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American Homeschooling as a Cultural Construct Applied to
the Chilean Context.
A Workshop for Juniors

**Trabajo de Titulación para optar al
Grado de Licenciado en Educación y al Título de Profesor de Inglés**

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Introduction

Culture is different in every country, and even within a country's regions, we can also find different types of subcultures. Homeschooling can be understood as a cultural construct, which means that it is a concept understood only by the people of the same culture that acknowledge the existence of that concept. The online dictionary Merriam-Webster (2014) defines the verb *homeschool* as "to teach your children at home instead of sending them to a school," but there is no reference to a specific culture or country. Homeschooling is greatly popular in the United States and other English-speaking countries, but not so much in Chile. In fact, there is no word in Spanish for the concept of homeschooling, but this does not mean that cannot be applied to the Chilean context.

Homeschooling started in the United States at the beginning of the 1990s. This educational system is an alternative to educating children outside the formal school settings. The reasons for doing this are varied; some parents are tired of working on their children's homework after school, some are concerned about violence in their local education centers, and some see schools as not enhancing the values, traditions and religious beliefs they want to pass on to their children. Maybe their children are falling behind in their school, and they know that each child works at its own pace and in its own way, or sometimes their children just do not fit in; they feel stressed and, as a consequence, they might be making slow academic progress.

Homeschooling provides families with freedom of choice; some parents may want to organize their children's education more effectively, giving them more time to do things they feel more passionate about. It allows families to be together, do what they need to do, and meet the state's educational requirements. Homeschooling covers a variety of subjects; these include math, arts, science, physical education, and also, English.

Evidently, homeschooling is new and scary to many parents who wonder if they are capable of teaching their children at home, or if their children will be able to socialize with other kids their own age. But the search from freedom makes families consider homeschooling. Advocates and critics of this system discuss the pros and cons of

teaching at home, freedom being the biggest pro and lack of socialization the greatest con.

Homeschooling as a cultural construct

When explaining how homeschooling relates to culture, this quote comes to mind: (Johnson, G & Rinvoluceri, M) "Culture is responsible of the way we make sense of the world." We understand homeschooling as something that was constructed in a culture. In the United States, homeschooling is quite popular as a system to educate children. In order to certify the progress of homeschoolers, parents must visit the Department of Education of their state and ask for the requirements of that particular state to certify that they are competent to homeschool. In some states, only teachers can homeschool, and in some they need to hand in the lesson plans and the evaluations, among others, they used. In Chile, students who do not attend regular schools can give exams at different public schools, these exams must demonstrate their progress on the Chilean curriculum of education.

Some experts such as Bell (2001), Linsenbach (2010), and McGrath (2010) have discussed this topic, written books about the best methods to do it, stated the advantages and disadvantages, and the government has given the requirements to provide parents with transparent information about the curriculum and certifications they need to consider before starting to homeschool. This system is known among US citizens, so they can at least give an opinion on the matter. In contrast, in Chile little is known about this system; it has not been constructed yet. Culturally, homeschooling is a big issue in the United States but not in Chile. Actually, homeschooling represents a system that has been quite effective in the US and has shown that homeschooled students can be at the same, or even higher, level than students who enroll in regular schools. In Chile, this idea is often distrusted.

Homeschooling tenets, methods, and strategies

Homeschooling provides parents and students with a variety of strategies to work at home, but these strategies can also be applied to the Chilean context when, sometimes, students are struggling with learning at school and need to study more at home. One of the tenets of homeschooling is that each child works at its own pace, and if we dig into the tenets of EFL learning, we will find the same statement. This is how homeschooling fits perfectly with learning a foreign language, because it gives students plenty of time to practice, understand, review and study different contents; it helps students improve their language skills, and have time to correct their errors and mistakes.

Experts on homeschooling such as Bell (2001: 14) suggest that when students decide to learn at home, they should state their destination, their aim, their goal. If not done, they have fewer chances to succeed. It is also important to consider that every person has different timings for everything, so students should not get overwhelmed or stressed over falling behind their classes or classmates. They should not classify themselves as “delayed” or “accelerated”; everyone has their own pace. If students take this into consideration, just then they will be able to acknowledge that they need more or less time to study at home, to catch up, and to organize their aims and goals more effectively. Students should make sure that expectations are not too high, but make them realistic and achievable.

Bell (2001: 23) advises that if these students have someone in their family who can help them with feedback, they should do it immediately and not wait until later. Mistakes are also important ways of teaching. Bell (2001: 23) states that “mistakes are powerful teaching tools, not at all a measurement of failure.” Students shouldn’t feel disappointed by their mistakes but should see them as an opportunity to correct them and learn.

