



Universidad
Zaragoza

Trabajo Fin de Grado

Lane Clark and L2.
L2C:
Thinking, Learning and Teaching English in
Spanish Primary Classrooms

Autor

Irene Puente Gil

Director

Enrique Lafuente Millán

Facultad de Educación
2015

TABLE OF CONTENTS

ABSTRACT	1
I. INTRODUCTION	2
II. THEORETICAL FRAMEWORK	4
2.1 LANE CLARK'S APPROACH	
2.2 SECOND LANGUAGE ACQUISITION (SLA) AND COMMUNICATIVE LANGUAGE TEACHING (CLT)	
III. METHODOLOGY	16
IV. ANALYSIS	18
4.1. AIM	
4.2 KEY CONCEPTS IN LEARNING AND TEACHING FROM THE PERSPECTIVE OF CLARK'S METHODOLOGY	
4.3 STAGING CLARK'S METHOD IN AN EFL CLASSROOM	
V. PROPOSAL FOR INNOVATION	27
5.1. IMPLICATIONS FOR ADAPTATION	
5.2 INNOVATION AS TIPS FOR TEACHERS	
VI. CONCLUSIONS	34
BIBLIOGRAPHY	36

APPENDIX 1. Thinkbox	39
APPENDIX 2. Thinkchart	40
APPENDIX 3. Thinkitgreat process	41
APPENDIX 4. Authorthink process	42
APPENDIX 5. ThinkinQ	43
APPENDIX 6. Characteristics thinkchart	44
APPENDIX 7. Stages thinkchart	46
APPENDIX 8. Immersion thinkchart	54
APPENDIX 9. Team inquiry	55
APPENDIX 10. Venn diagram	56

ABSTRACT

This paper analyzes and establishes how teachers can use the Lane Clark method in an English as a foreign language classroom to promote second language acquisition through thinking and learning. This dissertation focuses on the potential of Clark's approach in a foreign language classroom, and develops the necessary implications of applying it to the Spanish bilingual context so that it effectively promotes second language learning and acquisition. Clark's approach is both the subject of the analysis as well as the means. That is, Clark's approach is analyzed applying her own methodology for thinking and learning in order to determine to what extent it can be effective for a foreign language classroom, and whether it promotes true thinking and learning. A proposal for improvement is offered, based on the results of the analysis. This information will be useful for the contributions that it may bring for the professional development of English teachers who may be interested in applying an approach that teaches learners to 'learn how to learn' while promoting second language acquisition.

Key words: learning; thinking; teaching; acquisition; Clark; EFL; SLA; competences; Bilingual; second language; foreign language

I. INTRODUCTION

The first and most important ability you can learn in a flat world is the ability to “learn how to learn” - To constantly absorb, and teach yourself, new ways of doing old things or new ways of doing new things. That is an ability that every worker should cultivate in an age when parts, or all of many jobs are constantly going to be exposed to digitization, automation and outsourcing, and where new jobs and whole new industries, will be churned up faster and faster... In such a world, it is not only what you know but how you learn that will set you apart. Because what you know today will be out of date sooner than you think. (Friedman, 2006)

Coming into the world of teaching at present requires deep reflection about what we can contribute to the field and most importantly to each and every learner under our responsibility. Professional competences must be developed so that we can prepare our learners to live in an ever-changing world. What we do and need today may be radically different a short time from now. A vast and almost endless collection of facts and information is at our fingertips. With the lightning quick evolution of technology and interconnectedness, learners have unlimited access to knowledge and information. This accessibility, while empowering, also entails serious challenges. How will our learners select information, critically think about it, and finally find ways to apply it to their real life needs? Our challenge as teachers is to guide our learners to develop their thinking and to use this thinking in order to learn.

The basic premises of learning to think and thinking to learn come together in Lane Clark's approach to teaching (Clark, 2009). Clark's approach claims to be aimed at teaching learners to 'learn how to think and learn' in order to equip them for their future, and meet the demands of our changing society. The thinking and learning that are targeted in this approach try to mirror real life thinking and learning in an attempt to empower students to be self-directed, independent, autonomous learners. Learners are made aware of all the stages of the learning process and are provided with effective tools which enable them to progress from one stage to another. The added value of Clark's approach is that learning does not end with knowledge, learners are pushed one step further by encouraging them to use their knowledge to make a change in their lives or the lives of others. The whole learning journey is driven by a functional end. Clark's approach seems to be an effective method which responds to many of the demands of our changing society. However, this approach has been designed to be implemented in the learner's first language.

If effective teaching in the learner's first language has already been established nowadays as demanding, doing so in a second language is a multi-layered challenge which requires knowledge about the learning and thinking processes together with a good understanding of second language acquisition and communicative language teaching. Today's educational tenets as marked by legislation and curriculum establish the acquisition of a second language as a principle objective in itself and as a means to learning other subjects as well. Primary School children in Spain are asked to learn a second language from the age of three, using this language as a vehicle for learning other subjects such as Science, Social Studies, Arts and Crafts, and Physical Education. Therefore, the focus of our teaching is very different from when children started learning English as an isolated subject later on in their schooling. This development in the objectives of our teaching pushes us to look for different and more effective ways to help our learners learn English. In keeping with these concerns, the purpose of this dissertation is to analyze, appraise and establish how to use the Lane Clark method in an English as a foreign language classroom to promote second language acquisition through thinking and learning.

In order to undertake this study, I will address the following research questions:

- What does Clark's approach entail?
- What are her views on thinking and learning?
- What aspects of her method are most interesting for my teaching?
- How can we use the Clark method in an English as a foreign language classroom to promote second language acquisition through thinking and learning?

My study is divided into the following sections: first the theoretical framework to establish the principles upon which the analysis will be based, followed by the methodology where I explain how I have used the Clark approach in order to structure my thinking about said approach. Then the analysis which is the application of the tools and strategies proposed in order to identify the strengths, weaknesses and implications of the overlaps and gaps of Clark's approach in relation to second language acquisition and English language teaching. This analysis allows me to develop a proposal for innovation which leads to my final conclusions.

II. THEORETICAL FRAMEWORK

In order to analyze the potential for applying Lane Clark's approach to the teaching of English as a foreign language we will begin by establishing the underlying principles of Clark's approach and then those of English Language Teaching (ELT) and Second Language Acquisition (SLA).

2.1 Lane Clark's Approach

2.1.1. Main Features

The Clark approach to teaching and learning is about teaching how to think and how to learn, but specifically it is about the relationship between the two, therefore the title of her book *Where Thinking and Learning Meet*. According to Clark "it is the inter-relationship between the thinking process and learning process that will enable the learner to meet their true thinking and learning potential." (Clark, 2009)

Where thinking and learning meet intends to promote real thinking by providing students with a model which mirrors the cyclical and adaptive process of real life thinking. In turn, the approach intends to promote real learning, by providing students with a model which mirrors real life learning. As in real life, the whole learning process is driven by a purpose. The learning proposed by this approach is relevant and authentic, and most importantly, it ends in action. Learners, at the end of the process should be able to apply their knowledge in order to bring about a change in their lives or the lives of others.

Clark's approach also claims to promote the autonomy of the learner. Both the thinking process and the learning process are made explicit, so that there is conscious awareness of the stages, the steps and the tools, allowing the approach to progressively move from a teacher-directed model to a student-owned responsibility.

Another defining characteristic of Clark's approach is that it targets the development of intelligence, as described by Gardner (1999), an intelligence that enables learners to solve problems and to produce outcomes which are of value to others. What emerges from this, is that if learners are not encouraged and directed to use their language to solve problems and create products, intelligence, as defined by Gardner, is not being promoted, developed, or demonstrated. Encouraging students to use knowledge and skills to make a difference is the key to enabling Gardner's theory to enter our classrooms.

Clark's approach also tries to cater to all different multiple intelligences and learning styles involving the use of tools to address students' varied profiles. She proposes allowing students to develop "pre-strategies" connected to their strengths in order to address their struggle areas. For example, a learner with well-developed visual-spatial intelligence but less developed linguistic intelligence may choose to use a mind map to structure his or her essay as a pre-strategy. As Clark describes, the learner caters to his or her modalities of strength before modalities of struggle.


This same idea is applied to assessment as well. Before any more conventional assessment task such as a test, learners are allowed to demonstrate their learning outcomes through a modality of their own choice. This output can be used as further evidence of the learners' achievement of learning goals. If learners do not perform well on the test, their results can be compared with and complemented by how they have shown their knowledge through different means or intelligences.

In order to fully understand Lane Clark's approach and the inter-relationship between thinking and learning, it is essential to take a look at the principles that underpin these two. Therefore, I will start by discussing her views on thinking, to move on to her views on learning to end with the ways in which thinking and learning meet.

2.1.2. Clark's Views on Thinking

Clark's approach begins by questioning the validity of Bloom's taxonomy (Benjamin Bloom, 1956; revised Anderson and Krathwohl, 2001). This approach claims that thinking is not linear, it is not hierarchical, and it does not occur in 'levels'. Instead, it states that thinking occurs through a cyclical, adaptive process. It proposes an alternative to levels, 'types of thinking' that are inextricably linked. In her view, there are no higher or lower types of thinking, instead there are degrees or levels within specific types of thinking.

The hierarchy that Bloom's Taxonomy proposes, implies that thinking categories go from lower order thinking skills (LOTS) to higher order thinking skills (HOTS) in a fixed order. The hierarchy in increasing order from LOTS to HOTS that the revised version of Bloom's Taxonomy offers is the following: remember (knowledge), understand

- Bloom's Taxonomy, 2001**
- 
- Create (synthesis)
 - Evaluate (evaluation)
 - Analyze (analysis)
 - Apply (application)
 - Understand (Comprehension)
 - Remember (knowledge)

(comprehension), apply (application), analyze (analysis), evaluate (evaluation) and create (synthesis).

In contrast, Clark believes that besides thinking not being hierarchical, other changes should be applied to Bloom's taxonomy.

Bloom's pyramid figure is replaced by Clark's spiral. Clark's spiral model claims that learners begin to find out some prior information, knowledge and understanding as they take in new information through their sensory organs. Processing begins and incoming information is analyzed and evaluated, and questions develop, bringing with them a level of new understanding. With an increased level of understanding, new incoming information is again analyzed and evaluated and new understanding is further developed. As the process continues, understanding becomes deeper and broader, the analysis, evaluation and synthesis associated with processing also become richer, and application of new knowledge may come about. Application results in further finding out, and the analysis and evaluation can eventually lead to the kind of deep knowledge and understanding that enables and empowers a person to generate innovative ideas and produce quality outcomes.

True creativity necessitates what Perkins would refer to as: synthesis, a "far transfer from the learner's initial knowledge and understanding" (Salomon & Perkins, 1989). When learners have reached this 'far transfer' of knowledge and they are able to use their learning 'to make a difference in their life and the lives of others', new questions will arise, which in turn will bring about a new process of inquiry. In this way, the thinking process will start again creating a kind of spiral that progresses upwards as it revisits many of its parts over and over again.

