete the sentences with your own ideas.

- 1) If I were a king, I
- 2) If a fairy granted me a wish, I'd ask for
- 3) If I were a fairy tale character, I'd be
- 4) If I had a mythical creature, I'd have a
- 5) If I wrote a fairy tale, I'd write about
- 6) If I had magical powers, I'd turn
- 7) If I (see) a fairy, I (wish) for richness.
- 8) If I (to be) rich, I (live) in a castle.
- 9) If I (live) in a castle, I (be) a king or queen.

English book A2.2 Sierra, 2016

Lesson Plan Nº 6

Teacher's name: **Course:** Sophomore year
Date of Lesson: **Time of Class:** **Minutes:** 90 minutes

***Language Objectives:** Students will be able to use the idioms: to give someone the creeps, to draw a blank, to have something on the tip of the tongue, to be between a hard place and a rock while role-playing their own dialogues or when telling their stories.

***I Can / I Will Be Able To**

I can use the idioms: to give someone the creeps, to draw a blank, to have something on the tip of the tongue, to be between a hard place and a rock while role-playing their own dialogues or when telling their stories.

Phase / Time /	Instructional Sequence
<p style="text-align: center;">OPENING ROUTINE or TASK (while you are setting up for your lesson) 5 minutes</p>	<p>Teacher asks the students what an idiom is and invites them to think in idioms they have learned in the past or previous units.</p>
<p style="text-align: center;">MOTIVATION (Hook) 5 minutes</p> <div style="text-align: center;">  </div>	<p>OBJECTIVE: Students will be able to generate ideas and curiosity through questions.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) Teacher writes down on the board the following three questions: <i>Do you usually read because you have to or because you like it? Is there someone in your family who tell stories? Have you ever told someone a story you heard from someone else?</i> and asks the students to discuss their experience in pairs. 2) Teacher asks some volunteers to share something their partners told them.
<p style="text-align: center;">INFORMATION (I Do)</p>	<p>OBJECTIVE: Students will be able to activate prior knowledge and clarify the meaning of idioms.</p>

10 minutes



Teacher Responsibility
"I do it."

STEPS:

- 1) Teacher pastes an image of a picture in which it is raining a lot and asks students to describe what is happening 
- 2) The teacher listens to what students say and then she pastes a second picture  saying "it is raining cats and dogs" and explains to them that this is another way to say "it is raining a lot". She explains that there are many phrases that express a particular idea, but they do not literally mean what the individual words themselves mean.
- 3) The teacher writes down on the board the following idioms: (1) to give someone the creeps (2) to draw a blank (3) to have something on the tip of the tongue (4) to be between a hard place and a rock.
- 4) The teacher asks the students if they know what kind of phrases are those written on the board and elicits ideas from students.
- 5) The teacher explains that those expressions are idioms and that they have a meaning different from their literal meaning. Teacher emphasizes that an idiom is 'a group of words established by usage and having a meaning not deducible from those of the individual words'.
- 6) The teacher provides several examples of scenarios when each idiom might be used. For example: She would say: He was in a difficult situation= *to be between a hard place and a rock*. I could not think of something to say= *to draw a blank*, I was going to call her name but I couldn't. I was sure I knew her name= *to have something on the tip of the tongue*. The house frightened me= *to give someone the creeps*.
- 7) The teacher addresses the pronunciation of the idioms as necessary.

**GUIDED
PRACTICE**

(We Do)

OBJECTIVE: Students will be able to use the idioms to complete a gap activity and then perform the dialogue about the Odysseus story without looking at the text.

<p>25 minutes</p>  <p>Teacher Responsibility "We do it."</p>	<p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher pastes four cardboard with the meaning of each idiom on the board and provides each student in the class four blank cards (5x7cm). Teacher encourages students to draw a quick sketch in each card representing the idiom. 2) The teacher hands out a worksheet with a two column chart. Column A with colloquial expressions and column B with sentences using the idioms and tells the students to match the sentence expressing the same meaning or idea. The teacher checks the student answers. 3) The teacher hands out a worksheet with a dialogue about The Odyssey story and asks them to complete the blanks with the idioms. 4) The teacher checks the appropriate use of the idioms in the blanks. 5) The teacher does a jump in reading activity to help students familiarize with the dialogue and pronunciation. 6) The teacher invites the students to practice the dialogue taking the roles of Anne and Bob first reading the text and then without reading at the text.
<p>PRACTICE</p> <p>(Group Do)</p> <p>25 minutes</p>  <p>Student Responsibility "We do it together."</p>	<p>OBJECTIVE: Students will be able to produce personal sentences using the idioms when referring to personal experiences.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher requests the students to work in pairs and asks them to display their cards with their previous sketches on the table. Teacher encourages students to use the cards (representing the four idioms) in sentences about personal anecdotes. For example: My friend asked me a question about mathematics and I drew a blank. I didn't know what to say. 2) The teacher invites the students to work with the same partner and asks them to write two sentences using the idioms in a personal way. 3) The teacher asks the students to create an original short dialogue or a personal story in which they can use the idioms. 4) Teacher encourages the students to rehearse their dialogue or story to then be presented to another pair in the class.

<p>APPLICATION</p> <p>(You Do)</p> <p>15 minutes</p>  <p>Student Responsibility "You do it alone."</p>	<p>OBJECTIVE: Students will be able to use fluently the four idioms while role playing their own dialogues or when telling their stories.</p> <p>STEPS:</p> <p>1) The teacher asks each pair of students to join another pair in the class to perform their own dialogue or story.</p>
<p>ASSESSMENT (Exit Ticket)</p> <p>7 minutes</p> 	<p>Invites the students to tell three out of the four idioms practiced in class.</p>
<p>HOMEWORK</p> 	<p>Students write three sentences using each idiom.</p>
<p>MATERIALS</p> 	<p>Color markers, colors, sets of blank cards, papelote, scotch tape, pictures</p>
<p>VOCABULARY</p> 	<ul style="list-style-type: none"> • give someone the creeps • to draw a blank • to have something on the tip of the tongue • to be between a hard place and a rock
<p>TYPES OF MULTI-SENSORY ACTIVITIES IN THE LESSON.</p>	<ul style="list-style-type: none"> • Visual • Auditory • Tactile • Kinesthetic

* Language Objectives are what the teacher wants the student to learn by the end of the lesson.

*I Can Statements are what the teacher writes on the board for students to know what they should be able to do by the end of the lesson.