One of the many advantages of homeschooling is that it gives students time to explore and practice all the materials with more time than they do at school, so there are no more subjects or materials not understood, not reviewed, or not practiced; they have

enough time to elaborate on what they like. And what they like is usually what they can see in real life. The importance of authentic material has been discussed by Bell (2001: 27), “homeschooling affords the opportunity to involve your kids with material and activities that are relevant and applicable to real life.” By using authentic materials, the students find the activities purposeful and feel motivated as well.

On the other hand, homeschooling also encourages students to use their creativity since they will have time to think and go over a topic as many times as they want. For instance, if the students need to read a text to learn some history, they are able to recreate what they are reading on their minds and imagine the situation and get involved with it, and that is a quite effective way of learning.

Educational theorist Jean Piaget (1959: 43) suggested that quality learning is achieved when students are involved in their own learning process, and homeschooling provides many methods that involve students in that process. Piaget found that children’s cognitive skills are developed more effectively when there is an active environment surrounding their studies. In this case, homeschooling is not to be seen as a student sitting at a desk reading in silence, but it is to be performed by using different activities in which they move, socialize, interact, and learn with and from other people.

Advocates of homeschooling agree that many schools lack of what homeschooling can provide: Dedication to one student. When students know what they are good at, and what they are not so good at, they are able to perform better at learning, and their work can be focused on their abilities and capacities. For instance, Gardner (1983: 57) studied the concept of multiple intelligences and he posits that “children develop their own learning and thinking patterns (intuitive learning) between birth and age five,” which means that each child’s learning processes are different. When they are enrolled in regular schools, most of the time a learning style is imposed on them. That is when homeschooling gives these students the chance to learn about their kind of intelligence that they can use to their advantage.

Linsenbach (2010: 34) focuses on three different kinds of intelligences: Visual learners, auditory learners, and tactile-kinesthetic learners. First, visual learners usually prefer to study by looking at pictures and graphics, and they “usually respond to bright colors and visual stimulation.” Students with this intelligence would be advised then to make presentations that are visual in order to learn. This is a list of tips for visual learners:

- Make charts, illustrations, and maps.
- Make sure that what you read is fully colored, especially in books.
- Create graphics and posters with bright colors and big shapes.
- Use flashcards to memorize contents.
- Note-taking is also a good strategy for visual learners.
- Watch videos and then illustrate them.
- Beware of the distractions, stay focused.

Second, auditory learners enjoy listening to music, audio tapes and other people talking out loud. Linsenbach (2010: 35) states that “they can learn best through discussions and verbal information.” Some good strategies are listed as follows:

- Read aloud. Use different rhythms and voice inflections.
- Tape-record what you study so that you can play and replay later.
- Create musical representations of what you study.
- Engage in discussions and debates.
- Prepare verbal presentations.

Third, tactile-kinesthetic students like to move around; they learn by touching. They usually have problems sitting at the same place for long periods of time so they, according to Linsenbach (2010: 36) “learn best through an active, hands-on approach.” Useful strategies for those with this kind of intelligence would be the following:

- Incorporate games in your studies.
- Use electronics and computers.
- Set short times for sit-down activities.
- Put on dramatic plays for studying social studies.
- Allow yourself to listen to music while studying.

- Tap your feet while studying.

It is important not to narrow the student learning style to only the one they do better at. Variety is the clue, but most important is to keep activities to what they can relate to. Each student must know what his/her abilities are in order to facilitate his/her own learning.

Homeschooling is often related to the concept of unschooling. Wikipedia (2014) defines this concept as “an educational method and philosophy that rejects compulsory school as a primary means for learning”. But McGrath (2010: 1) introduces “unschooling” as a concept that is usually misunderstood: “People usually associate schooling with learning and education thus follows the assumption that unschooling implies *un*learning and *un*education. However, unschooling does not imply that, but describes living without the limitations of school.” This concept goes hand in hand with homeschooling in the sense that it represents the opposite of what schools impose on the students: Coercive teaching, rewards, punishments, compulsory learning, tests, grades and subjects, all activities that limit the student’s own way of learning.

To conclude, homeschooling provides strategies and methods that are useful for those who are struggling to learn at school, but it is important to mention that there are always going to be things that will be left out or not well-done. Students who will apply these tenets to their learning and life should take into consideration that if any of these methods or strategies is not working for them, they should be encouraged to change them. The best thing about homeschooling is that the students are free to choose whatever fits them better, and that each one of them has his/her own style.

Needs Analysis

A needs analysis (see Appendix 1) was carried out to find out about student's knowledge of homeschooling. Twenty-three junior students from Colegio Saint Dominic in Viña del Mar participated in this analysis. These students are separated in groups depending on their level of English. A questionnaire was given to both the highest and the lowest levels of English. This difference can be noticed in their answers and knowledge about the topic. The questionnaire that they answered consisted of ten yes-or-no questions, and after answering them, they had to give an explanation for their answers.