In sum, the thinking process that Clark proposes is cyclical, and that while explicit analysis, evaluation and synthesis are paramount as the learner finds out new information, a learner's foundation of knowledge and understanding will only develop depth and breadth if this processing opportunity is repeated several times during the process.

2.1.3. Clark's Thinkbox Framework

In order to illustrate and describe the thinking process previously described, Clark designed the *Thinkbox* framework (See appendix 1). The Clark *thinkbox* framework illustrates and identifies the types of thinking, and the skills, strategies and tools that engage the learner and help them develop each type of thinking.

Clark claims that using the *thinkbox* framework ensures that thinking and the relationships between thinking tools, strategies and skills are explicit to the learner, empowering them to direct their own thinking and eventually learn how to think for themselves. Clark claims that one of the strengths of this framework is that it assists teachers and learners to ensure that all learners comprehensively process newly acquired information. Learners are strategically ‘set up’ to engage in the processing required for the development of deep knowledge and understanding.

The *thinkbox* framework illustrates the way in which thinking takes places according to Clark. The types of thinking are strategically placed to mirror the thinking process and its complex and interconnected reality. The base of the *thinkbox* which is the foundation of thinking is formed by ‘information thinking’ and ‘knowledge/comprehension thinking’ (low level synthesis); then, ‘analytical thinking’ and ‘evaluative thinking’ occur side by side, as they occur simultaneously; and finally, as the apex of thinking, ‘high level synthesis thinking’ which indicates that learners have developed depth and breadth of knowledge and comprehension and therefore can use their knowledge and understanding to make a difference in their life or the lives of others. This type of transfer happens as a result of the cyclical and adaptive nature of the Clark real thinking process.

Clark’s model goes even further and adds innovation. In this section learners are directed towards action, learners are encouraged to record their “so what idea”, and outline the way in which their ideas will be put into action and tested. The goal of this framework is to create and test ideas that make a difference in the life of the learner and the lives of others.

To sum up, the entire *thinkbox* framework aside from ensuring that all learners comprehensively process newly acquired information in order to reach high level synthesis, provides learners with a great variety of tools that cater to all the different intelligences through their use.

2.1.4. Tools to Promote Thinking

Clark provides students with a wide variety of tools that are identified in the *thinkbox* and that promote the different types of thinking. The tools that are specific to Clark’s approach are the *thinkchart*, the *thinkitgreat* process framework and the *authorthink* process framework.

Thinkchart

Clark's *thinkchart* is an information organizer which is aimed at explicitly and innately engaging the learner in processing: analysis, evaluation and synthesis. Clark claims that the use of the *thinkchart* results in the development of deep knowledge and understanding, and engages the learner both cognitively and emotionally in their learning. (See appendix 2 for an example of a thinkchart)

Learners collect data and record the physical, behavioral and environmental attributes of what they are investigating, which is to say, they collect what they have 'found out', they consider the cause and effect of what they have discovered and the location or environment of what has been discovered. Learners are also encouraged to consider the strengths and weaknesses associated with the newly acquired knowledge, and they are directed to generate ideas for using their new knowledge. Learners are encouraged to ask themselves the questions that Clark believes to be the precursor to true creativity "So I know it...so what? How can I use my new knowledge and understanding to make a difference in my life and the life of others?"

2.1.4.1 *Thinkitgreat process*

The *thinkitgreat* process is a framework that is aimed at enabling learners to discover the characteristics of anything. The process consists of the following steps (see appendix 3):

1. Investigating learner's focus with a thinkchart.
2. Hypothesizing about base characteristics ('it') with a Venn diagram, comparing data from the investigation
3. Testing, by investigating more examples with a cross classification chart. Those characteristics which are found in all samples explored become the learner's foundation for the conclusion and identification of 'it'.
4. Identifying 'it' (the characteristics consistent in all samples investigated)
5. Extending to 'it great' by adding the strengths, subtracting the weaknesses and adding the ideas from the S.W.SW evaluation
6. Negotiating the rubric designed by the teacher to ensure the criteria is realistic for each learner

2.1.4.2. *Authorthink process*

Clark's *authorthink* process is a framework which promotes quality publishing. The process consists of the following steps (see appendix 4):

1. Plan, research and organize

2. Working copy. Learners work through their first draft.
3. Author circle. Learners hold an author circle with the audience.
4. Self-edit
5. Outside Edit
6. Evaluate, publish and celebrate

2.1.5. Clark's Views on Learning

The aim of Clark's approach is to teach learners to 'learn how to learn' in order to equip them for their future, and meet the demands of a changing society. In order to fulfill this aim, Clark believes that it is essential to raise awareness of learning as a process. She claims that it is essential that learners are aware of and know about the stages within the learning process, so that in the future they can independently move through the stages and lead their own learning. The process of learning has to be visible.

The learning process that Clark proposes is aimed at mirroring real life learning, therefore, the learning process proposed is purposeful. The purpose is what initiates real learning, it is what drives the learner's need for knowledge, skills and processes. Clark states that learning cannot be just interesting for the learners, that learning has to be relevant, and that it has to end in action. When real learning takes place, the learner "uses his learning to make a difference in his life or the lives of others."

2.1.5.1. Clark's Think!nQ Framework

The Clark think!nQ framework is a model which proposes and develops a process that mirrors real life thinking and learning by identifying and illustrating the stages of the natural learning process. (See appendix 5)

One of the greatest strengths of this framework is that, in contrast to other teaching frameworks or approaches, learning does not end with learners sharing their knowledge and what has been learnt. This learning process, goes further and moves learners to a stage in which they 'use their learning to make a difference in their life or the lives of others'. Learning does not end in knowing, it ends in action.

Furthermore, the Clark think!nQ framework encloses the thinking process. As a result, besides teaching learners how to learn, it promotes the learner's ability to learn.

The Clark think!nQ framework proposes the following process and stages.

Stage 1. Immersion

In this stage, learners are immersed for the first time in the content, concepts, processes and skills. Learners investigate and organize information in an organizer: Clark's *thinkchart*. By the end of this stage, the purpose of the learning, the *so what* is identified (how will the learner use the new learning to make a difference in his life or the life of others?). Establishing the "so what" is key to the entire framework, as it drives the investigations, the skills you need to obtain, the content and knowledge you need to master, and the processes you need to engage in. As in real life, you always start with the end in mind. The purpose of this stage is to engage learners both emotionally and cognitively. Immersion models new language, tools, strategies and thinking that learners will later use in the investigate, organize, internalize stage.

Stage 2. Brainstorm and Question

In this stage, learners brainstorm and record what they believe they know about the challenge identified in immersion and the questions that reflect what they think they still need to find out in order to meet this challenge. At this point, having the end in mind, questions are no longer arbitrary, the questions are strategic.

Stage 3. Plan

Next, the learner has to consider the learning sequence, the thinking tools and strategies that will be used, and the timelines that will be followed. As the goal of this framework is to move from a teacher-directed model to a student-owned responsibility, eventually learners will be the ones in charge of the planning.

Stage 4. Investigate. organize. internalize

This stage is very similar to the immersion stage, but with a greater level of depth and breadth. Instead of using the *thinkchart*, learners complete the *thinkitgreat* process. Learners investigate their learning while managing the information on an organizer which outlines their key focus areas and questions, distinguishing between the relevant and the irrelevant information.

Clark claims that strategic framing and sequencing of organizers ensures a rigorous investigation which meets desired 'endcomes', which is to say, organizers ensure that learning outcomes are achieved. Furthermore, organizers promote explicit processing through their framing for analytical, evaluative and synthesis thinking.

In order to promote deep understanding, learners are constantly being directed towards reflection periods as they access and record new discoveries, to internalize this new knowledge

Stage 5: Stop and think

In this stage, learners are invited to reflect on their learning and the process so far. This stage acts as a checkpoint, in which learners are provided with time to reflect on new learning and ‘make meaning’ to later mind map the newly acquired information, mirroring the way in which the brain receives and stores information. As a result, there is further internalization and the ability of the learners to see relationships and make connections is enhanced.

Stage 6: Ideate

The aim of this stage is that learners develop their so what idea together with a communication vehicle to get the idea to the authentic audience. In this stage, learners follow the *authorthink* process for quality publishing. Learners are finally directed to put their so what idea into action.

Stage 7: Innovate.celebrate

At this point, learners are encouraged to trial and monitor the result of their so what idea, and outline the results, positive or negative. Learners are directed to collect pre and post data, in order to find out whether their idea was successful or not, whether they have made a difference or not.

Finally, the learners are invited to plan and implement a ‘celebration of learning’ that includes a formal and informal sharing opportunity and a social experience. In the formal sharing, learners in small groups share with the audience the tools, strategies and processes that they have used during the process of learning. In the informal sharing, learners individually share their own learning journey. Finally, in the social experience, learners plan a celebration for learning, providing them with an opportunity to implement a diversity of life skills.

Stage 8: Evaluate

In this final stage, learners reflect on the product, process and thinking. Learners evaluate their so what idea and the communication vehicle generated during the ideate stage of the framework, they also evaluate the learning undergone during each stage of the inquiry process and the thinking tools and strategies used.

2.1.6. Where Thinking And Learning Meet

“The development of deep knowledge and understanding can only be achieved by engaging our learners in the thinking process and the learning process. The new basics are used to develop the old basics. It isn’t either/or, we must have both” Clark, 2009

Clark states that the development of deep knowledge and understanding can only be achieved by engaging our learners in the thinking process and the learning process, and therefore she proposes an approach in which both meet. The think!nQ real learning process intends to guide learners in their learning journey and teach them how to learn, while the *thinkbox* model intends to provide the essential repertoire of tools that promote and enhance the learner’s thinking during their learning journey.

Clark has strategically built the real thinking process into the design of the think!inQ real learning framework; trying to develop depth and breadth of thinking while learners progress through the think!nQ process. Clark claims that the true power of each model rests in its relationship to the other.

One essential feature to keep in mind is the fact that Clark’s proposals are geared towards learning and thinking in the mother tongue. As I have stated before, my aim is to see how it can be applied to learning an L2, therefore the following section of my theoretical framework will address the issues and components of second language acquisition and the requirements for effective foreign language teaching.

2.2 SECOND LANGUAGE ACQUISITION (SLA) AND COMMUNICATIVE LANGUAGE TEACHING (CLT)

2.2.1. SECOND LANGUAGE ACQUISITION

Second language acquisition theories highlight the importance of certain aspects as essential for acquiring a second language. Krashen (1982) in his *input hypothesis*, states that exposure to comprehensible input containing $i+1$ structures, is a key factor in determining success in foreign language acquisition. [Being ($i+1$) the next *interlanguage* stage (Selinker, 1972)]. He determines the need for learners to be pushed to understand input that is a step above their current level in order for acquisition to take place (Krashen, 1982).