Resources Lesson Plan Six

“I do” phase - Pictures



Recovered from: <https://learnenglishwithdemi.wordpress.com/2015/11/29/other-ways-to-say-its-raining-a-lot/>

“We Do” phase – Meaning of the idiom

**to be in a situation which offers two alternatives
that are both difficult**

to make someone feel frightened

to forget something

to fail to find a word you

“We Do” phase – Hand out

Match column A with Column B to express the same meaning or idea.			
Column A		Column B	
A	I had a dilemma. I didn't know what decision to make.	1	I hate it when I have something on the tip of my tongue
B	He had no idea. Nothing came to his mind.	2	The spider gave me the creeps. I just run
C	I was horrified when I saw the spider. I just ran.	3	He drew blank. Nothing came to his mind.
D	I hate it when I can't remember a word I know.	4	I was between a rock and a hard place. I didn't know what decision to make

English book A2.2 Sierra,2016

”We Do” phase – Dialogue

Anne: Have you heard of the story of Odysseus?

Bob: Yeah, he killed... Umm what was the monster called?

Anne: He killed a couple of monsters, which one?

Bob: It was a six-headed sea monster. What’s it called? I know it. I have it on the tip of my tongue.

Anne: Medussa?

Bob: No... It was Scylla. That monster gives me the creeps! It’s really scary.

Anne: Yeah, anyway, last week I had a quiz on Greek myths.

Bob: How did it go?

Anne: It was terrible. The quiz was about The Odyssey. I hadn’t read the book, so I was very nervous and I drew blank during the test.

Bob: I know the story. Odysseus returns home after the Troy war, but it takes him a long time to get home. Most of the time, he is between a rock and a hard place. He had to face monsters and dangers.

Anne: Why didn’t I talk to you before the quiz?

English book A2.2 Sierra,2016

Lesson Plan Nº 7

Teacher's name: **Course:** Sophomore year

Date of Lesson: **Time of Class:** **Minutes:** 90 minutes

***Language Objectives:** Students will be able to identify and describe one or two characters in the ancient Greek story of Perseus and Medusa in a pair work activity.

***I Can / I Will Be Able To**

I can identify and describe one or two characters in the ancient Greek story of Perseus and Medusa in a pair work activity.

Phase / Time /	Instructional Sequence
<p style="text-align: center;">OPENING ROUTINE or TASK (while you are setting up for your lesson) 5 minutes</p>	<p>The teacher greets the students and asks them to share the names of any gods and/or goddesses they remember from the Ancient Greek Civilization domain in pairs. They may include gods and goddesses who were worshipped by the ancient Greeks or any characters in Greek myths.</p>
<p style="text-align: center;">MOTIVATION (Hook) 5 minutes</p> <div style="text-align: center;">  </div>	<p>OBJECTIVE: To stimulate students' interest in the Greek story of Perseus and Medusa</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher posts a big picture of Medusa  on the board and asks students to write two or three sentences describing her. 2) The teacher elicits and writes some of the students' sentences. 3) The teacher discusses the students' sentences with the whole class.
<p style="text-align: center;">INFORMATION (I Do) 20 minutes</p>	<p>OBJECTIVE: Students will be able to meet the characters in the story of Perseus and Medusa</p>



Teacher Responsibility
"I do it."

STEPS:

- 1) The teacher writes down "Perseus and Medusa Greek Myth." in the center of the board
- 2) The teacher tells students that they will hear the narration of a Greek myth called "Perseus and Medusa."
- 3) The teacher distributes a character chart paper to each student and invites them to look at the chart characters as they listen to her telling the story and helps them with any misunderstanding.
- 4) The teacher explains to the students that the illustrations in each grid are the characters in Perseus and Medusa story.
- 5) The teacher reminds the students that the illustrations shown in the Character Chart are in a chronological order.
- 6) The teacher tells the students that in the story they will hear the names of each of the characters in the chart (story) and learn a little about them.
- 7) The teacher posts a big Character Chart (same chart) on the board or projects it on the board.
- 8) The teacher points to each character emphasizing the name as she tells the story and at the same time encourages students to point to each of the characters in the chart with their index finger as they listen to the story so they can be familiar with them.
- 9) When finished telling the story, the teacher asks the students if they can remember the name of any of the characters in the story. For example:  Athena
- 10) The teacher elicits character names from the students and reconfirms it.

GUIDED PRACTICE

(We Do)

20 minutes

OBJECTIVE: Students will be able to synthesize and demonstrate an understanding of the characters in the story of Perseus and Medusa as they complete a three column chart (character name, description of character and role in the story) as they listen to it.

STEPS:

- 1) The teacher pairs up the students and tells them that they will hear again the story but this time with a different purpose.
- 2) The teacher hands out one fill in the gap character chart to be completed.



3) The teacher invites students to listen carefully to the story and complete in pairs the chart. For example:

Character Name	Description of Character	Role in the Story
 Medusa	An ugly woman who had snakes for hair. She had a terrible power. Anyone who looked at her turned to stone. Medusa had not always been a monster. She once was a beautiful woman.	She offended the goodness Athena.

- 4) The teacher rereads pertinent sentences referring to specific characters if students have difficulty completing the three column chart.
- 5) The teacher checks the information with the whole class asking questions to complete the chart.
- 6) The teacher acknowledges correct responses.
- 7) If the students give one-word answers and/or fail to say something about the characters because of the lack of vocabulary or listening comprehension in their responses, ... then ... the teacher acknowledges correct responses and provides the script of the story.
- 8) The teacher expands the students' responses using more complex language and helping them to clarify form, meaning and use.

PRACTICE

(Group Do)

20 minutes



OBJECTIVE: Students will be able to tell the names of the characters and give some information about them using illustration character cards.

STEPS:

- 1) The teacher forms groups of three and leads students in a discussion and information sharing regarding each of the characters in the Perseus and Medusa story.
- 2) The teacher invites the students to cut out the squares of their Character Chart.
- 3) The teacher encourages the students to pick up one character card at random and invites them to tell what they know about the different characters to the other member in their group. The teacher may need to model this with example sentences for one or two of the character cards.