Only 35% of these students were familiarized with the concept of homeschooling, and when they were asked what they knew about it, most of them agreed that it has to do with being educated at home and, as a consequence, homeschooled students do not enroll in regular schools. For example, one of the students gave the following explanation: "Homeschooling is when someone doesn't go to a normal school, instead, that person is educated in his house." Likewise, only 23% of the students knew someone who had not attended a regular school, but most of them referred to those students who attend "2x1" schools (schools in which the student goes through two school levels in one year.) On the other hand, 65% of students answered that there are advantages of being educated at home, and they gave many examples of advantages such as the freedom of not having to deal with other people, the support of the family, the dynamic that one's learning can get, the liberty of administering one's time, among others. One of the students, for instance, indicated that "On the one hand, they [homeschooled students] can understand and learn more than 25 students in one room with one teacher; the class is more personalized and, because of that, they have better results...."

When students were asked if they thought there were any disadvantages of being educated at home, 78% of them answered positively. Almost all of them agree on that a homeschooled child will lack socialization, friends and social skills. "The disadvantage

of being homeschooled is that you don't get the chance to meet new people, to socialize, make friends, etc.”

Another 87% of the students stated that they think that attending regular schools is better than homeschooling because they see more advantages in going to schools. One of the students replied: “No, because regular schools are more fun and you can make friends”.

Whereas most students would like to study math and physics at a school, 95% of student think that English would be a good subject to study at home. “English is just practice, so if you practice every day you will get better and better”.

The findings (see Appendix 2) of this needs analysis revealed that these students are not familiarized with the concept of homeschooling, but they do see some advantages in studying at home, and most importantly, almost all of them believe that studying English at home will result in very effective learning.

Syllabus

Type of syllabus

This workshop consists of a process-oriented syllabus. A process-oriented syllabus focuses on the skills and processes involved in learning a language. Rabbini (2002: 2) states that in a process-oriented syllabus the “focus is not on what the student will have accomplished on completion of the program, but on the specification of learning tasks and activities that s/he will undertake during the course.” This syllabus includes activities that junior students will have to work on in class and at home, but it focuses on the process they perform while they are learning a foreign language; it does not focus on the outcomes expected in each activity.

The reason why junior students were chosen is because, at this level, their cognitive skill allows them to understand the reasons why some people decide to homeschool, and why this method is preferred by many people in some countries; plus, junior students are more likely to apply these techniques since most of them are more mature and also, they are looking for good grades in their final school year and future college education.

Course description

This project aims at applying homeschooling tenets and methodology in order to help students study the subject of English at home. There is a gap between what students are doing at school and what they can do at home to study. This project is focused on narrowing that gap and on EFL learning, but more specifically how skills such as writing, listening, reading and speaking can be practiced and studied at home to enhance what students learn at school. In the MINEDUC programs for junior students, learning is supposed to be focused on those skills, but there is no information on how students can further their learning at home.

This workshop covers three units; the first unit is an introduction to the concept of homeschooling; the second aims at identifying the students' type of intelligence, and the third unit focuses on reading, listening, speaking, and writing activities to be practiced at home.

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Course Syllabus

Name of the course:	American Homeschooling as a Cultural Construct applied to the Chilean Context.
Duration:	1 semester
Audience:	Junior High School students
Class hours:	90 minutes per session
Teacher:	Luis Alberto Reyes
Contact e-mail:	beto.6n@gmail.com

Rationale

This elective course is a workshop for junior students. It focuses on the principles, methods, and strategies of homeschooling as a cultural construct in the United States, which after will have to be applied in the Chilean context. The motivation for making this syllabus is to narrow the gap between the MINEDUC curriculums and the materials and contents applied by teachers of English in Chile.

Course description

This workshop is for Chilean junior high school non-native speakers of English. Throughout the course, students will learn and apply homeschooling tenets to the study of the subject of English at home. For this purpose, three units were developed in which the concept of homeschooling is introduced, students' type of intelligence is explored, and different English skills are practiced.

General Objective

This workshop is aimed at learning about homeschooling, and how its tenets and strategies can help students study at home. By the end of this workshop, students will be able to apply homeschooling strategies to study the subject of English and its different skills.

Evaluation

This workshop will be evaluated by asking the students to perform different activities at home. These activities are called “take-home assignments” in which they must apply different homeschooling techniques at home. Rubrics have been developed to assess the students’ performance.