However, Long (1996) in his interactionist's view claims that exposure is not sufficient, that *interaction* and *negotiations of meaning* are what make input comprehensible, and therefore facilitate acquisition. Furthermore, in his revised hypothesis the role of other factors, such as attention, processing capacity, and negative feedback, affecting interaction and SLA is acknowledged. Long's revised hypothesis focuses on learners' internal factors: learner's *selective attention* (Schmidt, 1990, 1994 work on noticing) and learners' L2 *processing capacity* (Pienemann, 1989) all coming into play when learners negotiate meaning (Long, 1996). What arises from Long's hypothesis is that since negotiations are a form of *negative feedback* that focuses learner's attention on gaps in their L2, negotiations and comprehensible input facilitate SLA, Consequently, besides being exposed to input, learners should be encouraged to *produce and interact* in class.

Cognitive theories made a crucial contribution to help us understand even further the way we process and learn a second language. McLaughlin's (1983) information processing model states that learners have a limited capacity for processing, that they are not capable of attending to all of the information available in the input. Consequently, some of the information becomes the object of focused or selective attention, while other parts are attended to only peripherally. When processing we focus on meaning, so as a result, there is little capacity left to focus on form. When learners are exposed to input, they do not pay attention to structures, for this reason, *attention to form* is necessary.

The role of *attention* and *processing limitations* is also of pivotal importance for SLA. Learners need to pay attention, they need to devote cognitive resources to the aspect of

language they want to use and learn. Schmit (1986) claims that in order to process structure we need to *notice* it. He claims that learners exposed to extensive input often focus only on meaning (semantic processing), and that therefore, noticing is a necessary condition for acquisition. Schmidt makes a distinction between input, the language we are exposed to, and intake, the structures we process.

Furthermore, memory limitations also affect output. Although speaking activities provide practice and provide learners opportunities to try their hypothesis by trial and error, they require considerable attention resources. When learners produce, they focus attention on meaning and not form so, consequently, there is less attention to form, less accuracy and less opportunities to test their hypothesis.

Swain (1985) acknowledged the importance of *pushed, comprehensible output*, which promotes syntactic processing and helps learners notice the gaps in their L2. He claimed that learners need, not only comprehensible input but also to be pushed to produce meaningful, accurate and coherent messages that go beyond and stretch their current linguistic resources.

These cognitive theories have derived in practical applications to the language classroom. When learners are exposed to input, focus on form is necessary (noticing, comparison, frequency, saliency (Slobin, 1985)), but focus on form is also necessary in output. Therefore, as Thornbury (1997) states, classroom tasks should promote noticing and focus on form: pushing learners to produce accurately (Swain,1985), controlling conditions of task performance and planning specific tasks which promote reflection about the language structures (Fotos, 1993).

All of the above factors are necessary for SLA to take place together with the driving forces of language development which functional perspectives define as the efforts to communicate effectively. As Givon (1979) states, grammatical development serves and is driven by functional ends, formal resources are developed to express more complex patterns of meaning. What arises from this perspective as far as its teaching implications go, is that language should be taught as a tool for communicating messages with a purpose. In other words, learners need to be provided with an authentic context within which to use the language in order to fulfill a purpose. This further implies that form and function are intrinsically linked, and they should not be separated in the teaching and learning process.

This last point directly relates and leads us to communicative language teaching, which is the most accepted foreign language teaching (FLT) approach. It is currently considered the

most effective FLT approach and it is marked by the European and Spanish legislation as the basis of all second language teaching.

2.2.2. COMMUNICATIVE LANGUAGE TEACHING

Brown (2007) defines CLT as *“an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, task-based activities, and communication for the real world, meaningful purposes”*

From Brown’s definition we can develop three key principles of CLT. The first principle is the communicative principle, SLA takes place by using language in communication. There has to be information sharing, negotiation of meaning and interaction. The second principle is the task principle, in CLT the L2 is used to achieve an outcome, and it is used for a purpose, it is contextualized. Finally, the last principle is the meaningfulness principle that states that the L2 should be realistic and useful, and related to the learner’s interests.

These key principles are also reflected in what Richards (2006) describes as the core assumptions of CLT, which in turn serve as implications for implementing it. Richards claims that when learners are engaged in interaction and meaningful communication, second language acquisition is facilitated. Therefore, effective learning tasks should provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange. He claims that content should be relevant, purposeful, interesting, and engaging, so that meaningful communication results. Furthermore, since communication is a holistic process, all skills need to be integrated. Richards also claims that language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language, both accurately and fluently. Richards stresses that the role of the teacher is that of facilitator, the one who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning. Finally, Richards states that the classroom is a community where learners learn through collaboration and sharing.

Having established the theoretical framework for my dissertation, through Lane Clark’s ideas, the principles of SLA and the teaching implications that these derive, together with the CLT approach, I will go on to analyze how these come together in my proposal for effective

thinking and learning in English as a foreign language. But first, I will explain how I have gone about developing my thinking.

III. METHODOLOGY

One of the ways to put Clark's approach to the test is to apply it in order to think and learn about this method's potential for the English as a foreign language classroom. Therefore I decided to use all of the stages and the thinking processes suggested in Clark's method to develop the structure and contents of my dissertation. In other words, Clark's approach has been both the subject of investigation and the means through which the dissertation and the analysis have been carried out.

In order to analyze the potential applicability of Clark's approach in an English as a foreign language classroom, and its effectiveness as a thinking and learning approach, all of the stages that the approach proposes have been followed.

To begin, I went through what Clark calls the *immersion* stage, where I first came into contact with information about Clark through lessons at university. It immediately became apparent that Clark's approach is different from anything else I had seen insofar as it appeared to address most of the issues and concepts which are now widely regarded as essential for effective teaching and learning. In addition, this first contact with the method soon revealed some issues regarding its suitability for learning a second language.

One key concern which arose during this immersion stage was whether Clark's proposals could be reconciled with my specific needs as a foreign language teacher. This is the point at which I found the gap, in other words, relevance, for my dissertation. The purpose of my learning and thinking process would be to analyze and establish how the Clark method can be used in an English as a foreign language classroom to promote second language acquisition through thinking and learning. I found what Clark would refer to as '*so what?*'. I had already found out about this approach, and now, what could I do with this newly found knowledge? How could I use it to make a change in my life or the lives of others?

The next step in my analysis correlates with the stage Clark calls *brainstorm and question*. In this stage I brainstormed and recorded on a mind map everything that I knew about the requirements for English as a foreign language teaching and second language acquisition (See appendix 10). More questions arose as I asked myself what I needed to know, yielding

my research questions: What does Clark's approach entail? What are her views on thinking? What are her views on learning? What aspects of her method are most interesting for my teaching? and ultimately, how can we use the Clark method in an English as a foreign language classroom to promote second language acquisition through thinking and learning?

Once I had established what I knew and what I needed to know, I moved on to the next stage, which is called *planning*. This is the point at which I decided to use the *Think!nQ* framework to plan and develop my dissertation. (See appendix 5)

This led me to the fourth stage, *investigate.organize.internalize*. At this point, I immersed myself in a variety of resources, I read Clark's book *Where thinking and learning meet*, I interviewed two of my teachers who had attended her course, I read posts on the internet and watched videos and conferences by Clark where she discussed her approach to teaching and learning. With all of the information gathered and my previous knowledge on FLT and SLA, I designed and completed a think chart (See appendices 6 and 7) and I developed the theoretical framework section of my dissertation. In completing the think chart I was forced to analyze and evaluate the strengths and weaknesses of Clark's approach in relation to FLT and SLA. These strengths and weaknesses paved the way to my *so what's* or implications. The think chart together with a Venn diagram (see appendix 11) comparing Clark and TEFL led me to the following stage, *stop and think*.

At this stage, I stopped to think in order to make the connections that would lead me to the *ideating stage*, where I designed and developed my so-what idea as a proposal for improvement aimed at my authentic audience of English teachers through the communication vehicle of this dissertation. In the *evaluate* stage I concluded this dissertation, pointing out how my learning has changed my life and hopefully the lives of some others.

In the future, in order to complete this *Think!inQ* learning journey, in the *innovate and celebrate* stage, I will trial and monitor the results of my so-what ideas by putting them into practice as a Primary school teacher. Somewhat before that, I will celebrate my learning through the defense of my dissertation, where I expect the panel of examiners to help me evaluate my work. Only then will I have completed my learning journey, following all the stages along the path marked by Clark in her Think!nQ Framework (see Appendix 5).

IV. ANALYSIS

In the following section I will analyze the potential of Clark's approach for effectively developing learners' competences in an L2. I will begin with a general overview of the approach in which I will analyze the aim, main features and frameworks, to subsequently focus on each of the stages, their activities, tools and processes. This has been carried out by using thinkcharts, mind maps, and a Venn diagram designed for this purpose (See appendices 6, 7, 10 and 11, respectively).

4.1. Aim

Firstly, the aim of Clark's approach is to teach learners 'how to learn', in order to equip them for their future and meet the demands of our changing society. Therefore, it provides an answer to what has been established in the theoretical framework as the main challenge of education nowadays. However, it is not aimed at promoting second language acquisition and/as it is not adapted to the bilingual context. Consequently, it is necessary to analyze this approach in-depth, in order to identify which of its aspects promote SLA and in what ways, as well as to highlight the aspects that should be improved in order to promote SLA.

4.2 Key Concepts in Learning and Teaching from the perspective of Clark's Methodology

Learning and thinking come together in Clark's approach. First of all, it promotes learning and thinking that mirror real life learning and thinking. This has great potential for its application in an EFL classroom because there is a purpose which drives the whole learning process, and therefore, it is purposeful, relevant and authentic. The process of learning is driven by a functional end, which implies that learners are using the target language in order to achieve an outcome in an authentic communicative context.

The cyclical and adaptive nature of the thinking process outlined and its activities provide opportunities to review and revisit knowledge and language afforded by the structure of the stages which helps to consolidate learning of content and language. Previous stages of the process serve as scaffolding for the following ones therefore building learning in an effective way not only for content but also for L2 acquisition. Despite this clear progression and recycling of content and language along the spirals of learning, there are some minor drawbacks to some of the requirements of the main features.

Finding authentic contexts and purposes for the L2 is even more challenging for the teacher than it is for L1. The teacher would have to set up a target audience and a situation in

which it would be natural to communicate in English. Consequently some authenticity may be lost along the way.

Secondly, learner's thinking is instinctively carried out in the L1, so some depth and breadth will necessarily be lost in the use of the L2. It may also be expected that students will resort to their L1 when having to think or share complex ideas about metacognition. Autonomy in the L2 is also more complex than in the L1, learners need to be constantly guided and supported.

One of the most interesting aspects of the approach is the innovative way in which it addresses the students' multiple intelligences and learning styles. Through the use of differentiated tools and resources, learners are allowed to use pre-strategies connected to their strengths in order to address their struggle areas. A learner with a developed visual spatial intelligence can access and organize ideas and learning through the use of pictures and videos while the logical learner may use graphs and charts to access similar knowledge in the pre-task stage of immersion. The use of pre-strategies is beneficial for those students who have a weaker linguistic competence, as it serves as scaffolding, offering equal opportunities to all learning profiles. Moreover, insofar as different channels are used to convey information, the students avoid overload of their working memory.