	<p>4) The teacher asks students to stand up, find a partner from a different group and share what they have learned about any character in the Perseus and Medusa story.</p> <p>5) After students have had turns with several partners, the teacher asks the whole class specific questions about the different characters and invites volunteers to answer them in complete sentences.</p>
<p>APPLICATION</p> <p>(You Do)</p> <p>15 minutes</p>  <p>Student Responsibility "You do it alone."</p>	<p>OBJECTIVE: Students will be able to talk about one or two characters in the ancient Greek story of Perseus and Medusa in a group work activity.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher provides a blank chart and a set of the characters cards. 2) The teacher invites the students to tell someone else what they know about the characters and then glue the pictures onto a chart. 3) The teacher explains that after each member of the group has said something about the character (s) and glued it (them) onto the blank chart, it is time for any of them to retell the story to their partners 4) The teacher calls on several students to retell in simple words the whole story to the class.
<p>ASSESSMENT (Exit Ticket) 8 minutes</p> 	<p>Any of the following:</p> <ul style="list-style-type: none"> • Invites the students to tell something about one character in the story. • What do you know about (this character) so far? • Think of a question you can ask the teacher about the story that starts with the word who, what or where
<p>HOMEWORK</p> 	<p>Summarize the story of Perseus and Medusa by using the map of the story on page 41 (student book A2.2)</p>
<p>MATERIALS</p> 	<p>Color markers, big poster of medusa, character chart with pictures paper, fill in the gap character chart paper, character chart with no</p>

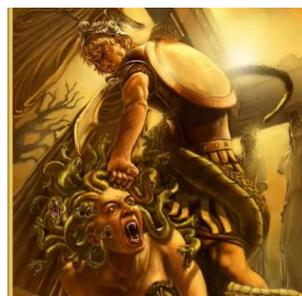
Resources Lesson Plan Seven

“Hook” phase- Pictures



Recovered from: <https://www.westridgeelementary.org/ourpages/auto/2016/9/8/55475897/medusa-and-athena-myth.pdf>

“I do” phase – Story Pictures





Recovered form: <https://www.youtube.com/watch?v=Q9pr2Xxaagw>

“I do” phase - Perseus and Medusa story

Perseus and Medusa

A long time ago Perseus, a mortal son of Zeus, lived on the Greek island of Seriphos. One day he was challenged by Polydectes, King of Seriphos, to kill Medusa, a monster who had serpents as hair, and return with her head.

Medusa had been a beautiful lady and was turned into a Gorgon because she had offended the goddess Athena by being excessively proud of her beauty. So, she had to live with other Gorgons on a faraway island. If someone looked at her in the eye, she would turn them into stone and die.

Perseus went on this mission. He didn't know that he had been fooled by Polydectes, with the intention of getting married to Perseus' mother, Danae. Perseus traveled to a remote land but he got lost. However, he received help from the gods Hermes and Athena who gave him three magical objects, (1) winged sandals, a (2) shield and a (3) helmet.

Look for the Graeae, who are the only ones who know where to find Medusa,” said Hermes. “Who are they?” asked Perseus. “The Graeae are Phorcys' daughters. They are three ladies who have only one glass eye. They can tell you where to find Medusa.” Saying this, the gods took Perseus to a mysterious land where the Graeae lived. Taking them by surprise, Perseus took their precious eye and did not return it until they had told him how to find Medusa.

When Perseus arrived at the island where Medusa lived, he found all the Gorgons asleep. Silently, he drew his sword, hid and stood still. Suddenly, Medusa woke up as if she had smelled his presence and began to look for him.

Perseus remembered that if he looked into Medusa's eyes, he would turn into stone. So, he used the Medusa's reflection on the bronze shield to behead her before she had time to look at him. Medusa died at once. Immediately, her sisters awoke and saw Perseus, who quickly ran away with Medusa's head. Thanks to the invisibility helmet, Perseus escaped and with his winged sandals flew back to the island of Seriphos.

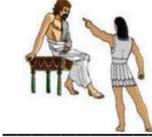
When he arrived he found out that Polydectes had turned his mother into a servant. Desperately, he entered the room where the evil king and his close friends were gathered. All of them turned to look at Perseus, not believing he had fulfilled his task.

“You fool, you think I believed your story?” said Polydectes as he turned around to look at Perseus.

When all the people in the room were looking, Perseus took out Medusa's head petrifying anyone who was looking at it. And this is how the brave Perseus saved his mother Danae and became one of the greatest heroes in Greek mythology.

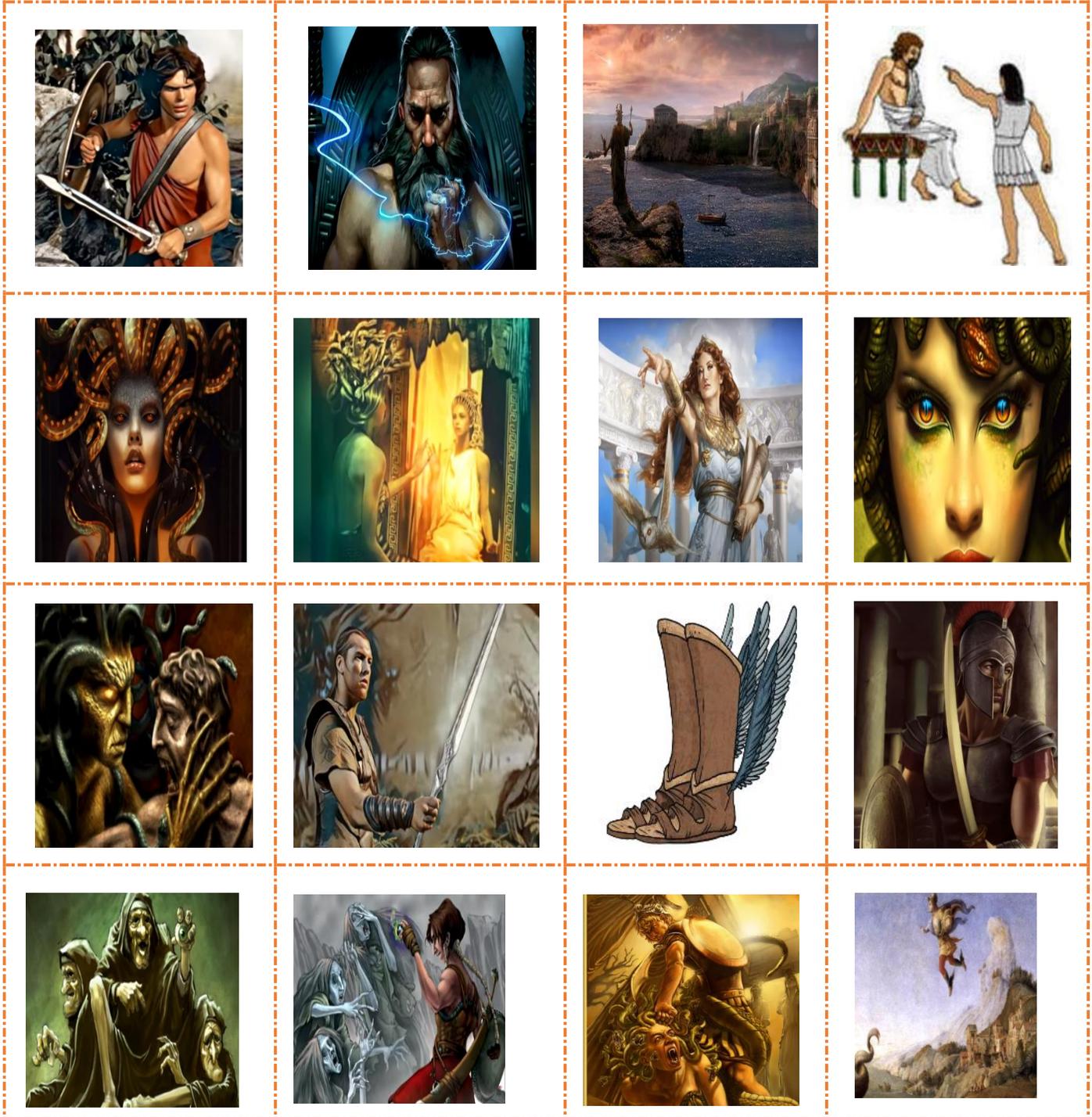
Taken from English book A2.2 Sierra, 201