Table 1: Specific objectives for units and lessons

	Objectives	Number of lessons
Unit 1: “Getting to know homeschooling”	<ul style="list-style-type: none">- Students understand the concept of homeschooling and how it is applied in the United States.- Students select a tool that will help them study at home	3
	Specific objectives:	Materials:
<u>Lesson 1A:</u> Introduction to homeschooling	<ul style="list-style-type: none">• To identify the main concept of homeschooling by watching a video• To learn about homeschooling by doing some research on a computer• To provide relevant information about homeschooling by making a presentation about the history of homeschooling at home	Computer Notebook Pen
<u>Lesson 1B:</u> Homeschooling	<ul style="list-style-type: none">• To scan for specific information in an article on homeschooling• To scan for specific vocabulary about	

nowadays...	<p>homeschooling</p> <ul style="list-style-type: none"> To evaluate classmates' presentations 	<p>Pen</p> <p>Notebook</p>
<p><u>Lesson 1C:</u></p> <p>Homeschooling tools</p>	<ul style="list-style-type: none"> To plot a chart with the subjects they are interested in studying at home. To predict the help of a homeschooling tool. 	<p>Construction paper</p> <p>Notebook</p> <p>Pen</p> <p>Colored pencils</p>
	Objectives	Number of lessons
<p>Unit 2:</p> <p>“What kind of intelligence do you have?”</p>	<ul style="list-style-type: none"> Students find out what type of intelligence they have and are able to support that by solving exercises. Student learn activities that will help them enhance their ability. 	3
	Specific objectives	Materials
<p><u>Lesson 2A:</u></p> <p>Are you a visual learner?</p>	<ul style="list-style-type: none"> To understand the characteristics of visual learners. To identify their kind of intelligence by solving exercises. To practice their visual intelligence by playing a memory game at home 	<p>Memory game</p> <p>Pen</p> <p>Notebook</p>
<p><u>Lesson 2B:</u></p> <p>Are you an auditory learner?</p>	<ul style="list-style-type: none"> To understand the characteristics of auditory learners. To compare two kinds of multiple intelligences To identify their kind of intelligence by solving exercises To practice their auditory intelligence by watching an episode with their eyes folded at home To write a summary using their memory 	<p>Computer</p> <p>Headphones</p> <p>Pen</p> <p>Notebook</p>
<p><u>Lesson 2C:</u></p> <p>Are you a tactile-</p>	<ul style="list-style-type: none"> To understand the characteristics of tactile-kinesthetic learners. To identify their kind of intelligence by solving exercises To practice a kinesthetic technique at home To evaluate their classmates' results 	<p>Notebook</p> <p>Pen</p>

kinesthetic learner?	<ul style="list-style-type: none"> To demonstrate the three kinds of intelligences by acting out a situation. 	
	Objectives	Number of lessons
Unit 3: “Practice English at school and at home”	<ul style="list-style-type: none"> Students understand that the different English skills can be studied in school and at home. Students practice writing, speaking, listening and reading in English at home Students go over vocabulary and tenses at school and are able to work on exercises at home 	5
	Specific objectives	Materials
<u>Lesson 3A:</u> The reading skill: How can I practice at home?	<ul style="list-style-type: none"> To practice the reading skill by solving exercises To present and practice vocabulary about travelling To apply a technique to a reading passage To practice reading at home by reading a piece of news from an English newspaper online. 	Notebook Pen Worksheet
<u>Lesson 3B:</u> The listening skill: Strategies to improve your understanding of audible passages	<ul style="list-style-type: none"> To practice the listening skill by To present and practice the present simple To listen for specific information To analyze a speaker’s opinion. 	CD Notebook Pen
<u>Lesson 3C:</u> The writing skill: useful techniques to improve your academic writing	<ul style="list-style-type: none"> To practice writing by writing an email To acquire the 5 steps of writing technique To practice the present perfect tense by scanning a reading passage To write a review of a movie at home. 	Worksheet Notebook Pen
<u>Lesson 3D:</u> The speaking skill: practice your tongue off!	<ul style="list-style-type: none"> To practice speaking by acting out a roll play To create a dialogue using the present continuous. 	Notebook Pen
<u>Lesson 3E:</u> English Project	<ul style="list-style-type: none"> To synthesize all the contents covered in the unit. 	Notebook Pen

Rubric for in-class work

<p>5 Exceeds Standard</p>	<p>4 Meets Standard <i>Steady Progress</i></p>	<p>3 Meets Standard <i>Some Progress</i></p>	<p>2 Does Not Meet Standard <i>Limited Progress</i></p>	<p>Does Not Meet Standard</p>
<p>Student has completed the task thoroughly, and accurately. There may be a minimal amount of spelling and mechanical errors AND student displays an understanding of all concepts and ideas.</p>	<p>Student has completed the task completely. There are a minimal amount of errors in accuracy. There may be minimal spelling and mechanical errors AND student displays an understanding of most concepts and ideas.</p>	<p>Student has completed the task. There are some errors in accuracy. There may be several spelling and mechanical errors. The student displays an understanding of many concepts and ideas.</p>	<p>Student has completed the task. There are many errors in accuracy. There may be many spelling and mechanical errors. The student displays a vague understanding of concepts and ideas.</p>	<p>Work is incomplete OR there is no evidence of understanding concepts and ideas.</p>

(Adapted from: <http://www.state.wv.us/insite/Work20Habits20Effort2020Assessment.pdf>)