The cooperative learning which Clark incorporates is a great resource for the EFL classroom as it promotes equal participation and individual and group responsibilities, forcing all learners to interact and reach agreement in the L2, providing them with plenty of opportunities for negotiation of meaning. However, cooperative learning is introduced only sporadically, and being such a powerful tool in the EFL classroom, it should be used more often.

The application of ICTs, and the variety of sources available for learners to access and process information make the journey along the stages potentially very rich. However, the disadvantage lies in the difficulty of accessing and finding ICT resources suitable for the L2 and the decisions to be made about selection and adaptation of these.

The role of the teacher in this approach is seen as that of guide and facilitator, the teacher is in charge of framing the organizers, developing the tools and resources, as well as providing them to the learners. The fact that the teacher facilitates and guides students through their learning, allows the learners to build their own learning and therefore, the work is adapted to their individual levels, rhythms, and modalities.

In Clark's approach, teachers teach individuals or small groups when target teaching is required, which is very beneficial in an EFL classroom because when needed, the teacher can adjust her input in order to make it comprehensible for the learners. It also provides learners with opportunities for interaction and the teacher can give the language support they require as the need arises within the task.

The application of this methodology by the EFL teacher entails a number of challenges in terms of classroom management. For one thing, this way of carrying out lessons requires great classroom management skills where the rest of the learners are on-task so that small groups and individuals receive attention. The demands for personalized attention are much higher and teachers need to monitor, not only the progress regarding the stages, but also regarding their use of L2.

In addition, the thinking process which the learners go through can be very complex, even more so when we add the difficulty of the L2. If the teacher does not provide differentiated help and scaffolding, learners might overload or get frustrated. In order to apply Clark to EFL there would need to be guidance in understanding the input, the task, the activities and differentiation of the kinds of output that the learners would produce.

Moreover, Clark envisions a teacher, who does not take active part in the lesson, so the opportunities of interaction between students and the teacher are limited. This also implies that there is a lack of corrective feedback from the teacher, which can lead to fossilization. Finally, we need to note that teachers have less control over the content and learning, since decisions about it are made and adjusted as the stages progress. This requires advanced mastery of the language on the part of the teacher, to be able to respond to all the situations that could arise along the process, or else we may risk not reaching the full potential of learning that the approach provides.

In sum, Clark's method promotes real thinking and learning that can be used to make EFL classes in Spanish Primary schools more effective and better suited to present day needs of learners. There are however several guidelines that can be proposed as innovation to bring about these changes making the best of an excellent method by applying it to the needs of our particular context.

After this general overview of Clark's approach, my analysis will now focus on the stages, and the activities and tools that are proposed in this method, and on their applicability and suitability in the FL classroom.

4.3 Staging Clark's Method in an EFL Classroom

The approach that Clark proposes is not organized in terms of activities. Instead, it is sequenced into different stages. Each stage serves as scaffolding for the next one, and, it provides the learner with the knowledge, skills, and resources he/she will need for the following stages. This is why there are no isolated activities as such.

The stages will be analyzed following the order in which they are implemented, (1)immersion, (2) brainstorm and question, (3) plan, (4) investigate;organize;internalize, (5) stop and think, (6) ideate, (7) innovate and celebrate and finally (8) evaluate.

4.3.1. *Immersion stage*

Immersion is where the 'finding out' experience begins. Learners are immersed for the first time in the content they will be dealing with. Learners investigate and organize the information in order to make initial discoveries and find a purpose to guide the rest of the process. Learners, therefore, identify their basic 'so what' or purpose, that is, the change that they want to achieve.

For this first part, learners receive a task card with the instructions to follow. Providing learners with a task card, respects learners rhythms and the development of their autonomy competence, plus it develops receptive skills for a purpose. Learners are either listening or reading with the objective of understanding in order to successfully follow the steps described. Besides, the task cards that Clark's approach proposes include visual aids that support understanding and make input comprehensible.

However, providing students with a task card may not be enough because it should not be assumed that L2 Primary school learners have the comprehension levels needed to read and follow instructions on their own. Besides, in L2 the learner's autonomy is never as developed as it is in L1. Therefore constant checking for understanding and more guidance should be incorporated into this activity.

Once learners are aware of the steps to follow, they are immersed in a variety of resources such as books, CDs, computers, websites, audio tapes, software, videos, TV, experts, illustrations, the five senses, etc. This activity is of great value for the EFL classroom as students are exposed to rich, extensive and varied comprehensible input containing $i+1$ for all, or as Krashen (1982) claims roughly tuned input. In addition, the variety of mediums provided caters to all different multiple intelligences and learning styles. When the learners are provided

with the opportunity to contact experts or interview different people, they are provided with opportunities for interaction and negotiation of meaning.

While this methodology relies on exposure to a variety of resources containing rich L2 input, its application to young L2 learners is complicated by the fact that available resources adapted to ESL are limited. Text difficulty of authentic resources may often be too high, whereas adapted resources may lose authenticity and not provide $i+1$ structures as a result. Therefore, teachers should try to select and adapt resources, respecting the authenticity of the text and still provide roughly tuned input.

Moreover, the fact that students are exposed to extensive input might result in cognitive overload due to the great amount of information plus the challenge offered by L2. Learners' attention will be on meaning and when there is focus on meaning, there is no capacity left to focus on form. One way to avoid cognitive overload and to ensure that learners can focus on form is to provide scaffolding for learning. Clark's method would suit EFL classes much more if there was scaffolding and support for learners as they progress along the learning journey.

Pre-task activities to work on top-down (predicting and inferring, activating background knowledge of schema), bottom up processing (vocabulary and language structures) and post-task activities to promote noticing and focus on form would help L2 learners develop communicative competence as they progress in thinking and learning.

Finally, after the immersion in resources, learners complete an information organizer for which they go back to the resources. They analyze and evaluate the information in order to make initial discoveries that will lead them to their "so what", the purpose for the learning. This activity allows learners to practice receptive skills, learners have to use different micro-skills such as extracting specific information, scanning, and identifying the purpose, in order to complete the thinkchart in writing. Establishing the purpose at this point is going to guide the rest of the learning process. It will make learning relevant.

Although, as has been highlighted, some micro-strategies of the receptive skills are developed (extracting specific information, scanning, identifying the purpose), others are not (listening for gist, predicting, etc.). Hence, other tools and activities to process input should be provided in order to work on all of the receptive micro-skills.

4.3.2. *Brainstorm and question stage*

In this stage learners identify what they know about the topic and what they still need to know. To do so, learners brainstorm and record their results in an organizer. This activity is very useful for the EFL classroom as it helps students activate background knowledge and schemata. Nonetheless, learners may sometimes know a lot about the topic but may not have the communicative competence to explain it in L2. To that end, pre-tasks should be designed and implemented to take advantage of this tool to activate schema and present vocabulary and structures that they will need to carry out the tasks.

4.3.3. *Plan stage*

Plan is the next stage in the *!nQuiry* process. In this stage learners are provided with an *!nQuiry* action plan and think box, and then are encouraged to plan in groups the tools that they will use, the deadlines they will investigate and its parts, as well as who is going to be responsible for each of them. All decisions are recorded in a Team *!nQuiry* action planner. This activity, in which learners have to plan their learning process in groups, is particularly powerful for the EFL classroom as students have to communicate for a purpose, which is to reach an agreement on the planning process. Learners are not only provided with opportunities for interaction and negotiation of meaning, but forced to interact and communicate.

4.3.4. *Investigate.organize.internalize stage*

The *investigate.organize.internalize* stage is very similar to the immersion stage. As in the immersion stage, learners investigate their learning while managing information on an organizer which outlines their focus areas and questions, but with a greater level of depth and breadth. Learners are engaged in deep analysis and evaluation following the *thinkitgreat* process. In this process, learners:

1. Investigate the samples with a thinkchart and complete the reading criteria
2. Hypothesize about base characteristics with a Venn diagram
3. Test and investigate more examples with a cross classification chart
4. Identify 'it' (the characteristics consistent in all samples investigated)
5. Extend 'it' to 'it great' by adding the strengths, subtracting the weaknesses and adding the ideas from the S.W.SW evaluation

6. Negotiate the rubric designed by the teacher to adjust the criteria for each learner.

It is important to point out that, as this stage is similar to the immersion stage, they share the same strengths and weaknesses with some minor adjustments. The fact that the same type of activities are carried out in the immersion and in the investigate stage, but with different levels of depth and breadth can be beneficial for the students, providing repetition and consolidation, and it can also serve as scaffolding.

With regards to the reading criteria, the students reflect on their reading process and are made aware of the micro-strategies so that they can apply them. They are asked to complete a checklist with the strategies and micro-skills that they have applied when reading. Learners can opt for a two star or three star challenge after a personal discussion with the teacher. The fact that during this stage the students are encouraged to negotiate the rubric and its criteria with the teacher, provides learners with opportunities for interaction and negotiation of meaning because they have to reach an agreement. In its application to L2 however, once again, linguistic difficulties may result in less development of depth and breadth, and, some of the micro-strategies described for reading are not as applicable as in L2 or would need adaptation.

4.3.5. Stop and think stage

The following stage is the stop and think stage. This is a brief stage that acts as a checkpoint for formative evaluation, in which learners share what they know at that point in the process. Learners are encouraged to produce written or oral output, but as they have been exposed to such a great variety of input and have been through so many processes, asking them about what they know is a complex request in L2. As a result, guidance should be provided for the learner.

4.3.6. Ideate stage

The next stage is the ideate stage. In this stage learners develop their “so what idea and a communication vehicle to share it with the authentic audience. In order to do so, learners follow the *Authorthink* process for writing:

1. Plan, research and organize
2. Working copy. They work through their first draft
3. Author circle: they hold an author circle with the audience
4. Self-edit
5. Outside Edit

6. Evaluate, publish and celebrate

This process is very effective for the EFL classroom as it promotes quality publishing, and guides learners through the process of writing, it provides learners with the steps to follow when writing. Additionally, learners are writing for a real purpose in an authentic context. Learners are also pushed to produce comprehensible output and there is focus on form as they are producing for an authentic audience and they have to meet specific writing criteria. Moreover, in their author circle and the outside edit, learners are provided with opportunities for interaction and negotiation of meaning, as well as opportunities for receiving feedback. Nevertheless, although the steps for writing are provided, students may not be capable of producing without some sort of scaffolding and guidance through the process. Besides, some of the writing is not relevant for the L2 context. As a result, scaffolding should be provided and specific criteria for the L2 should be designed as well as providing support and guidance.

4.3.7. Innovate, celebrate and evaluate stages

Almost at the end of the process, is the “innovate and celebrate” stage. In this stage, learners test and evaluate their so what idea, and they share their learning. Learners plan and implement a celebration of learning which includes a formal sharing, an informal sharing and a social experience.

The main strength of this stage in terms of L2 use is that learners are provided with the opportunity to speak formally and informally to an authentic audience for an authentic purpose. Aside from this main strength, there are others. Learners in this stage are motivated to share the aspects of their own process, their effort is acknowledged, and they are proud of it. Learners also have the chance to develop social skills, and they are provided with opportunities for interaction and negotiation of meaning. It also provides learners a chance for multimedia development, and if needed, inquiries into the characteristics of formal and informal speaking can be conducted. The metacognition that takes place at this point is very complex to be carried out in L2 and even more so communicating and discussing this metacognition in L2.