“We do” phase - Gap Character Chart

Character Name	Description of Character	Role in the Story
		
		
		
		
		
		

Recovered form: <https://www.youtube.com/watch?v=Q9pr2Xxaagw>

“Group do” phase - Story Pictures





Recovered form: <https://www.youtube.com/watch?v=Q9pr2Xxaagw>

“You do” phase - Blank Chart

Lesson Plan Nº 8

Teacher's name: **Course:** Sophomore year

Date of Lesson: **Time of Class:** **Minutes:** 90 minutes

***Language Objectives:** Students will be able to summarize “The End” comic using the structures and vocabulary learned in the unit in a small group activity.

***I Can / I Will Be Able To**

I can summarize “The End” comic using the structures and vocabulary learned in the unit in a small group activity.

Phase / Time /	Instructional Sequence
<p style="text-align: center;">OPENING ROUTINE or TASK (while you are setting up for your lesson) 5 minutes</p>	<p>The teacher asks the students to share in pairs about his/her favorite comic book/character? Why?</p>
<p style="text-align: center;">MOTIVATION</p> <p style="text-align: center;">(Hook)</p> <p style="text-align: center;">5 minutes</p> <div style="text-align: center;">  </div>	<p>OBJECTIVE: Stimulate students’ interest in the topic of comics and generates vocabulary words for students to use to describe a mysterious place.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher plays some background music and invites the students to form a big circle with their chairs. https://www.youtube.com/watch?v=M0t5XtcLP6k 2) The teacher invites the student to sit comfortably and asks students to think on what they may experience with their senses at a mysterious house. For example what they might see, hear, smell, taste, or touch. 3) The teacher posts five big wall sense chart posters around the class to be completed by the students.  4) The teacher asks the students to stand up and find a partner, share what they might experience with their senses at a

	<p>mysterious house. After the sharing the students need to write down what they shared on one of the wall paper posters near them.</p> <p>5) The teacher asks the students to walk around the class reading what their partners have come out with.</p>
<p>INFORMATION</p> <p>(I Do)</p> <p>20 minutes</p>  <p>Teacher Responsibility "I do it."</p>	<p>OBJECTIVE: Students will be able to predict what the comic "THE END" is about by provoking thought on events and issues of the comic through visual aids.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher writes down the words "THE END" on the board. 2) The teacher invites the students to look at the words "The End" and asks them what comes to their mind when they hear or read these words. 3) The teacher asks the students to share with an elbow partner their answers. 4) The teacher elicits students' answers and writes them down on the board. 5) The teacher explains that the words "The End" is the title of a comic they are going to read later and hands out a collage with images of the different scenes of the comic to each student. 6) The teacher encourages students to take a close look at the different images in the collage and explains to the students that the pictures represent the scenes of the comic but they are in different order. 7) The teacher pairs up students and asks them to predict the story of the comic, Think-pair-share 8) The teachers calls on some pairs to share their predictions.
<p>GUIDED PRACTICE</p> <p>(We Do)</p> <p>20 minutes</p>	<p>OBJECTIVE: Students will be able to use the comic lines (comic summary frames) to arrange the sequence of the events in the comic strip.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher writes down on the board seven pieces of information (story-lines) that correspond to each of the frames of "The End" comic and helps the students with unknown words or phrases. The students clarify form, meaning and use. 2) The teacher forms groups of threes and hands out a set of cards with the story-lines of each frame with the same information

 <p>Teacher Responsibility "We do it."</p>	<p>already practiced and asks students to match the pictures in the collage with the corresponding frame to find out the order of the comic.</p> <ol style="list-style-type: none"> 3) The teacher invites the students from different groups to help her construct the comic as a whole class activity in the chronological order. 4) The teacher reads the whole comic to the class and then invites the different members (turn-taking) in each of the groups to do the same.
<p>PRACTICE</p> <p>(Group Do)</p> <p>20 minutes</p>  <p>Student Responsibility "We do it together."</p>	<p>OBJECTIVE: Students will be able to discuss some questions in a board game regarding the comic's pictures, setting, dialogue, plot and some of the topics they've learned throughout the unit.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher asks the students to form groups of three and gives out a game worksheet to each group of students. 2) The teacher gives a dice and explains how to work on the activity. 3) The teacher tells the students they are going to listen to the comic from a recording audio before they start to work on the activity. 4) The students in turns throw the dice and depending on the number the dice lands, the student answers the question that corresponds to that number. The other two students then decide if the answer is acceptable or not. 5) The teacher explains that she will be rotating, observing and listening to the different groups. So, if they are not sure whether an answer is correct or not, they should ask for help.
<p>APPLICATION</p> <p>(You Do)</p> <p>15 minutes</p>  <p>Student Responsibility "You do it alone."</p>	<p>OBJECTIVE: Students will be able to retell/narrate the comic to their group members. They can retell the comic as it is or expand or modify the story.</p> <p>STEPS:</p> <ol style="list-style-type: none"> 1) The teacher requests the students to work in groups of three (different partners this time). 2) The teacher assigns numbers to each group member (1-2-3) and then explains that each member of the group would retell the comic as it is, summarize it or if they want they could expand or modify the story.