Rubric for take-home assignments

5 Points – Excellent

- All problems completed
- All answers correct with proper significant figures and units (1 – 2 minor errors in significant figures, rounding, or units will be allowed)
- All work shown with formulas and units

4 Points – Good

- All problems attempted (missing at most a portion of 1 problem)
- Occasional incorrect answers or several minor errors in significant figures and units
- All work shown with formulas and units with some minor errors

3 Points – Fair

- Most problems attempted (missing 1 – 2 problems or portions of problems)
- Several missing or incorrect answers or multiple significant figure and unit errors
- Missing work for a few problems

2 Points – Poor

- Majority of problems attempted (missing several problems or portions of problems)
- Partially incomplete problems, incorrect answers, and multiple significant figure and unit errors
- Missing work for several problems

1 Point – Unacceptable

- Few problems attempted (missing half of the assignment or more)
- Incomplete problems, incorrect answers, and total disregard for significant figures and units
- Missing work for most problems

0 Points – Not turned in

(Adapted from:

http://www.cabrillo.edu/~aromero/CHEM_30A/30A_Handouts/Homework%20Grading%20Rubric.pdf)

SAMPLE LESSONS



UNIT 1:

Getting to know homeschooling

Objectives of this unit:

- to understand the concept of homeschooling and how it is applied in the United States.
- to select a tool that will help you study at home

1A: Introduction to homeschooling

Objectives:

- To identify the main concepts of homeschooling by watching a video
- To learn about homeschooling by doing some research on a computer
- To provide relevant information about homeschooling by making a presentation about the history of homeschooling at home

Materials:

- Computer
- Notebook
- Pen

I. Listening. Instructions:

a. Watch the video: More and more Americans opting for homeschooling: 2 million US kids taught at home by parents

<https://www.youtube.com/watch?v=w9x64avS3ls>



b. Activities:

1) Write a summary of the contents of the video. Answer these following questions below:

- What is *to homeschool*?
- Why do parents prefer homeschooling their children?

2) Let's go to the computer lab and do some research on the history of homeschooling!

Take-home assignment: Prepare a PPT presentation about the history of homeschooling.

1B: Homeschooling nowadays

Objectives:

- Scan for specific information in an article on homeschooling
- Scan for specific vocabulary about homeschooling
- To evaluate classmates' presentations

Materials:

- Notebook
- Pen

Take-home assignment follow-up:

Let's hear the presentations about the history of homeschooling!

I. Instructions:

- a. Read the following article (2012) and answer the questions below.

Why Teach at Home?

Urban homeschoolers frequently cite the homogenization of public education as the reason they chose to take over their kids' schooling. With federal and state education policy placing ever-greater emphasis on core standards and standardized tests, many parents want to give their kids something more creative, flexible, and engaging than a school day they see as factory-made. The one-size-fits-all model is especially unappealing to parents of children who are "special" in some way: unevenly intelligent, intensely shy, immature, or in need of a flexible schedule to accommodate their professional acting or dancing or musical careers. In New York, even parents in the best districts complain about overcrowding and about teachers, who, however motivated and skilled, have their hands full managing the unruly few who can reign in some classrooms. Then there are the problems that come with all traditional schools: the bullying, the playground politics, and the escalating gadget and fashion arms races. According to the DOE, nearly 88 percent of U.S. homeschool parents express concern about the school environment, citing drugs, negative peer pressure, and general safety.

Kristin Sposito was one of the moms at the Monday-afternoon gymnastics class. She and her husband, Brett, decided to homeschool when their daughter, Maya, was 5. The Spositos, who lived in Portland, Oregon, at the time, looked around at their friends' children who were going off to school. The school day seemed very long for children so young, Kristin thought. And the kids who did go to school came home "with bad attitudes right off the bat," she says. The children were **mouthy**; family relationships grew strained; the joy of family life was somehow lost; and the children were none the better for it. "It's not like they were away all day and then came home and were brilliant. And I thought, you know what? This is a waste of time. I could do it better myself." The family moved to New York City five years ago. Maya is now 12. Neither she nor her two brothers, Jonah, 9, and Simon, 4, has ever been to school, and Sposito is happy with her choice. "It's like a big secret, like we're getting away with something," she says.

(Taken from <http://nymag.com/guides/everything/urban-homeschooling-2012-10/>)

Questions



1. According to the text, what makes children “special”?

2. What are the problems in “traditional” schools?

3. What does DOE stand for?

4. What is the meaning of **mouthy**? (paragraph 2)

Think fast!

Your parents made decisions for you when you were five years old. Were you happy at the age of 12 with that decision?

- b. Underline the words that are new to you and look them up in a dictionary. Write the definitions in your notebook. so you can get familiar with the concepts that will be used in this course.

Take-home assignment: Ask any adult member of your family if they liked going to school and why. Bring the answer next class.