Finally, to conclude this section of my analysis I would like to highlight the elements which Lane Clark’s approach and effective TEFL have in common. These elements have been yielded in the design of the Venn Diagram (figure X in Appendix x), comparing the two approaches. By identifying the common strengths of both methods we can see that Clark’s approach has great potential for learning and acquiring L2.

Clark's methodology presents a number of features which are consistent with the requirements of current task-based communicative methodology, as well as with some of the most important concepts in education today. One key aspect is that the process of learning is driven by a functional end, which means that language is used for a real purpose in an authentic context. The content is then relevant, meaningful, purposeful, interesting and engaging. Clark's approach also complies with the principles of task based learning in that the L2 is used to achieve an outcome. Finally, as in CLT, the main role of the teacher is that of facilitator and guide for the learning process.

Clark's approach is innovative and in touch with recent developments in education. All multiple intelligences and learning styles are attended to, plus, learners build their own learning and therefore the work is adapted to their individual levels, rhythms, and modalities. In other words, there is differentiation. Clark's approach also includes cooperative learning and the use of ICTs.

There are many aspects of this methodology which are also coherent with second language acquisition and FLT principles. For instance, students are exposed to varied and rich comprehensible input containing $i+1$, and opportunities for interaction and negotiation of meaning are presented. Learners also practice the receptive skills, using different micro-skills, and productive skills, speaking and writing. There is an integration of skills, and besides that, learners are provided with process criteria for reading and writing.

Finally, learners are pushed to produce comprehensible output, there is focus on form as they are producing for an authentic audience and they have specific writing criteria.

V. PROPOSAL FOR INNOVATION

After having looked at the strengths and weaknesses of Clark's approach to thinking and learning, we need to examine the implications which this analysis may have for its application to TEFL. Using Clark's words we need to ask ourselves: *so what can be done to innovate and adapt this method in order to make it more suitable for FLT?* These implications take the form of on the one hand adaptations and on the other hand as a set of guidelines to help teachers in Spanish Primary schools wishing to use this methodology. They can be understood together, within Clark's framework, as proposals for improvement which are part of the *ideate stage* and a logical consequence of the previous section of this dissertation, which was concerned with organizing and internalizing.

5.1. IMPLICATIONS FOR ADAPTATION

The results of this analysis and its implications for the application of Clark's approach to TEFL warrant changes in several aspects of the L2 teaching and learning process. These changes can be organized into several subheadings in relation to (1) teacher's needs and roles; (2) planning, resources and tools, (3) the scaffolding that needs to be provided, (4) promoting opportunities for the use of the L2, and (5) ways to focus on form or raise awareness about language.

5.1.1. *Teacher's needs and roles*

The first of these changes involves the needs of the teacher. The teacher is in charge of designing, planning, and implementing this approach. Good competence in L2 is not sufficient. Mastery of the language is required on the part of the teacher to be able to respond to all of the situations that could arise along the process of learning. When using Clark's approach, teachers have less control over the content and learning. So not only a mastery of the language is required, but also, a deep knowledge and understanding of EFL teaching and SLA is necessary. Since teachers have less control over the learning process, they have to be able to take advantage of every opportunity that arises in the classroom to promote SLA. Therefore, training should be provided to the teachers who are going to take Clark's approach into their classrooms.

Regarding the teacher's role within the classroom, besides facilitating and guiding, teachers should provide more monitoring, support and extra guidance. The demands for personalized attention are much higher in L2 and teachers need to monitor, not only the progress regarding the stages, but also regarding the learners' use of L2. This requires great classroom management skills where the rest of the learners are on-task so that small groups and individuals can receive attention. As a result, self-directed tasks and tools that L2 learners can be successful at, have to be designed so that the teacher is free to attend to individual needs.

Another aspect of the teacher's role that needs to be considered is her participation during the lessons. The teacher needs to be more active in order to promote teacher-student interaction and negotiation of meaning (Long, 1996). Since negotiations are a form of negative feedback, it will trigger learners to notice (Schmidt, 1986) the differences and gaps between their output and the L2. More feedback on form should also be provided by teachers.

5.1.2. Planning, resources and tools

Different contexts and purposes need to be set in an EFL classroom providing reasons for communicating which may not be as natural as they are in an L1 class. In an EFL classroom purposes and contexts such as planning a picnic with their families are not real since English is not the vehicle language students would use to communicate with that specific audience. More creativity is required, and there needs to be a balance between reasons for communicating and authenticity. When considering reasons for communicating that make sense in an EFL classroom, some authenticity may be lost.

Second of all, selecting and adapting resources is key to enabling the approach to effectively work in an EFL classroom. The teacher's challenge is to adapt texts, respecting the authenticity of the text, while still providing comprehensible input containing $i+1$ for all, roughly tuned input (Krashen, 1982). Precisely because finding suitable sources and resources is such a challenge, teachers should put their efforts together and create a common space to share resources for the thinking and learning classroom.

Clark's approach requires specific tools such as think charts or planners to be developed and adapted for each task or outcome. When doing so, it is important to keep in mind that simpler tools have to be designed with the needs of the learners in the Spanish Bilingual context

in mind. Besides, other tools and activities to process input, such as organizers should be provided so that all of the reading and listening micro-skills and strategies are targeted.

5.1.3. Scaffolding

Scaffolding is a key and essential factor for this approach to be successful in a bilingual classroom. As stated by Maybin, Mercer and Steirer (1992), scaffolding is considered to be an assistance needed in order for students to reach a final stage of successful communication. L2 learners will need varying degrees of support for their learning and for the communication of that learning. Therefore, more scaffolding needs to be provided. Learners may need differentiated support for their learning that is adjusted to their profiles, for example, providing icons and pictures to help with their reading of task cards and input or providing learners with a step by step guide they can follow to produce their outcome.

Learners in L1 will be more autonomous from the onset of tasks. However in L2 scaffolding should be provided at the beginning of new activities. Pre-tasks to work on bottom-up (vocabulary and structures) and top down (predicting, inferring and activating background schema) processing should be developed and implemented in order to provide learners with the language that they will need to carry out those tasks.

5.1.4. Opportunities for the use of the L2

Regarding the opportunities for the use of L2, teachers should put emphasis on the importance of using L2 at all times. Teachers should specially insist on the use of L2 during processes as well as outcomes. Learners should also be provided with more opportunities for interaction, both teacher-student interaction and student-student interaction.

So as to promote interaction, there should be more cooperative learning in class. Cooperative learning offers opportunities for interaction and negotiation of meaning which should be taken advantage of on a regular basis. Asking students to take on the role of their partners coach will push them to think about and verbalize their learning process. The responsibility of helping their partner to understand and successfully complete an activity will ensure negotiation of meaning and therefore learning both in the coach and the trainee.

5.1.5. Focus on form

Finally, some focus on form should be provided. Though meaning is paramount this does not mean that no attention needs to be paid to form. In order to avoid fossilization, learners must be made aware of the gaps between their interlanguage and L2. Teachers should make learners aware of the language that they use for their learning.

To sum up, Clark's approach offers teachers in our Spanish Bilingual context many excellent means to promote thinking and learning in English. By supplementing these with some specific features of English Language Teaching and Second Language Acquisition which have been discussed in this dissertation, we can effectively promote the development of several key competences, especially that of Communicative Competence in a foreign language.

5.2 INNOVATION AS TIPS FOR TEACHERS

In the following section I will propose some guidelines or advice for teachers who may see in the approach the possibilities of helping their learners learn English as a foreign language as they learn to think and learn.

Tip 1. Bring on your A game

Clark's approach is very demanding on the part of the teacher. If you are willing to take this approach into your classroom, the first thing you need to do is bring on your A game as a foreign language teacher, that is be the best you can be.

Question your level of English and work hard to improve it. Keep in mind that the learning journey is going to be out of your control at times, and that you, as a teacher, have to be able to respond to all of the situations that may arise during the lessons.

Update your knowledge and understanding on second language acquisition and foreign language teaching. You are going to need this knowledge not only to plan and design the lessons, but also to take advantage of every opportunity that arises during the lessons in order to promote acquisition.

Work on your classroom management skills. In order to provide more monitoring, support and extra guidance, you are going to need a great control of the classroom. Whole Brain teaching provides different techniques that can help you control the classroom. For example, the attention grabber "Class-Yes" is a technique that allows you to rapidly and easily grab the

attention of all your learners. Scoreboard can be used to reward and re-construct behavior so that learners know what desired and undesired behavior in your classroom looks like.

Promote interaction with your students. Directing students towards autonomy does not imply a passive role in the classroom. By interacting with the students, you are not only serving as a model for them, you are giving them opportunities to communicate and receive feedback, and therefore, notice the gaps in their L2.

Tip 2. It is all about planning

Since Clark's approach is not designed with the specific needs of our L2 learners in mind, when planning, there are some basic things that you need to do:

Set contexts that truly require the learner to use English as the vehicle language for communication. Although some authenticity may be lost, you, as a teacher, need to set and present contexts in which using English is not only useful but required.

Adapt authentic materials to meet learner's needs in the EFL classroom. Authentic materials are usually produced for native speakers. This often means that an adjustment is required before we can make effective use of the materials. The text might be too difficult or too long or too short, or there might be extensive use of grammar or structures not known to the learners. Some keys to successful adaptation of authentic materials include turning them into workshop activities; adjusting the length of the materials; simplifying or explaining key language elements; converting authentic materials into a variety of exercise types; adding contextual support. When adapting texts, you have to try to adapt them without losing authenticity, and providing roughly tuned input, that will fit all learners.

Design tools that direct the student into working all micro-skills and strategies when reading and listening. Teach them to listen by asking them to extract information; get the general picture (e.g. stories); predict; extract specific information; infer opinions or attitudes, work out meaning from context; and recognize discourse patterns (Brewster 1991).

Teach them reading strategies like identifying purpose, skimming, scanning, using mind maps, guessing meaning of words, pointing out grammatical/syntactic relations, inferring meaning, using word attack techniques or discourse markers to process relationships (Brown 2001).

Learners should not be encouraged to just extract specific information, scan, or identify the purpose in order to complete their *thinkchart*. You should plan for and design different activities and tools which target the development of the different strategies and micro-skills.

Tip 3. One may walk up the highest mountain, one step at a time

Clark's approach is a very ambitious approach, which sets high expectations for the learners. Learners in an EFL classroom have to complete the complex process of thinking and learning, while overcoming the barriers of language. Therefore, you need to provide your learners with scaffolding:

Before learners face a task, always check for understanding. Provide models for the learners and encourage them to verbalize the steps of the process that they are going to face. Use techniques like Rally Coach explained in the previous section or "Teach-OK" from Whole Brain teaching. When using this technique, the teacher gives the instructions and learners have to explain it to each other in pairs, including gestures.

Provide learners with pre-tasks that will prepare them for linguistic difficulties: language and skills. Motivate them and help them contextualize, activate their existing schematic knowledge.

