

**TO DEVELOP METALINGUISTIC AWARENESS OF FUTURE TENSE
IN CHILDREN BETWEEN 9 AND 11 YEARS OLD**

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1. ABSTRACT

This innovative project in the pedagogical foreign language teaching field, was carried out based on the principles of action research, whose objective was to develop a metalinguistic awareness in children between 9 and 11 years through the use of tools that allowed them to confront their reality with situations that demanded abstract thinking and also pointed to the projection and planning of their future, in short and long term.

This qualitative research was carried out with a population conformed by students from the ages of 9 to 11 years whose families' socio-economical background was characterized by low-income and little chances for advancement, serving this to a possible familiar disruption increasing discomfort between parents and children. Consequently, the low income status was correlated with tension and conflicts, causing effects on child outcomes (in terms of behavioral reactions).

After some initial activities, where students pointed out goals in their lives and some others where they had to make use of the English language to produce brief oral texts, it was evident the short aspirations students had, together with their limited knowledge about future tense structures in English. Therefore, considering the influence of the socio-economic context in students' lives, it was acknowledged as important to work on a project which proposes to motivate students to visualize and project themselves towards a better future through the articulation of the future tense in English.

Understanding the profession of being teacher not as a knowledge giver but as a facilitator of it, this project resulted to be a remarkable opportunity to transcend the scope of English language teaching and enhance through the articulation of it the construction of a sustainable future. Even though students are immerse in a difficult context where they are shown by their surrounding stories a narrowed future, as well as the apparently difficulties they have in the conception of the future tense, the success of this project could be considered as a clue to new researchers about a way to teach English meaningfully.

The methodology developed in the course of the research was based on case studies and production of oral and written texts, followed up by the teacher who realized a progress in the recognition of future tense structures and the influence the use of them had in the students' lives assumptions.

Consequently, the project launched results showing that 60% of students achieved metalinguistic awareness and notional development about the future tense. Assuming that further research about this issue can be carried out, this project takes for granted the possibility of introducing new perspectives in language teaching and new ways to contribute to the personal development of learners.

2. INTRODUCTION

This project is born of the affirmations of Jean Piaget in which he ascertains that children during the phase of concrete operations learned between the ages of 9 and 11 years of age do not possess the ability to go beyond the immediate present, and as such, cannot form sentences based on hypothesis, and moreover, on the proposition of the causes or consequences of a given fact. Nevertheless, children at this age have indeed demonstrated that they are capable of making use of the future tense, albeit in an *unconscious* way. For this reason, it is important to implement some activities that allow them to develop greater linguistic abilities and with them project their lives in a conscious way.

Learning English as a foreign language is a matter, which is of concern to the education sector because of the benefits it provides: make citizens able to communicate in English, so they can involve the country in the universal communicative processes, in the global economy and cultural openness, with comparable international standards (MEN, 2006). For this reason, the National Ministry of Education (MEN, 2004), in its efforts to achieve bilingualism in Colombia, ascertains:

The capital, and the richness that multilingualism produces in a country, is translated into linguistic capital for each individual. This national treasure is represented in the integral development of personality, and will be much more fruitful if it is provided from the first years of schooling. The National

Ministry of Education considers multilingualism as an educational priority. For this reason, it promotes the initiation of teaching foreign languages from the primary levels, and the strengthening of these educational processes carried through the final grades of basic secondary education and middle school. When we insist on this, we impart from the very beginning that to learn a language is also to discover and appreciate other cultures.

The objective of this project is to design certain activities that allow for the generation of a new form of foreign language teaching (in this case English) from the perspective of mastering a language beyond the mere learning of grammar to the learning of a foreign language itself through a functional way of view.

“...it emphasizes the semantic and communicative dimension rather than merely grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar”(Richards and Rodgers, 2001, p. 18).

It is thus that this project responds to the real needs of education since, in educational institutions, teaching has been implemented in the traditional manner of contents and rules of grammar, leaving on the sideline the true

function of language as the unique mediator between knowledge and meaningful learning. Consequently, it is of the utmost importance to place students at the center of the educational process so that they can communicate effectively in a foreign language. In order to communicate in the new language however, it is fundamental that they be competent in their native language in the first place.

In a document written by the pedagogue and cultural writer, Victor Montoya (2006), he states: *"the use of the future tense in grammar is rare before the age of 7 and infrequent between the ages of 7 and 12 years old."* In addition, Gili Gaya (as cited in Martinez, 2008) asserts: *"the future involves a process of abstraction on speaker's part"*. This is why, children are slow to use this tense and prefer the present. Such affirmations have demonstrated that children between 9 and 11 years of age present a "cognitive limitation" in the use of the future tense in their native language, and for this reason, it is difficult for them to learn this verb tense at this age range.