1C: Homeschooling tools

Objectives:

- To plot a chart with the subjects they are interested in studying at home.
 - To answer questions to predict the help of a homeschooling tool.
- a. Look at the chart below.
- Do you think that to have one of these charts each week is helpful?
 - Which would be the list of subjects on your chart?

Take-home assignment follow-up:
Form groups of four and share your answer to last class' assignment.

I did ALL my homework


<http://www.chartjungle.com>

My teacher says whether I completed my homework or not ...

Subject:	Mon	Tues	Wed	Thur	Fri	Notes:
Reading						
Language						
Spelling						
Writing						
Math						
Science						
History/Geography						
Health						
Physical Education /Sports						
Art						
Music						
Foreign Language						
Computer Skills						
Performing Arts						
Religion/Spiritual						

Comments:

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- b. Make your own chart to help you organize your studies.

Take-home assignment: Use this chart for a month and see if it helps you organize your studies and homework.



Unit 2:

What kind of intelligence do you have?

Objectives of this unit:

- to find out what type of intelligence you have and to be able to support that by solving exercises
- to learn activities that will help you enhance your kind of intelligence

2A: Are you a visual learner?

Objectives:

- To understand the characteristics of visual learners
- To identify their kind of intelligence by solving exercises
- To practice their visual intelligence by playing a memory game at home

What are multiple intelligences?

Howard Gardner has identified seven distinct intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways," according to Gardner (1991). According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

(Taken from: <http://www.tecweb.org/styles/gardner.html>)

I. Read the following text and answer the questions:



Visual Learner:

If someone is a visual learner, they think in terms of physical space, as do architects and sailors. They are very aware of their environments. They like to draw, do jigsaw puzzles, read maps, and daydream. They can be taught through drawings, verbal and physical imagery. Tools include models, graphics, charts, photographs, drawings, 3-D modeling, video, videoconferencing, television, multimedia, texts with pictures/charts/graphs.

(Adapted from: <http://www.tecweb.org/styles/gardner.html>)

a. Questions:

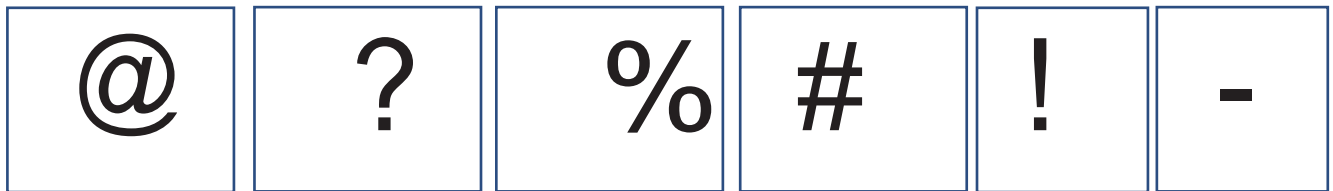
1) What are the characteristics of a visual learner?

2) What are the tools for visual learners?

3) How did you feel while you were reading the text?

4) Did those statements seem familiar to you?

II. Look at these symbols for 10 seconds and then turn the book around. After that, tell the order of the symbols to a classmate without looking at the book.



Speaking:

Questions:

- How many symbols did you remember?
- Did you feel comfortable doing this activity?
- Do you think you are a visual learner?

Tips for visual learners

- Draw a map of events in history or draw scientific process.
- Make outlines of everything!
- Diagram sentences!
- Take notes, make lists.
- Watch videos.
- Color code words, research notes.
- Outline reading.
- Use flashcards.
- Use highlighters, circle words, underline.

Take-home assignment: Make a memory-games with different images. Play with it with a friend or a relative. Write on your notebook how many images you remembered.

2B: Are you an auditory learner?

Objectives:

- To understand the characteristics of auditory learners.
- To identify their kind of intelligence by solving exercises
- To compare two different types of intelligences
- To practice their auditory intelligence by listening to an episode with eyes folded at home
- To write a summary using their memory

Take-home assignment follow-up:

How did you do at the memory game? How many images did you remember?



I. Read the following text and answer the questions:

Auditory Learner:

If someone is an auditory learner, they show sensitivity to rhythm and sounds. They love music, but they are also sensitive to sounds in their environments. They may study better with music in the background. They can be taught by turning lessons into lyrics, speaking rhythmically, and tapping out time. Tools include musical instruments, music, radio, stereo, CD-ROM, multimedia.

(Adapted from: <http://www.tecweb.org/styles/gardner.html>)

a. Questions:

1) What are the characteristics of and tools for an auditory learner?

2) Make a comparison between a visual learner and an auditory learner. What are their similarities?

3) How did you feel while you were reading the text?

4) Did those statements seem familiar to you?

II. Listen to this story and take notes of what you understand from it:



This story is about two friends who had a fight. What are they fighting over?