Tip 4. Get them talking, get them learning

As foreign language teachers, one of our main aims, is to get our students to talk, we need to encourage them to produce and use the L2 at all times, so that they can develop communication strategies and stretch their linguistic resources. In order to get your students to use the L2 you have to promote interaction both teacher-student, student-student. A way in which you can promote student-student interaction is by using cooperative learning. One excellent example of a cooperative work structure is jigsaw, which can be applied to distribute only parts of the information to the different teams. In this way, the teams are pushed to interact in order to complete all the information needed to successfully complete the task, creating an information gap.

Tip 5. Meaning before form, not instead

Meaning and use come before form. This does not imply however that form should be forgotten. Form should be taught in context. Learners should be made aware of how they use language to learn and how they use it to communicate and share learning.

In order to promote this focus on form you should combine incidental teaching and deliberate teaching. The former is directly related to learner's errors and is exemplified by corrective feedback. By providing learners with feedback on form, they notice their gaps between their production and the L2. The latter, deliberate teaching, requires you to use strategies and activities to make structures more noticeable, more salient. Some examples of deliberate teaching of grammar activities are input enhancement (Sharwood Smith, 1991), and textual enhancement. Textual enhancement is an external form of input enhancement by which the learner's attention is drawn to linguistic forms through physical manipulating certain aspects of the text to make them easily noticed (Nasaji & Fotos 2011: 40). Textual enhancement in written texts can be done by underlining, boldfacing, italicizing, capitalizing, or color coding. Nasaji & Fotos (2011) suggest selecting a grammar point, highlighting the feature in the text, using strategies to keep attention to meaning and not providing metalinguistic explanations. For oral texts, textual enhancement in can be done by using stress, intonation, repetition or non-verbal cues.

Tip 6. Share, share, share

There are many teachers who are ready to meet the challenge of teaching English in the best possible way and are open to trying out new methods and approaches. Clark's approach provides them with tools and strategies that can effectively teach learners how to think and learn. As we have seen however the tools have to be designed and adapted for our context so my final point is to encourage teachers to design materials and to share them with others. A wiki or virtual resource bank for learning and thinking in L2 can be set up for interested teachers to share their material.

Clark's ultimate challenge for learners is to ideate or create something that will change their lives and the lives of others. These ideas are my contribution to these changes.

VI. CONCLUSIONS

“The important question is not what our schools will become, but what they might become. There is a critical difference... The question of what will become implies the exercise of purely rational faculties, calling for trend analysis, projections, extrapolations and probability curves. A view of what could be is not confined to these means...It embraces intuition, creativity, morality, reason and above all vision. It extends inquiry from the realm of probable to the realm of the possible. Clear vision offers inventive, promising and powerful ideas for improving schools from within.” (Roland Barth, 1991)

At the end of my *ThinkinQ* journey I can now consider my new learning and ask myself the question which Clark believes is the precursor to true creativity...”So I know it...So what?”

The challenge to find effective ways to help learners prepare for an ever-changing world has led me to look for alternative ways to teach English and to share my findings through this dissertation. Its main aim has been to analyze and establish how we can use the Lane Clark method in an English as a foreign language classroom to promote second language acquisition through thinking and learning.

In an attempt to put Clark’s ideas to the test I have used the strategies and tools of the approach to structure my thinking on it. It has been the subject of my analysis as well as the means. This application to my real life situation as a future teacher of English has yielded a new understanding of thinking, learning in general and learning English in particular. Thanks to my reflections on my analysis I have been able to suggest adaptations and to provide guidelines or tips that may help others to apply this new understanding to teaching.

After finalizing the learning process, one comes to the realization that no matter how deep and broad your thinking has been, there is still more to know and discover. While in the process of learning new wonderings will surface. Old inquiries will lead to new ones. In my case, while on the learning journey, I have discovered new directions in which I would like to take my research and practice in the future.

- How can I select adapt authentic resources to make them suitable for the FL classroom and design self-directed tasks and tools that L2 learners can be successful at?
- How can I promote even more interaction and negotiation of meaning and focus learners' attention on form?
- How can I put all of these ideas into practice?

In conclusion, considering that Clark's ultimate goal is to allow learners to create a change in their lives and the lives of others, I can affirm that this goal has been achieved. My life has changed thanks to this inquiry. I, as learner, have a deeper and broader view of what it means to think and learn. Not only this, but I have the tools and strategies to apply my learning to my professional field, which is, the teaching of English as a foreign language. In so far as changing the lives of others goes, I hope that those who have a chance to read my dissertation may understand the ideas better and that in the future, my learning will allow me to help my learners develop their thinking and learning, and communicative competence while acquiring a second language.

BIBLIOGRAPHY

Anderson, L. W., & Krathwohl, D. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Barth, Roland. (1991) *Improving Schools From Within*. New York: Josey-Bass.

Bloom, B., Englehart, M. Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York, Toronto: Longmans, Green.

Brewster, J. (1991). *Teaching English to Children: from Practice to Principle*. London: Nelson.

Brown, H.D. (2001). *Teaching by principles: an interactive approach to language pedagogy*. White Plains, NY: Longman

Clark, L. (2009). *Where thinking and learning meet*. Hawker Brownlow Education.

de Bono, E. (1995). *Six Thinking Hats*. Boston: Little Brown and Company.

Ellis, R. (1984). *Classroom Second Language Development: A Study of Classroom Interaction and Language Acquisition*. Oxford, UK: Pergamon.

Friedman, T. (2006). *The World is Flat*. Australia: Penguin Group.

Gardner, H. (1999). *The Disciplined Mind*. New York: Simon & Schuster Inc.

Givon, T. (1979). *On Understanding Grammar*. New York: Academy Press

Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press.

Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.

Long, M. (1996). "The role of the linguistic environment in second language acquisition". In Ritchie, William; Bhatia, Tej. *Handbook of second language acquisition*. San Diego: Academic Press.

Maybin, J., Mercer, N. & Stierer, B. (1992). "Scaffolding": *Learning in the classroom*. In K. Norman (Ed.), *Thinking voices: The work of the national oracy project*. London: Hodder and Stoughton

McLaughlin, B. (1987). *Theories of Second-Language Learning*. London; Edward Arnold.

Nassaji, H., & Fotos, S. (2011). *Teaching grammar in second language classrooms. Integrating form-focused instruction in communicative context*. London: Routledge.

Perkins, D. N., & Salomon, G. (1989). *Are cognitive skills context bound?* Educational Researcher

Pienemann, M. (1989). Is language teachable? Psycholinguistic experiments and hypotheses. *Applied Linguistics*, 1, 52–79.

Richards, C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.

Richards, C. and Rogers T. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge Language Teaching Library.

Schmidt, R. (1990). *The role of consciousness in second language learning*. *Applied Linguistics* 11, 129-158.

Schmidt, R. (1994). Implicit learning and the cognitive unconscious: Of artificial grammars and SLA. In N. Ellis (Ed.), *Implicit and explicit learning of languages* (pp. 165-209). London: Academic Press.

Schmidt, R., & Frota, S. (1986). Developing basic conversational ability in a second language. A case study of an adult learner of Portuguese. In R. Day (Ed.), *Talking to learn: Conversation in second language acquisition*, (pp. 237-326) Rowley, MA: Newbury House.

Selinker, L. (1972). "Interlanguage." *International Review of Applied Linguistics in Language Teaching*.

Sharwood Smith, M (1991). *Speaking to many minds: On the relevance of different types of language information for the L2 learner*. In *Second Language Research*.

Slobin, D.I. (1985). Crosslinguistic evidence for the language-making capacity. In D.I. Slobin (Ed.). *The crosslinguistic study of language acquisition*, Vol. 2: Theoretical issues. Hillsdale, NJ: Erlbaum. Slobin,

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition*. Cambridge, MA: Newbury House.






















Thornbury, S. (1997). *About language: Tasks for teachers of English*. Cambridge teacher training and development. Cambridge: Cambridge University Press 272 copies in WorldCat

Willis, J., & Willis, D. (2001). Task-based language learning. In R. Carter, & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 39-52). Cambridge: Cambridge University Press.

APPENDIX 2: EXAMPLE OF FAIRYTALE THINKCHART

page 3

fairytale investigation sr.

		attach to bottom thinkchart™ on page 2			
Symbols	Example 1				
	Example 2				
 Villain	Age	C E			
	Ethnicity	C E			
	Gender	C E			
	Socioeconomic Status	C E			
	Action	C E			
	Age	C E			
 Victim	Ethnicity	C E			
	Gender	C E			
	Socioeconomic Status	C E			
	Action	C E			
	Age	C E			
	Ethnicity	C E			
 Hero	Gender	C E			
	Socioeconomic Status	C E			
	Action	C E			
	Age	C E			
	Ethnicity	C E			
	Gender	C E			

© 2009 Hawker Brownlow Education, HB3622

thinkchart™


student sheet

thinkitgreat™

lane clark ©

from 'it' to 'it great' ... a process that extends and refines the discovery of base characteristics

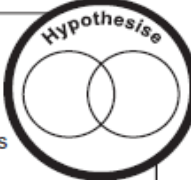
1. Investigate



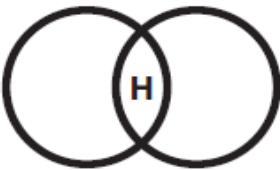
■ I can investigate a minimum of two samples

	P	B	E	😊	☹️	💡


2. Hypothesise



■ I can use a venn diagram to determine my hypothesis of what 'it' is




3. Test



■ I can evaluate my hypothesis by investigating further samples

	X	✓	✓	✓	✓	✓
	X	✓	✓	✓	X	✓
	X	✓	✓	✓	✓	✓


4. Identify 'it'



■ I can outline my conclusion based on the characteristics consistent in all samples investigated

it

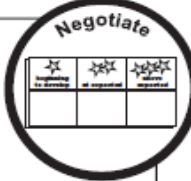
5. Extend to 'it great'



■ I can determine the characteristics of a GREAT 'it' by adding the strengths, deleting the weaknesses and adding my ideas from the S. W. SW™ evaluation I completed during my original investigation

it + 😊 - ☹️ + 💡 = 'it great'

6. Negotiate



■ I can negotiate the rubric designed by my teacher, to ensure that my criteria is realistic for me!