It is thus that this project proposes to design certain tools that will allow the learning of the future tense in English to take place through metalinguistic and semantic cause and effect between the ages of 9 and 11 years. This makes reference to what was said earlier about learning a foreign language as being more than mere grammar, but that it becomes a cultural and linguistic theme that seeks to be developed and implemented from an early age. In this way, this project seeks, by way of the future tense, to help children achieve self visualization of their world with the goal of making

possible the success and achievement of all their future plans. Equally, it aims to make children capable of constructing future tense sentences that take grammatical form into account. In this way, it follows the philosophy of Rowe and Harste, 1986 and Pratt and Grieve, 1984 (as cited in Erting and Pfau, 1997) when they affirm that the process in which a child conceives a language in a functional way is related to the process known as the 'metalinguistic process' through which the child makes expressions about the use of the language, thereby becoming a conscious observer of it.

Finally, this project results in being an opportunity to develop a workable proposal that helps children facilitate their processes of planning and living, not only learning the correct use of the future tense, but also utilizing it with the aim of forming various strategies to improve their present lives, and in a certain way, guarantee their futures through spoken and written texts that relate to their immediate reality.

3. PROBLEM

Children between the ages of 9 to 11 years old are in adolescence and according to Jaume Funes (2005):

The adolescent is a ***bon vivant***, but not in the sense that (s)he is at expenses of others (despite the dependence it still exists) nor (s)he does not care about what happens around. It is at first, a person who wants to live with intensity although this is not always and for all the same ("a crazy person who enjoys life"). S(he) wants to live the life that is discovering and live it to the full with no one who can complicate it or who can remind h(im, er) the future (*bon vivant*, distant, unconcerned for the future, only for the present and have a good time) (...) Occasionally s(he) thinks about the future or we remind h(er, him) about it but s(he) still wants to live in the present ("they only think about the present and not about the future").

It is in this way that children at these ages do not have the capacity to see themselves in the future given that at this age they have the notion of this grammatical tense but not in a conscious way.

Students conceive time only in relation to the present, not in the past; nor do they mentally contemplate the future. They have a unique dimension of time, such as in the way they use 'tomorrow' or 'yesterday' terms, perhaps not out of wisdom but in a way that includes the existence of a past and a future. Thus, learning the English language (in particular the use of the future tense) becomes difficult between 9 and 11 years of age given the form in which they perceive the world. As Luis Maria Sanz (2007) says:

"Like it or not, adolescents have their own rules, their own personal world, and their own particular range of values. The youth see the world from a much more idealistic point of view and strive for what they believe is true and correct."

Through the observation of students from 9 to 11 years of age at Colegio Simon Bolivar it is clear that students present difficulties in the use of the future tense in the native language at the same levels of ability as they do in expressing themselves in the English language. Their lifestyles are based on thoughts, ideas and actions which must be adapted in the immediate present, not in search of a tomorrow, but rather in the current struggle. They know that there is a future, but they are not conscious that from the present they can construct both a long and a medium term.

Therefore, this project is based on a theoretical framework that covers the cognitive development of children between 9 and 11 years of age, so forth it is necessary to know those mental processes that students develop at

different stages of their lives, and from them design activities that fit both their mental development as well as their needs and interests. After this, the linguistic process understood as the fundamental base in the acquisition of the native language and its articulation in the learning and the use of a second is addressed. Finally, the approach of the reflection of language and with it the recognition of its functionality in the different social and cultural contexts, thus achieving a metalinguistic awareness.

4. RESEARCH QUESTIONS

4.1 Main question

Which didactic proposal could help children from nine to eleven years to construct future tenses accuracy?

4.2 Sub-questions

- To what extend metalinguistic awareness could enhance a new sense of life?
- To what exten do students develop the metalinguistic awareness taking into account their background and the context where they are occupied?
- To what extend do children project themselves to a future?

5. RESEARCH OBJECTIVES

5.1 GENERAL OBJECTIVE:

To develop a metalinguistic awareness of the future tense in children between 9 and 11 years of age.

5.2 SPECIFIC OBJECTIVES

- To recognize the strengths and weaknesses of the use of the future tense in children between 9 and 11 years of age.
- To establish a theory that permits children between 9 and 11 years of age to reach a metalinguistic awareness of the future tense.
- To design and apply activities that allow children to be conscious of their future in the short and long term, confronting themselves with situations that are real and similar to their own.