Speaking:

- Do you study better with music in the background? If yes, what kind of music?
- Do think you are an auditory learner? Why?

Take-home assignment: Watch an episode of your favorite TV show with your eyes folded. While you do that, try to write as many sentences as you can from the show. After that, make a summary of the episode in your notebook and have it revised by a classmate.

2C: Are you a tactile-kinesthetic learner?

Objectives:

- To understand the characteristics of tactile-kinesthetic learners.
- To identify their kind of intelligence by solving exercises
- To demonstrate the three kinds of intelligences by acting out a situation
- To practice a kinesthetic technique at home
- To write a summary using their memory

Take-home assignment follow-up:

Read the sentences you got from the show out loud. Hand in the summary to the teacher for corrections.

I. Read the following text and answer the questions below:



If someone is a tactile-kinesthetic learner, they use the body effectively, like a dancer or a surgeon. Keen sense of body awareness. They like movement, making things, touching. They communicate well through body language and be taught through physical activity, hands-on learning, acting out, and role playing. Tools include equipment and real objects.

(Adapted from: <http://www.tecweb.org/styles/gardner.html>)

a. Questions:

1) Do you make up songs or rhymes about the contents when you study?

2) Do you like playing games? Do you think they are useful when learning? How so?

II. Get together in groups of three. Act out a scene in which you demonstrate each type of intelligence in front of the class.

Example:

- Visual learner: Hey! When I study I prefer to make diagrams of the contents!
- Auditory learner: Really? I prefer to record the contents and listen to them to learn them.
- Kinesthetic learner: You two are crazy! I like to create a game in which I use the contents I've been learning.



Take-home assignment: Write a sentence on a friend's back. Can he guess and remember the word you write on him/her? Have your friend do the same to you!



Unit 3:

Practice English at school and at home

Objectives of this unit:

- To understand that the different English skills can be studied in school and at home
- To practice writing, speaking, listening, and reading in English at home
- Students go over vocabulary and tenses at school and are able to work on exercises at home

3A: The reading skill: How can I practice at home?

Objectives:

- To practice the reading skill by solving exercises
- To present and practice vocabulary about travelling
- To apply a technique to a reading passage
- To practice reading at home by reading a piece of news from an English newspaper online.

Take-home assignment follow-up:

How did you do with recognizing what your friend wrote on your back?

The four-reading-steps technique

- 1) Number each paragraph.
- 2) Underline the main idea of each paragraph
- 3) Create a logo (choose one word) that summarizes the paragraph
- 4) Write what the text is about

Instructions:

- a. Read the following text and apply the four-reading-steps technique.

Education encompasses both the teaching and learning of knowledge, proper conduct, and technical competency. It thus focuses on the cultivation of skills, trades or professions, as well as mental, moral & aesthetic development.

Formal education consists of systematic instruction, teaching and training by professional teachers. This consists of the application of pedagogy and the development of curricula.

The right to education is a fundamental human right. Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At world level, the United Nations' International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13.

Educational systems are established to provide education and training, often for children and the young. A curriculum defines what students should know, understand and be able to do as the result of education. A teaching profession delivers teaching which enables learning, and a system of policies, regulations, examinations, structures and funding enables teachers to teach to the best of their abilities. Sometimes educational systems can be used to promote doctrines or ideals as well as knowledge, which is known as *social engineering*. This can lead to political abuse of the system, particularly in totalitarian states and government.

Primary (or elementary) education consists of the first years of formal, structured education. In general, primary education consists of six or seven years of schooling starting at the age of 5 or 6, although this varies between, and sometimes within, countries. Globally, around 70% of primary-age children are enrolled in primary education, and this proportion is rising.

In most contemporary educational systems of the world, secondary education consists of the second years of formal education that occur during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g., university, vocational school) for adults.

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

(Taken from: http://www.myenglishpages.com/site_php_files/reading_education.php#.VHVngluG9Ok)

b. Share your results with your classmate and compare each other's steps

Take-home assignment: Look for an article on an online magazine in English and apply the four-reading-steps technique on it.

Appendixes

Appendix 1:

Needs Analysis

This survey is aimed at revealing the learner's views on homeschooling. This survey will reveal your knowledge on homeschooling and how its methods may be applied to your lives.

Questionnaire

1) Are you familiar with the concept of homeschooling? Yes / No

If you are familiar with the concept, what do you know about it?

2) Have you ever met someone who hasn't gone to a regular school? Yes / no

If you have, how did they get educated?

3) Are there any advantages in being educated at home? Yes No

If there are, what are they?

4) Are there any disadvantages in being educated at home? Yes / No

If there are, what are they?

5) Do you think homeschooling is better than attending regular schools. If you do, why?

6) Do you think parents can cover at home all the school subjects? Yes / No

Why? Explain your answer

7) Do you think you could study some subjects at school and some at home? Yes / No

If you do, how would you do it? Which would you study at school, and which at home?