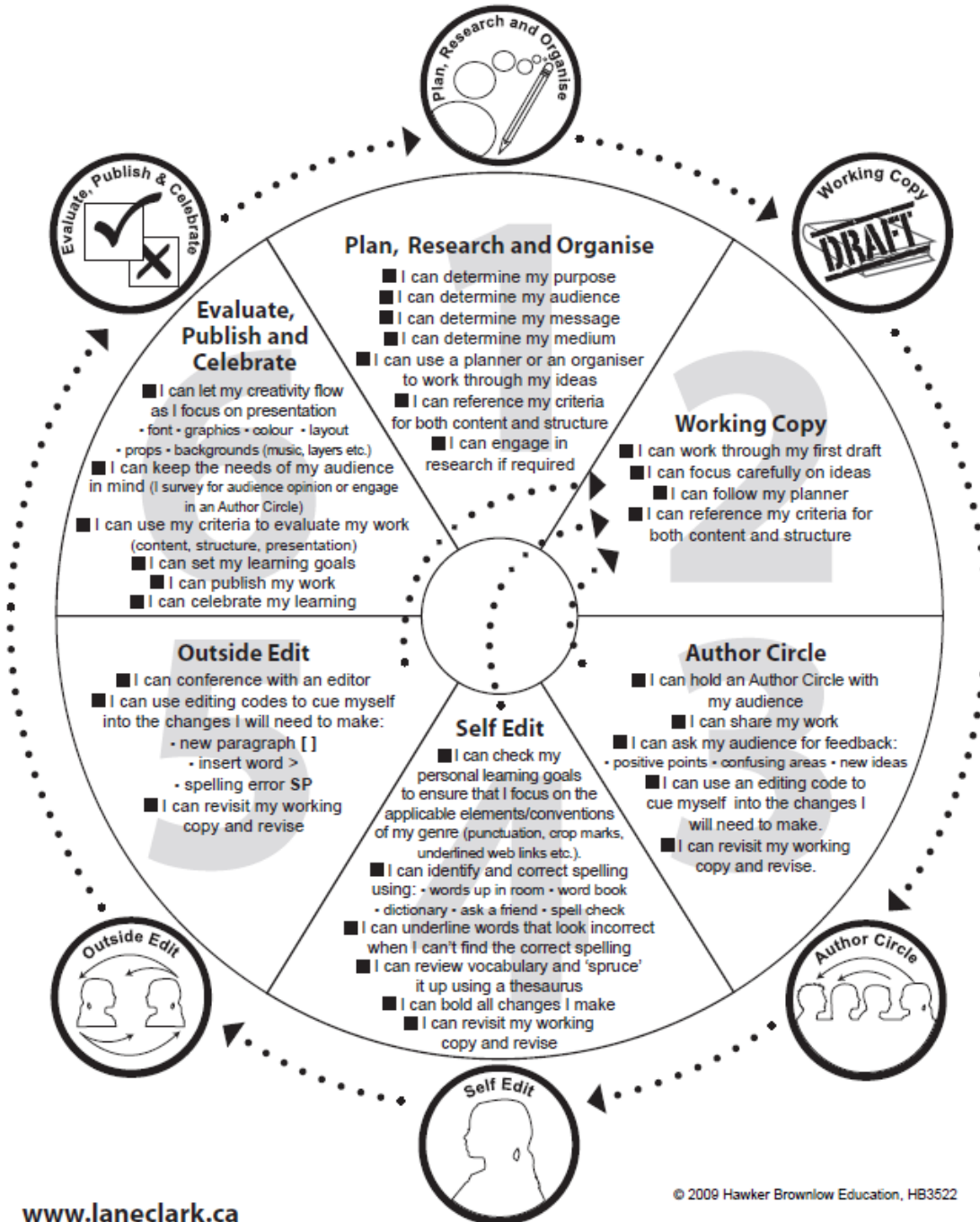
★ beginning to develop	★ ★ at expected	★ ★ ★ values expected

student sheet

authorthink™

a framework for quality publishing

lane clark ©

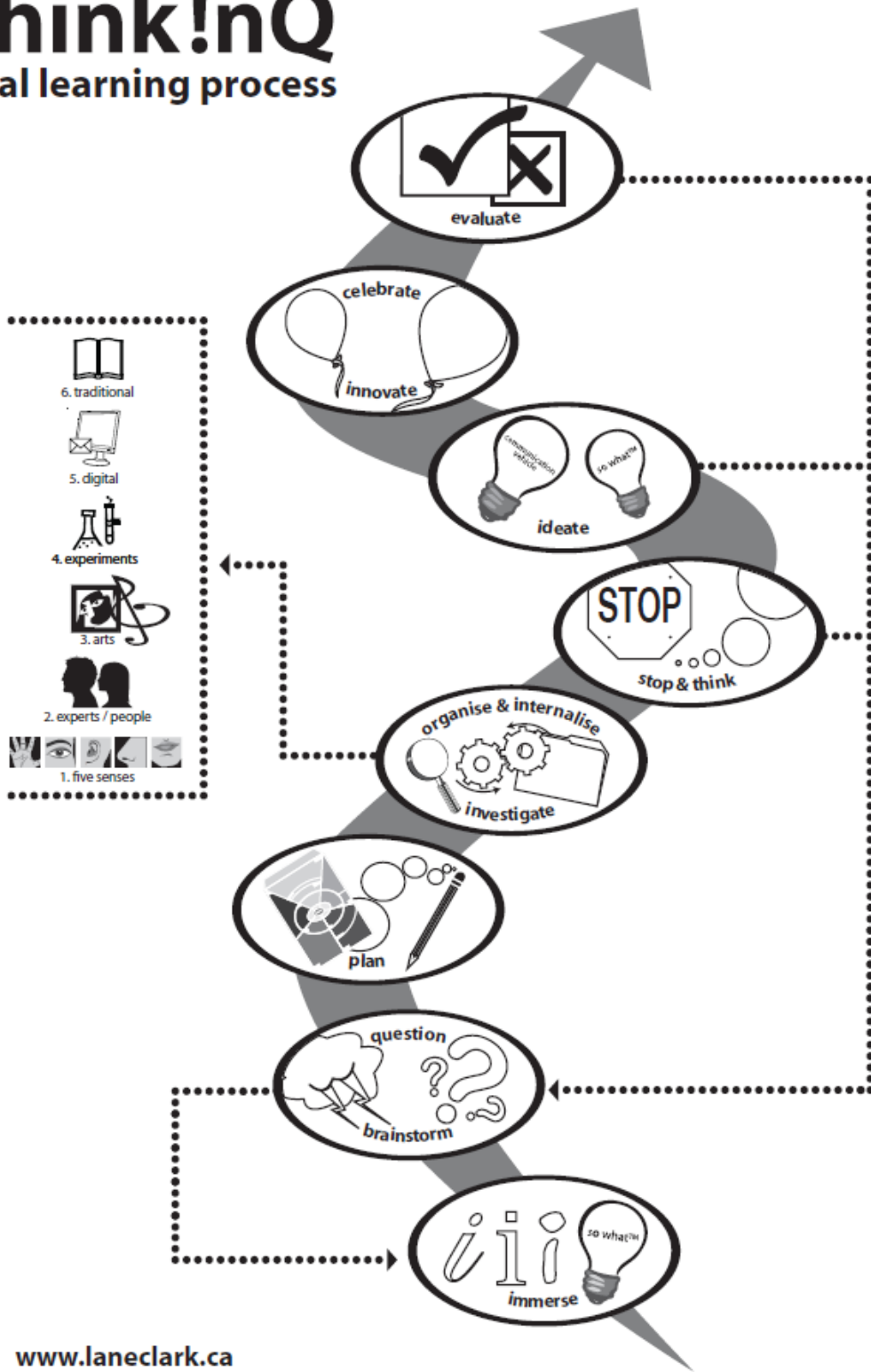


think!nQ™

real learning process

lane clark ©

real thinking, real assessment, real technology infusion, real cross curricular integration, real ownership, real self direction, real purpose, real learning



www.laneclark.ca

APPENDIX 6. CHARACTERISTICS THINKCHART

	Findings	Objective	Strengths	Weaknesses	So what?
<p>Aim</p>	<p>The aim of this approach is to teach learners to learn how to learn, by teaching them how to think and how to learn</p>	<p>To equip learners for their future, to meet the demands of a changing society</p>	<p>-Learners are not learning content and knowledge (knowledge today will be out of date tomorrow). Learners learn how to learn, so they can apply it in all aspects of their lives</p>	<p>-It is not adapted to the bilingual context</p>	<p>Adaptation to EFL context is needed</p>
<p>Main features</p>	<p>-Promotes learning that mirrors real life learning: there is a purpose, relevance and authenticity+ it ends in action -Promotes thinking that mirrors real life thinking: the thinking process is cyclical and adaptive -Promotes autonomy: the thinking and learning processes are explicit -Multiple intelligences and learning styles are attended to. -Integrates other aspects of teaching like Cooperative learning and ICT</p>	<p>To equip learners with applicable and relevant twenty-first Century skills</p>	<p>-The process of learning is driven by a functional end. Learners are motivated. Language is used for a real purpose in an authentic context. Content is relevant, meaningful, purposeful, interesting and engaging -The cyclical and adaptive feature serves as scaffolding for repeated processes -It develops key competences -It offers equal opportunities to all learning profiles, forcing all learners to interact -It promotes equal participation and individual and group responsibilities</p>	<p>-It is harder to set authentic contexts and purposes for L2 -Thinking is usually carried out in L1, some depth in breadth may be lost in the use of L2 -Autonomy in L2 is more complex than in L1 -Cooperative learning is introduced only sporadically -ICT resources suitable for L2 are harder to find</p>	<p>-Creativity is required to set contexts and purposes that are relevant to learners -Teachers should insist on the use of L2 during processes as well as for outcomes -More scaffolding needs to be provided -CL offers opportunities for interaction and negotiation of meaning which should be taken advantage of on a regular basis -EFL teachers within the same context should share resources and adapt available ones</p>

	Findings	Objective	Strengths	Weaknesses	So what?
The role of the teacher	<p>The role of the teacher is that of guide and facilitator.</p> <p>The teacher frames the organizers and develops the tools and resources</p> <p>The teacher provides the resources to the learners</p>	<p>-To ensure that learners process rigorously and in depth and breadth</p> <p>-To guide Ss through their thinking and learning process</p>	<p>-The teacher is not the possessor of all knowledge</p> <p>-Rigor of thinking and learning is ensured</p> <p>-The teacher facilitates and guides</p> <p>-Learners build their own learning and therefore the work is adapted to their individual levels, rhythms, and modalities- differentiation</p> <p>-Teachers teach individuals or small groups when target teaching is needed, T adjusts the i+1 and can let the teacher give them the language support they require as the need arises within the task.</p>	<p>-The thinking process is very complex, plus the added difficulty of the language. If the teacher does not provide more help and scaffolding, learners might overload or get frustrated</p> <p>-The teacher is not part of the lesson, so the opportunities of interaction between Ss and teacher are limited</p> <p>-Lack of feedback can lead to fossilization.</p> <p>-Mastery of the language is required on the part of the teacher to be able to respond to all the situations that could arise along the process</p> <p>-Teachers have less control over the content and learning</p> <p>-The demands for personalized attention are much higher and teachers need to monitor, not only the progress regarding the stages, but also regarding their use of L2</p>	<p>-More scaffolding should be provided</p> <p>-The teacher should interact more with the students, providing them with more opportunities for interaction</p> <p>-More feedback on form should be provided by the teacher, in order to help Ss notice their gaps in the L2 and reformulate their hypothesis, to promote noticing</p> <p>-More monitoring should be provided</p> <p>-Self-directed tasks and tools that L2 learners can be successful at have to be designed so that teacher is free to attend to needs.</p>