	3) The teacher decides which group member goes first. For example all number threes go first and so on.
ASSESSMENT (Exit Ticket) 9 minutes 	Invites the students to tell what they like most about the comic.
HOMEWORK 	The students need to use their imagination and creativity to create their own story by using the same images of the comic for next class.
MATERIALS 	Background music, color markers, sense chart poster, collage, set of the story line cards, audio recording, board game, and scotch tape.
VOCABULARY 	<ul style="list-style-type: none"> • mysterious house • generations • locked • inscription • wooden trunk
TYPES OF MULTI-SENSORY ACTIVITIES IN THE LESSON.	<ul style="list-style-type: none"> • Visual • Auditory • Tactile • Kinesthetic

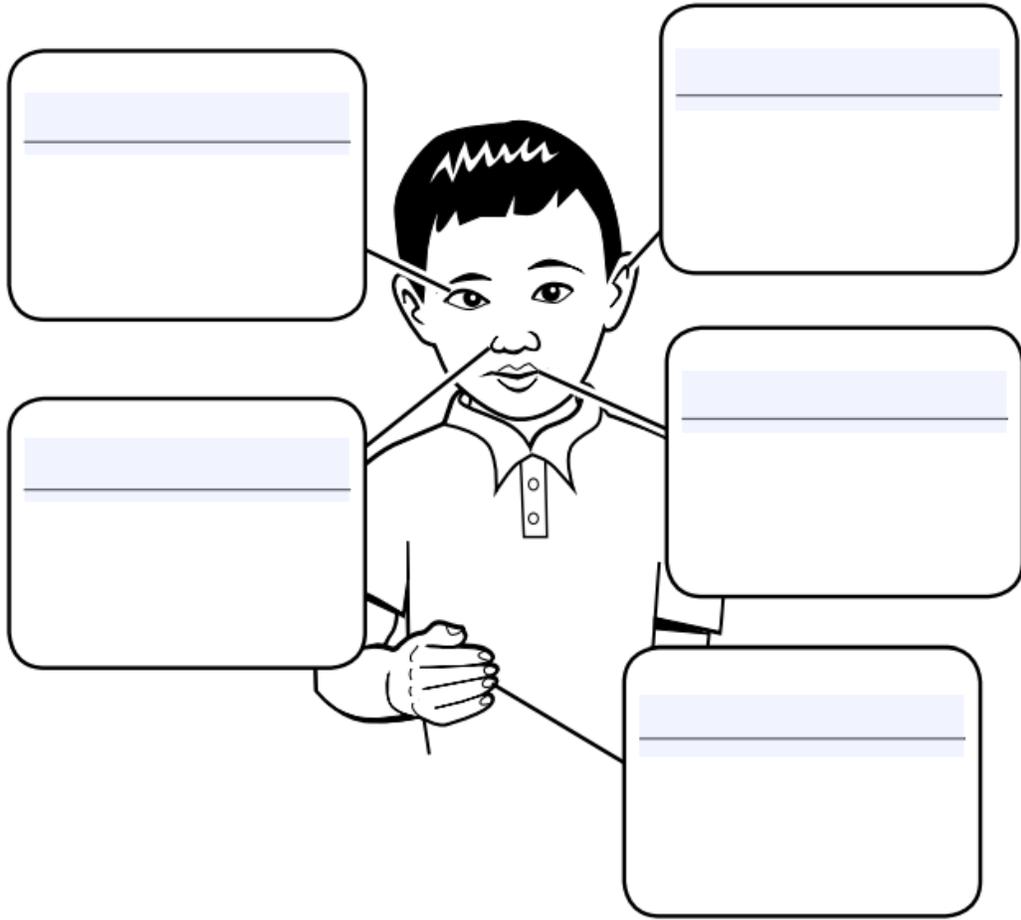
*Language Objectives are what the teacher wants the student to learn by the end of the lesson.

*I Can Statements are what the teacher writes on the board for students to know what they should be able to do by the end of the lesson.

*Time can be adjusted according to students' needs and own pace.

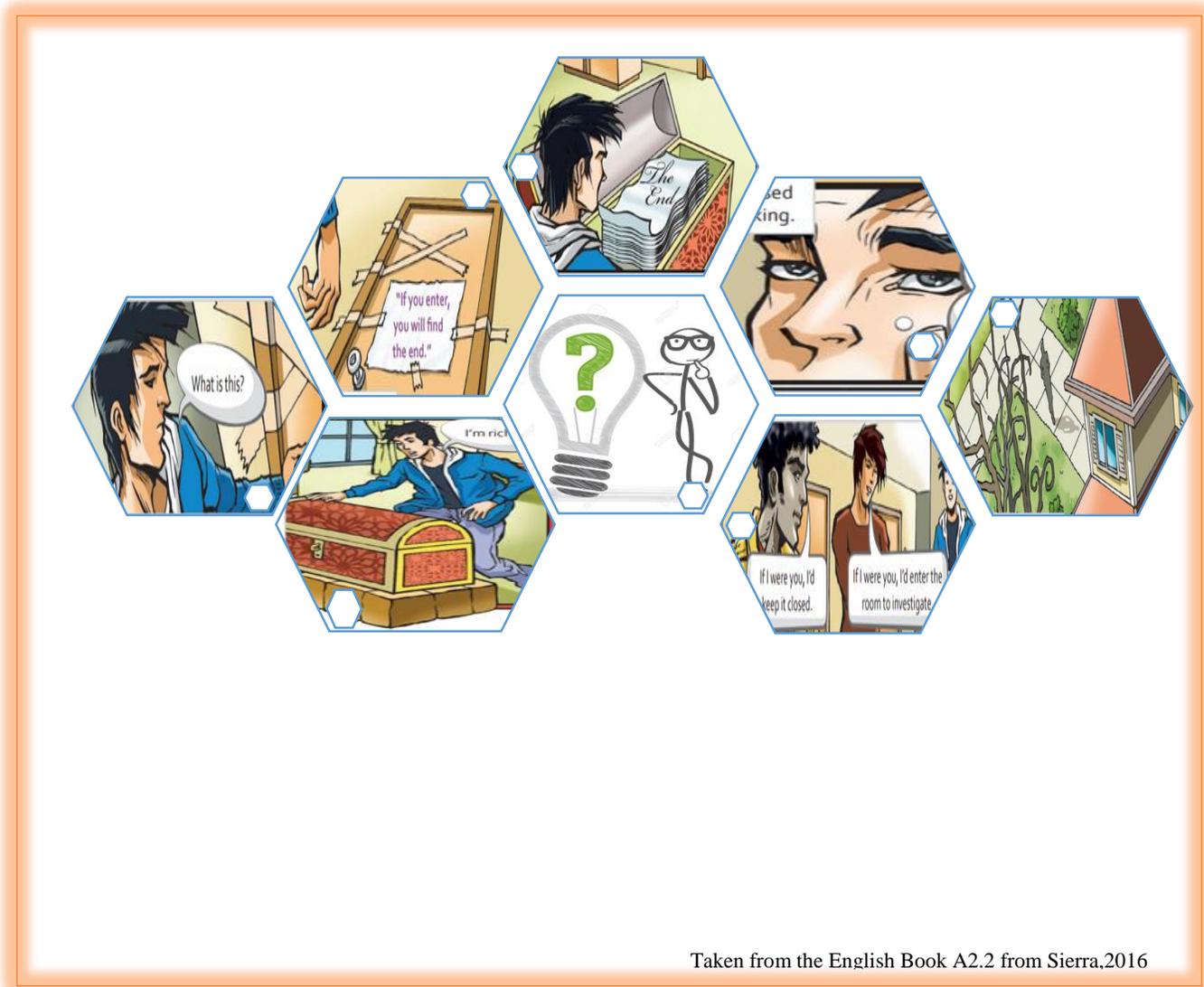
Resources Lesson Plan Eight

“Hook” phase-pictures



Ron Ballentine, Nadine Norris, 2016 (Materials and Our Senses), Canada

“I do” phase - Scenes of comic



Taken from the English Book A2.2 from Sierra,2016

“We do” phase - Set of the story lines

1. Ron went to live in a very old and mysterious house

2. One day while he was checking the walls he discovered a secret room that had not been opened for generations

3. The room was locked and there was an inscription that read

4. One night he invited some friends over and told them the story of the locked

5. Ron was confused but he kept thinking.

6. The next morning, he decided to go and check it out. He opened the door with difficulty. When he finally entered, he saw a wooden trunk.