8) Do you think that to homeschool children would affect their socialization? Yes / No

Why?

9) Does anyone help you with your studies at home? Yes / No

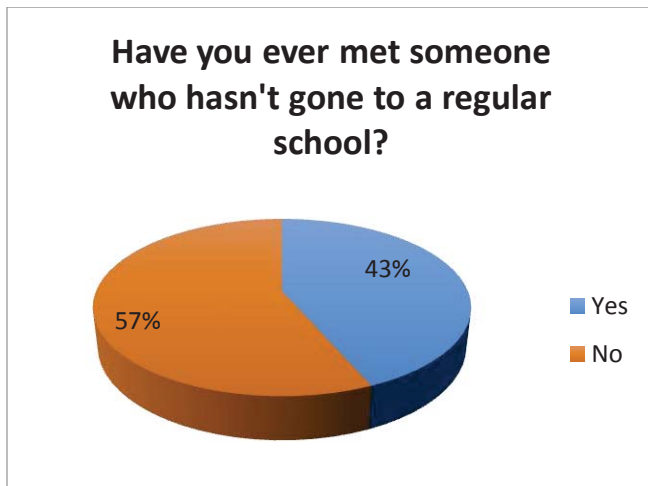
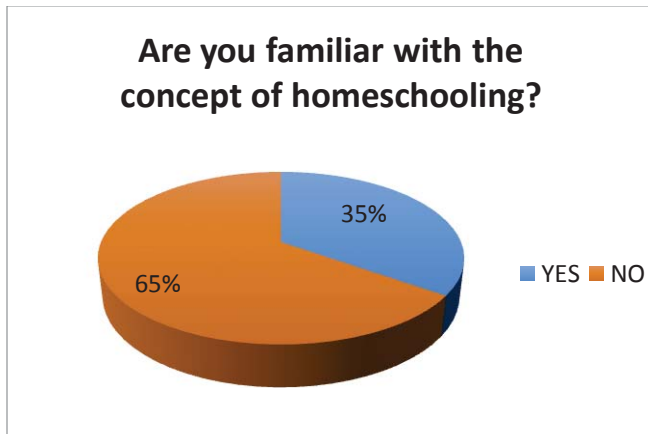
How do they do it?

How often?

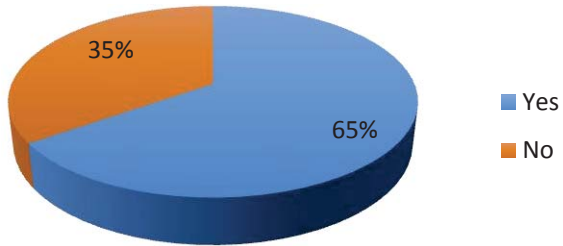
With what subjects?

Appendix 2:

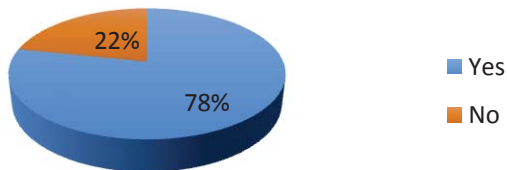
Results:



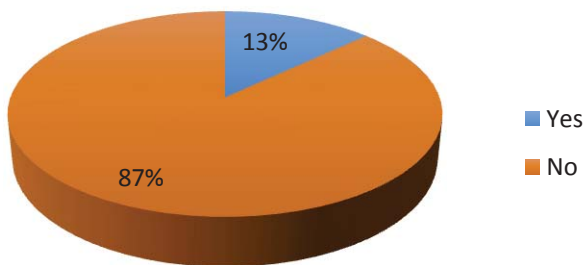
Are there any advantages in being educated at home?



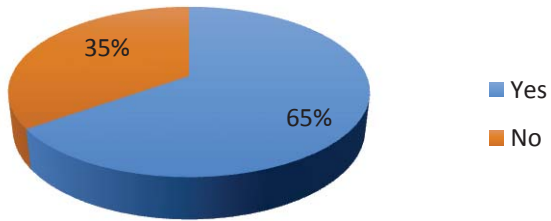
Are there any disadvantages in being educated at home?



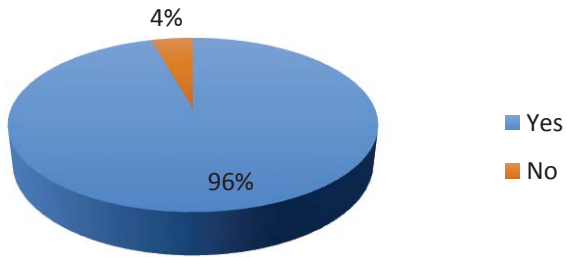
Do you think parents can cover at home all the school subjects?



Do you think you could study some subjects at school and some at home?



Do you think that to homeschool children would affect their socialization?



Does anyone help you with your studies at home?