APPENDIX 7. Stages thinkchart

Stage	Findings	Activities	Tools	Reason Effect	Strengths	Weaknesses	So what?
Immersion	Learners are immersed for the first time in a topic, they investigate and organize the information in an organizer. the so what, purpose, is identified by the end of this stage	Learners receive a task card with instructions to follow. 1.Learners are immersed in a variety of resources through a diversity of mediums. 2.Learners complete an information organizer, a table in which they analyze and evaluate something in order to identify its strengths weaknesses and the implications of these; Learners make initial discoveries	-Task card -Different resources such as books, CDs, computer, video, websites, audio tapes, software, video, TV, experts, illustrations, the five senses,etc Organiser : Thinkchart (S.W.SW) *Other organizers can be provided	R-To immerse learners in content through a diversity of mediums and to develop learners thinking in depth and breadth E- Learners are exposed to input, extract specific information and record it	-Respects learners rhythms and the development of their autonomy competence -Develops receptive skills for a purpose -Includes visual aids that support understanding -Exposure to comprehensible input containing i+1 -The variety of mediums cater to all different MI and learning styles -Learners are provided with the opportunity to contact experts, they are provided with opportunities for interaction and negotiation of meaning -Learners practice the receptive skills, with the materials from the previous immersion learners have to use different micro-skills: extracting specific information, scanning, and identifying the purpose -The writing skills is integrated as they have to write it down	-Resources adapted to ESL are limited. -No scaffolding, no pre-activities -Extensive input = ss focus on meaning and there is no capacity left to focus on form. Cognitive overload, too much information+ challenge offered by L2 -Some micro-strategies of the receptive skills are not developed others are not (listening for gist, predicting, etc.) -The so-what section does not adhere to the here and now principle.	-Check for Ss understanding, provide models and ask them to explain it to each other -T should select and adapt resources -Develop pre-tasks to work on bottom-up and top-down -Focus on form + noticing -Other activities to process input should be provided in order to work on all of the receptive micro-skills -Learners need to be trained to develop the so-what sections.

Stage	Findings	Activities	Tools	Reason Effect	Strengths	Weaknesses	So what?
Brainstorm and question	Learners identify what they know about the topic and what they still need to know	Learners brainstorm and record what they know about the topic, and what they still need to know	Organizer to record	R- To establish Ss knowledge on the topic, and activate background schema. To encourage Ss to wonder what they still need to know to guide their further research E- Ss record and organize information using a preferred strategy and tool.	-Brainstorming and questioning is not arbitrary, it is purposeful and strategic depending on their so what -SS activate background knowledge and schema -Ss can decide what recording tool to use. They can use pre-strategies and non-linguistic information Brainstorming activates background schema (top-down) and previous knowledge of language (bottom-up)	Learners may know a lot about the topic but they do not have the communicative competence to explain it in L2. -If Ss only use non-linguistic representations, they won't progress on their interlanguage continuum and no activation of schema and language will occur.	Pre-tasks should be designed and implemented to take advantage of this tool to activate schema and present vocabulary and structures that they will need to carry out the tasks.

Stage	Findings	Activities	Tools	Reason Effect	Strengths	Weaknesses	So what?
Plan	Learners plan the process	Learners are provided with an InQuery action plan and think box. Learners are then encouraged to plan in groups the tools that they will use, the deadlines for the investigation and its parts, and who is going to be responsible for them and record their decisions in a Team InQuery action planner.	-InQuery action plan + thinkbox -Team InQuery action planner (Appendix 9)	R- to enable Ss to take on greater responsibility regarding individual and team work planning E- Ss discuss, propose ideas and reach an agreement working as a team	-The steps in the thinking and learning journey are made explicit, therefore autonomy is promoted. Ss are aware of the process and stages to apply them to other contexts -Ss have to communicate for a purpose: to reach an agreement on the planning of the process. -There are opportunities for interaction and negotiation of meaning -Ss take on greater responsibility and learn to evaluate and register their work as a team	-Seeing the complete action plan and the think box may make learners who are not confident users of L2 feel overwhelmed with the challenge	-Action plan and think box should only be provided when learners are familiar with the approach

Stage	Findings	Activities	Tools	Reason Effect	Strengths	Weaknesses	So what?
Investigate, organise, internalize	As in the immersion stage, learners investigate their learning while managing information on an organizer which outlines their focus areas and questions, but with a greater level of depth and breadth. Learners are engaged in deep analysis and evaluation	Learners follow the thinkgreat process. 1. Investigate the samples with a thinkchart + reading criteria 2. Hypothesize about base characteristics with a venn diagram 3. Test and investigate more examples with a cross classification chart 4. Identify 'it' (the base characteristics) 5. Extend 'it' to 'it great' by adding the strengths, subtracting the weaknesses and adding the ideas from the S.W.SW	Thinkgreat process (Appendix 2 and 3) + Reading criteria	R- To guide the discovery, extension and refinement of base characteristics of different samples. E-Ss extract the base characteristics, refine and extend them	-Same strengths and weaknesses as in the immersion stage -The fact that the same type of activities are carried out in the immersion and in the investigate stage, but with different levels of depth and breadth can be beneficial for the Ss, providing repetition and consolidation. It can serve as scaffolding. -With the reading criteria, Ss reflect on their reading process and are made aware of the micro-strategies so that they can apply them -Negotiating with the teacher provides learners opportunities for interaction and negotiation of meanings, they have to reach an agreement	-Linguistic difficulties may result in less development of depth and breadth --Some of the micro-strategies for reading L2 are missing and some are not as applicable	Other activities to process input should be provided in order to work on all of the receptive micro-skills

Stage	Findings	Activities	Tools	Reason Effect	Strengths	Weaknesses	So what?
Stop and think	Learners internalize and share their new findings	Learners share what they now know at that point in the process. It is a checkpoint for formative evaluation	Reporting strategies and tools	R-To check on Ss' knowledge so far E-Learners share what they know	-Learners are encouraged to produce written or oral output	-Learners have been exposed to a great variety of input and have been through many processes, asking them about what they know is a complex request	-Guides or guidelines should be provided to the learner





Stage	Findings	Activities	Tools	Reason Effect	Strengths	Weaknesses	So what?
Ideate:designing the so what	Learners develop their so what idea and a communication vehicle to share it with the authentic audience	Learners follow the Authorthink process . Learners follow the following steps for writing: 1.Plan, research and organize 2.Working copy. They work through their first draft 3.Author circle: they hold an author circle with the audience 4.Self edit 5.Outside Edit 6.Evaluate, publish and celebrate	Authorthink process (Appendix 4) + writing criteria	R- To promote quality publishing E-Learners follow a process which will ensure the quality of the product	-It provides learners with the steps to follow when writing -Learners are writing for a real purpose in an authentic context -Learners are pushed to produce comprehensible output, there is focus on form as they are producing for an authentic audience and they have specific writing criteria -It provides learners with opportunities for interaction and negotiation of meaning -Outside edit offers learners opportunities for receiving feedback	-Although the steps for writing are provided, Ss may not be capable of producing without some sort of scaffolding and guidance though the process -Some of the writing criteria is not relevant for the L2 context -L2 learners may not be capable of self-editing	-Scaffolding should be provided -Design specific writing criteria for the L2 -Support and guidance need to be provided at least at the beginning

Stage	Findings	Activities	Tools	Reason Effect	Strengths	Weaknesses	So what?
Innovate and celebrate	Learners test and evaluate their so what idea. Learners share their learnings	Learners plan and implement a celebration of learning which includes a formal sharing in which in groups they explain the tools, strategies and processes used in the journey, an informal sharing in which learners share their personal details about the journey e.g their so what ideas, and a social experience	Informal sharing, formal sharing, social time	R- To direct learners to trial and monitor the results of their so what and to invite learners to celebrate the learning journey E-Learners trial and monitor their so what idea and they celebrate their learning	-Learners are provided with the opportunity to speak formally and informally to an authentic audience for an authentic purpose -Provides learners a chance for multimedia development -Learners are motivated to share the aspects of their own process, their effort is acknowledged , learners are proud of their learning -If needed, Inquiries into the characteristics of formal and informal speaking can be conducted -It provides learners with opportunities for interaction and negotiation of meaning -A social time, provides learners an authentic opportunity to implement a diversity of life skills	-Metacognition is very complex to be done in L2 and communicating about metacognition is very challenging in L2	

Stage	Findings	Activities	Tools	Reason Effect	Strengths	Weaknesses	So what?
Evaluation	Learners reflect on the learning process, and thinking	Learners reflect on the process and the thinking and complete a thinking evaluation and a learning process evaluation.	Thinkchart (S.W.SW) for thinking evaluation and for learning process evaluation	R- To encourage learners to reflect on their learning process and thinking E- Learners reflect on the process and thinking while completing a thinkchart	-Learners get a chance to reflect on the learning process and the thinking so that they can set learning goals for improvement.	-Metacognition is very complex to be done in L2	

APPENDIX 8. Immersion thinkchart

immersion **fairytale** organiser




thinking diversity	 discoveries	S  strength	W  weakness	S W  so what™ idea
setting				What ideas do you have for your own fairytale?
character				
plot				

© 2009 Hawker Brownlow Education, HB93522

cross classification chart

APPENDIX 9. Team inquiry

Team InQUIRY Action Planner

Questions (what do you need to know?)		Purpose (why are you conducting this InQUIRY?)		Goal (what is your 'so what'? / what do you want to achieve at the end?)																											
what tool/s will you use? identify the resource you will use to find out? 	why that tool? justify your decision WHY? WHY? WHY? WHY?	when will you do it? outline date of investigation (record estimate and actual) 	who is responsible? outline group member responsible for this particular aspect of investigation 	InQUIRY team timelines outline when you will conduct your team debrief meetings outline when you will have each stage of your InQUIRY completed																											
WHAT? www.kidshealth.ca	WHY? written in kid speak video and pics to help me understand accessible from home	WHEN? Feb. 12 / Feb. 16	WHO? Lane	<table border="1"> <thead> <tr> <th colspan="3">Team Meeting Appointments</th> </tr> <tr> <th>Date</th> <th>Time</th> <th>Purpose</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Completion Dates</th> </tr> <tr> <th>Stage</th> <th>Estimate</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>Investigate</td> <td> </td> <td> </td> </tr> <tr> <td>Stop & Think</td> <td> </td> <td> </td> </tr> <tr> <td>Ideate</td> <td> </td> <td> </td> </tr> <tr> <td>Evaluate</td> <td> </td> <td> </td> </tr> </tbody> </table>	Team Meeting Appointments			Date	Time	Purpose				Completion Dates			Stage	Estimate	Actual	Investigate			Stop & Think			Ideate			Evaluate		
Team Meeting Appointments																															
Date	Time	Purpose																													
Completion Dates																															
Stage	Estimate	Actual																													
Investigate																															
Stop & Think																															
Ideate																															
Evaluate																															
how did you do? evaluate your decision - what went well? - what didn't go well? - what would you do differently next time? - what have you learned?																															

© 2009 Hawker Brownlow Education, HB3522

Appendix 10 Venn Diagram