7. But when he opened the trunk, all he found was old papers... lots of old papers all belonging to a book whose title was The End.

“Group do” phase – Board game questions

1 Why was Ron unsure about entering the room?	2 Ask a question to your partner	3 What did Ron expect to find there?	4 Stand up and stretch
Summarize the comic 12	“THE END COMIC”		5 Why was the room hidden and locked?
11 What did his friends advise him to do?			6 What was the house like?
10 Stand up and stretch	9 What did he find when he entered the room?	8 Summarize the comic	7 What did “The End” refer to?

PROPOSAL CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The theoretical foundation and the criteria of the GRR framework under the Communicative Language Teaching approach when using the content of book “English” A2.2 provided a useful guide for lesson planning and delivery of classroom practice to scaffold language learning and teaching in the EFL classroom.

The design, and organization of teaching-learning activities taking into account all the senses under theories and principles of the GRR framework are critical aspects of the scaffolding and practice which are necessary to enable students to gradually acquire oral fluency as they learn the language.

Recommendations

- While the GRR instructional model is not prescriptive, teachers should make use of diverse methodological principles and explore new ones that are aligned with the criteria and theoretical foundation in each of the phases of the GRR model as students gradually assume increased responsibility for their own learning.
- The sample lesson plans (unit three “Story Time”) adapted from the content of book A2.2 from the Ministry of Education are meant to develop oral fluency but this does not mean that they cannot be reshaped in order to meet the particular needs of students in a classroom. Besides, the time frame can also be altered once teachers bring the lesson into the classroom taking into account the synergic relationship of the pedagogical parameters of particularity, practicality and possibility.
- Use as a reference the proposal -lesson plans designed from a curriculum unit to understand how the framework works.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

- Data taken from students responses suggest that the increased connections and interaction created by scaffolded sensory-activities improved students' oral fluency and confidence at the end of a lesson. As perceived by the students the adaptations made by the student-researcher to enhance oral fluency using the GRR instructional model under the principles of the communicative language teaching were beneficial to meaningful learning in the EFL classroom.
- The changes in the way students view their learning experience expressed by their attitudes at the begging of the study and those after the implementation confirmed that the use of multi-sensory activities to enhance oral fluency was beneficial to the students.
- Scaffolded multi-sensory activities under the criteria of the GRR instructional model when trying to strengthen oral fluency are more beneficial than traditional language instruction which attempts to cover loads of content in a lesson.

Planning and delivering

- The theoretical foundation and the criteria of the GRR framework under the Communicative Language Teaching approach provided a useful guide for lesson planning and delivery of classroom practice to scaffold language learning and teaching in the EFL classroom. The approach invited the teacher and students to have a shared responsibility throughout the English learning process.
- The instructional model for lesson planning used in the study required the student-researcher to consider the purpose for each phase of the lesson. Besides, the student-researcher was required to use multi-sensory activities based on the principles of communicative language teaching, cognitive levels of comprehension and application (scaffolding) and the criteria in each of the phases "I do it", "We do it", "You do it together" and "You do it alone" of the GRR framework.
- The teacher's job is more on preparing, selecting, adapting, rejecting and organizing the different activities in the learning process while students need to take more responsibility for their own learning in collaboration with their classmates

- The design, and organization of teaching-learning activities taking into account all the senses under theories and principles of the GRR framework are critical aspects of the scaffolding and practice which are necessary to enable students to gradually acquire oral fluency with the language.
- The use of multi-sensory activities in English language instruction under the Gradual Release of Responsibility framework to enhance oral fluency makes the process of English learning lively. It fosters students' collaboration and creates an active learning environment due to cognitive and affective traits concerning how students perceive and process information in the learning process.
- The use of multi-sensory activities in the different stages of the GRR framework as a means to scaffold oral fluency allows the students to use their senses as they gradually own the new knowledge presented in a lesson. The use of visuals, auditory, kinesthetic, tactile, and manipulatives activities are positive forms of sensory scaffolding because they offer more opportunities to acquire the foreign language.

Recommendations

- Implementing the Gradual Release of Responsibility instructional model in the foreign language classroom when using the content of students' books may be a positive alternative to guide and scaffold language teaching and learning as students become fluent users of the language.
- While the GRR instructional model is not prescriptive, teachers should make use of diverse methodological principles and explore new ones that are aligned with the criteria and theoretical foundation in each of the phases of the GRR model as students gradually assume increased responsibility for their own learning.
- Taking into account that the acquisition of a foreign language is a complex process and it requires a lot of practice, the use of The GRR instructional model would not work if teachers try to cover a lot of information in a short period of time. Teachers and Students need to go through a set of distinct phases "I do it", "We do it", "You do it together" and "You do it alone" in which students need to show evidence of certain grades of acquisition and teachers need to be aware of it.
- The application of a variety of multisensory activities providing visuals, auditory, kinesthetic, tactile, and manipulatives activities stimulates the natural language learning process and allows students to use their own individual styles. No matter what students

learning styles are, they can always benefit from the used teaching material in the different stages of their learning process.

- It is advisable to make use of a variety of sensory activities in each of the phases of the GRR framework. However, any English language teaching sensory activity without a careful and adequate pedagogical planning according to the criteria of the GRR instructional model will produce irrelevant and unsatisfactory results.
- Use as a reference the proposal -lesson plans designed from a curriculum unit to understand how the framework works.

ANEXOS

A Letter of Authorization Conduct Research at Unidad Educativa Victor Manuel Guzman (Appendix 1)

Ibarra, 2 de Enero de 2020

MSC.
Mirian Tapia
Rectora de la Unidad Educativa Victor Manuel Guzman
Presente

Estimada Magister

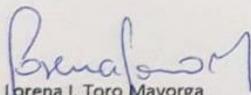
Reciba un cordial saludo. La presente carta tiene como objetivo informarle que la estudiante Grace Elizabeth Muñoz Falcón, con cédula de identidad 100304866-5 de la Universidad Técnica del Norte de la Carrera de Licenciatura en Inglés, se encuentra realizando su trabajo de investigación para titulación. El tema de este trabajo es "Multi-sensory activities and group dynamics as a means to scaffold communicative oral fluency in English within the GRR framework, (Actividades multisensoriales y dinámicas grupales como un medio para desarrollar la fluidez oral comunicativa en inglés dentro del marco GRR) y se relaciona con el proceso enseñanza-aprendizaje del idioma Inglés. En tal virtud, solicito su autorización para que la estudiante recabe información en la institución que usted dirige para sustentar su investigación.

Se garantiza que los aportes de todos los miembros de la institución serán anónimos y tendrán uso y destino exclusivamente académico. Además, este estudio no conlleva ningún riesgo, el participante no recibirá ningún beneficio o compensación económica por su contribución. Como aporte a la institución educativa, se garantiza también el pleno derecho de los participantes a conocer los resultados de esta investigación, en tal virtud la estudiante se compromete a retribuir los siguientes productos:

- Si la autoridad de la institución lo solicita, se hará una presentación de resultados a la comunidad educativa.
- Entregar a la institución los hallazgos de la investigación en un documento final.

Si tiene alguna pregunta sobre esta investigación, se puede comunicar con la Dra. Lorena Toro Mayorga docente de la asignatura de Trabajo de Grado al teléfono 0980263439 o al correo electrónico: litoro@utn.edu.ec.

Cordialmente,


Lorena I. Toro Mayorga
PROFESORA DE TRABAJO DE GRADO
Universidad Técnica del Norte



 Recibido
02-enero-2020
oshs
Pul



Unidad Educativa
"Victor Manuel Guzman"

RECTORADO



Ibarra, enero 10 del 2020
Oficio 171

Doctora
Lorena Toro Mayorga
PROFESORA DEL TRABAJO DE GRADO
UNIVERSIDAD TÉCNICA DEL NORTE

Dando contestación a la solicitud presentada el 2 de enero del 2020, en la que solicita se autorice a la señorita GRACE ELIZABETH MUÑOZ FALCON, realizar el trabajo de investigación para titulación, tengo a bien comunicar que dicha petición es ACEPTADA para para que la estudiante recabe información en nuestra institución y así pueda sustentar su investigación.

Particular que se comunica para los fines legales pertinentes.

Atentamente,


MSc. Mirian Tapia
RECTORA (E)



Recibido
10-01-2020

Consent Form for Students (Appendix 2)

Consentimiento Informado para Participantes de Investigación

El propósito de esta ficha de consentimiento es proveer a los participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es llevada a cabo por la Señorita Grace Elizabeth Muñoz Falcón de la carrera de Inglés, estudiante de la Universidad Técnica del Norte. La meta de este estudio es "Determinar actividades Multi-sensoriales y dinámicas de grupo (interacción) a través de la investigación bibliográfica a ser utilizadas en clases de inglés como un medio de ayuda temporal para desarrollar la fluidez oral comunicativa dentro del formato de planificación GRR".

Si usted accede a participar en este estudio, se le pedirá responder preguntas en una entrevista (o completar una encuesta, o lo que fuera según el caso). Esto tomará aproximadamente 20 minutos de su tiempo. Lo que conversemos durante estas sesiones se grabará, de modo que el investigador pueda transcribir después las ideas que usted haya expresado.

La participación en este estudio es estrictamente voluntaria. La información que se recopile será confidencial y no se usará para ningún otro propósito fuera de los de ésta investigación. Sus respuestas al cuestionario serán codificadas usando un número de identificación y por lo tanto, serán anónimas.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma. Si alguna de las preguntas durante la encuesta le parecen incómodas, tiene usted el derecho de hacérselo saber al investigador o de no responderlas.

Desde ya le agradezco su participación.

Acepto participar voluntariamente en esta investigación, conducida por la Señorita Grace Elizabeth Muñoz Falcón

He sido informado(a) de que la meta de este estudio es "Determinar actividades Multi-sensoriales y dinámicas de grupo (interacción) a través de la investigación bibliográfica a ser utilizadas en clases de inglés como un medio de ayuda temporal para desarrollar la fluidez oral comunicativa dentro del formato de planificación GRR".

Me han indicado también que tendré que responder el cuestionario lo cual tomará aproximadamente 20 minutos.

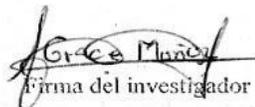
Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. De tener preguntas sobre mi participación en este estudio, puedo contactar a la investigadora al teléfono 0983689102.

Nombre del Participante
(En letras de imprenta)

Firma del Participante

Fecha

Grace Muñoz
Nombre del Investigador


Firma del investigador

0983689102
Contacto

Consent Form for Teachers (Appendix 3)

Consentimiento Informado para Participantes de Investigación

El propósito de esta ficha de consentimiento es proveer a los participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como de su rol en ella como participantes.

La presente investigación es llevada a cabo por la Señorita Grace Elizabeth Muñoz Falcón de la carrera de Inglés, estudiante de la Universidad Técnica del Norte. La meta de este estudio es "Determinar actividades Multi-sensoriales y dinámicas de grupo (interacción) a través de la investigación bibliográfica a ser utilizadas en clases de inglés como un medio de ayuda temporal para desarrollar la fluidez oral comunicativa dentro del formato de planificación GRR".

Si usted accede a participar en este estudio, se le pedirá responder preguntas en una entrevista (o completar una encuesta, o lo que fuera según el caso). Esto tomará aproximadamente 20 minutos de su tiempo. Lo que conversemos durante estas sesiones se grabará, de modo que el investigador pueda transcribir después las ideas que usted haya expresado.

La participación en este estudio es estrictamente voluntaria. La información que se recopile será confidencial y no se usará para ningún otro propósito fuera de los de ésta investigación. Sus respuestas a la entrevista serán codificadas usando un número de identificación y por lo tanto, serán anónimas. Una vez transcritas las entrevistas, los audios con las grabaciones se destruirán.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma. Si alguna de las preguntas durante la entrevista le parecen incómodas, tiene usted el derecho de hacérselo saber al investigador o de no responderlas.

Desde ya le agradezco su participación.

Acepto participar voluntariamente en esta investigación, conducida por la Señorita Grace Elizabeth Muñoz Falcón

He sido informado(a) de que la meta de este estudio es "Determinar actividades Multi-sensoriales y dinámicas de grupo (interacción) a través de la investigación bibliográfica a ser utilizadas en clases de inglés como un medio de ayuda temporal para desarrollar la fluidez oral comunicativa dentro del formato de planificación GRR".

Me han indicado también que tendré que responder preguntas en una entrevista, lo cual tomará aproximadamente 20 minutos.

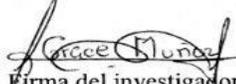
Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. De tener preguntas sobre mi participación en este estudio, puedo contactar a la investigadora al teléfono 0983689102.

Nombre del Participante
(En letras de imprenta)

Firma del Participante

Fecha

Grace Muñoz
Nombre del Investigador


Firma del investigador

0983689102
Contacto

Students Questionnaire (Appendix 4)



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

LICENCIATURA EN INGLÉS
TRABAJO DE GRADO A LA OBTENCIÓN DEL TÍTULO DE LICENCIATURA EN
INGLÉS

"Multi-sensory activities to scaffold oral fluency in English within the GRR framework in sophomore high school students during the academic year 2019-2020"

ENCUESTA

Objetivo: La presente encuesta es parte de un trabajo de investigación que tiene como finalidad la recolección de datos sobre el tema " **Multi-sensory activities to scaffold oral fluency in English within the GRR framework in sophomore high school students during the academic year 2019-2020**" en donde los resultados serán de manera anónima y confidencial. Agradezco ser parte de este trabajo de investigación.

Objetivo de la investigación:

Determinar actividades Multi-sensoriales a través de la investigación bibliográfica a ser utilizadas en clases de inglés como un medio de ayuda temporal para desarrollar la fluidez oral comunicativa dentro del formato de planificación GRR.

Fecha de la encuesta:

Cargo: Estudiantes de Bachillerato de Primero Contabilidad

1.- Datos Personales

Marque con una X la respuesta que usted considere apropiada.

1.1. Género

- Masculino
 Femenino

Marque con una X según corresponda.

1.2 ¿Cuál es su edad?

- 14 años
 15 años
 16 años
 17 años
 18 años

2.- Actitud frente al aprendizaje del idioma Inglés

Por favor marque con una X la opción que mejor describa su opinión.

- Me gusta aprender Inglés
 No me gusta aprender inglés.

3.- Impresiones sobre el aprendizaje del idioma Ingles en base a experiencias pasadas,

3.1 Hablando sobre sus experiencias previas (en el pasado) Marque con una X, Cual de las siguientes palabras refleja más su impresión.

- Difícil
- Aburrido
- Estresante
- Interesante
- Agradable
- Fácil

3.2 Que factores cree usted han influenciado en su actitud hacia el aprendizaje del idioma ingles

- La metodología aplicada por el maestro
- Las condiciones de la enseñanza aprendizaje (hora, ambiente del aula, compañeros)
- Texto – Libro de trabajo () adecuado () no adecuado

4.- Uso del idioma Ingles

4.1 Cree usted que puede comunicar sus ideas con fluidez en el idioma Inglés.

- Yes
- No

4.2 Marque con una X según usted considere los niveles de ansiedad/estrés cuando tiene que realizar actividades de producción oral en el idioma Inglés.

- Sin ansiedad
- Ansiedad leve
- Ansiedad moderada
- Ansiedad grave
- Ansiedad extrema

4.3 Marque con una X con qué frecuencia usa el idioma Inglés con sus compañeros dentro del aula.

- Siempre
- A menudo
- A veces
- Raramente
- Nunca

5.- Tipos de actividades en el aula

5.1 ¿Qué actividades le facilitan el aprendizaje del idioma Ingles?

- Visuales
- Auditivos
- Kinestésicos
- Táctiles

5.2 ¿Su maestro(a) brinda oportunidades para trabajar colaborativamente para reforzar su nuevo aprendizaje y mejorar la comunicación oral en el idioma Inglés?

- Siempre
- A menudo
- A veces
- Raramente
- Nunca

5.3 De las siguientes estrategias marque con una X la que usted considere necesaria para mejorar su proceso de aprendizaje del idioma Inglés.

- Dramatizaciones
- Uso de canciones en el aula
- Preguntas y respuestas
- Diálogos
- Grabación de audios
- Otra

5.4 ¿Cree usted que su proceso de aprendizaje del idioma Inglés puede mejorarse a través de actividades multi-sensoriales?

- Si
- No

Explique ¿porque?.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

Carrera de Licenciatura en Ingles

Trabajo de Grado a la obtención del título de licenciatura en Ingles

“Multi-sensory activities and group dynamics as a means to scaffold communicative oral fluency in English within the GRR framework”

ENTREVISTA

Objetivo: La presente entrevista es parte de un trabajo de investigación para la obtención del título de licenciatura en Ingles que tiene como finalidad la recolección de datos sobre el tema “**Multi-sensory activities and group dynamics as a means to scaffold communicative oral fluency in English within the GRR framework**” en donde los resultados serán de manera anónima y confidencial. Agradezco ser parte de este trabajo de investigación.

Objetivo de la investigación:

Determinar actividades Multi-sensoriales y dinámicas de grupo (interacción) a través de la investigación bibliográfica a ser utilizadas en clases de inglés como un medio de ayuda temporal para desarrollar la fluidez en la comunicación oral tomando como referencia la planificación Gradual release of responsibility GRR).

Fecha de la entrevista:

Cargo:

Questions:

Q1. As a language teacher do you think it is important to develop oral fluency in language learners?

Q2. Do you take into account all the senses when designing activities to enhance oral fluency in a lesson?

Q3. What kind of activities do you use when designing opportunities to practice the target language and develop oral fluency?

Q4. Do you consider that group dynamics (interaction) is an important element to be present when practicing the target language?

Q5. Do you know what the role of scaffolding is in the teaching learning process of the language?

Q6. According to your experience do you consider that scaffolding is necessary for your students?

Q7. What kind of framework do you use or take as reference to plan a lesson?

Q8. Do you take into account the international standards when stating lesson objectives?

Q9. Do you inform and make objectives clear to your students at the beginning of a lesson?

Q10. Do you provide multiple explanations for new concepts and demonstrate or model a task before you required students to do it independently?

Q11. Do you provide students the opportunity to practice the language in a variety of activities that focus on the target language that progress from receptive understanding to productive practice?

Q12. How do you help struggling students gain new knowledge in a lesson?

Q13.How do you provide opportunities to enhance oral communication?

Q14. What are the ways you use to give feedback and intervene with students who are not ready to move on in a lesson?

Implementation (Appendix 6)





Post-survey “Questionnaire” on Google Drive (Appendix 7)

https://docs.google.com/forms/d/e/1FAIpQLSdowK-wWkDfhZd6bBrSV4wgXu-pZnFIMd0-c5t9VFmMVerXDQ/viewform?usp=sf_link

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