6. JUSTIFICATION

The objective of this project is to achieve the goal of helping students reach a metalinguistic consciousness of the future tense at an early age, especially between 9 and 11 years of age. This references an issue that is not merely

grammatical, but which results in being a cultural issue that seeks a future projection even from an early age.

In this sense, the construction of the future tense implies a projection toward the future, a situation that is not frequently manifested in boys and girls at these ages given their limited conceptual capacity of the future tense.

The notion of time is not innate in the child but it is developed slowly. At first, temporary assessments are based on a mechanism essentially perceptive or intuitive but yet not logical. Only around nine years old all relations at stake in the notion of time come together and support each other. (Sassano, 2003, p. 291)

Nevertheless, taking into account the sociocultural theory of Vigotsky in which he establishes that the “ontogenic development of the human psyche is determined by the processes of appropriation of the sociohistorical forms of culture – that is to say that the higher functions of thought are products of cultural interaction” can a conscious conception of the future tense in children between 9 and 11 be developed given that they will be involved in real life situations that demand solutions and future proposals. It is in this way, as children can recognize, through this project, that they can come to be not what their circumstances or their contexts hold for them, but whatsoever they have carved for themselves in future.

In consequence, this Project provides an opportunity to develop a viable proposal that helps students between 9 and 11 years of age to facilitate their planning processes and to execute it in their lives, learning the correct use of the future tense through metalinguistic consciousness.

7. BACKGROUND

7.1 RELATED RESEARCH

Seeking to develop metalinguistic awareness in the early ages, it has been found different types of studies where observation and description have been the fundamental base. A clear example is the research carried out by Maria Del Rosario Ortiz and Juan E. Jimenez called *"Metalinguistic Awareness and Reading Acquisition"* (2000) whose objective was to study the importance of phonologic knowledge and general knowledge about the learning process of the written language in Spanish.

This research was carried out with a group of 136 students (70 boys and 66 girls) ages five to six years, which showed the existence of a relationship between the phonologic awareness and reading instruction between the general knowledges of the written language and reading comprehension. On the other hand, the results also showed the development of the different levels of phonologic awareness and the importance of the early syllabic knowledge in the aquisition of the reading competence.

Zipke Marcy expanded on these concepts with a study called: *"The Role of Metalinguistic Awareness in the Reading Comprehension of Sixth and Seventh Graders"* (2007) where one hundred students were questioned in themes related to grammar, in order to study the importance of the metalinguistic awareness in the reading comprehension. The results showed that *"metalinguistic awareness is dependent on the general linguistic competence of intelligence, which contributes to reading comprehension"*.

Similarly, Moreno – Zazo M, in his book *"Metalinguistic Awareness in Family Bilinguals"* (1998), holds the concept of metalinguistic awareness from an explicit and implicit point of view. Regarding the explicit point of view, Moreno mentions:

The importance that shows the fact of conceiving a language as object of reflection and analysis in any of its dimensions. The linguistic information has access to the conscience when bilingual families have established linguistic criteria that allow them to attribute grammatical values and values of sense and to fit the code that the speaker and the context need.

Subsequently, Moreno adds that implicit metalinguistic awareness is studied through the juxtaposition and the commutation code. Besides that he affirms that bilinguals have access to the conscious implicit linguistic information

which makes possible the communicative interchange adjusting the code to the interlocutor or to the context. This study was focused on implicit metalinguistic awareness, what means that the syntactic field was the path to be followed.

The above evidences portray that most of these studies focused their efforts on the linguistic components such as phonetic, syntactic, and the communicative component in speech acts. The conception of metalinguistic awareness was taken into account through different points of view and ways to be developed through reading and writing, so as to display a way to articulate the linguistic expressions.

According to the information given above, it can be said there is no research that seeks to develop the metalinguistic awareness through the use of future tense in students of foreign languages, which means that this project known as *"To develop Metalinguistic Awareness in Children between 9 and 11 years of age through the use of Future tense"*, can be considered as an innovation in foreign languages teaching and the learning process, due to its proposal to consider metalinguistic awareness as a semantic reflection of the language and the way it can be useful in life projection from early ages through the use of future tense.

7.2 WHY IS IT IMPORTANT TO TEACH ENGLISH AS FOREIGN LANGUAGE?

The world is currently characterized by intercultural communication, technological, political, and social advances emerging everyday. For this reason, the need to keep in touch with the globalized world allows Colombians to be in the vanguard of current events. Multiculturalism for instance, where being easier to travel around the world has allowed many people from other countries to travel and know different cultures, has demanded our country to compete at worldwide level. Attracting foreign investment has encouraged our country to promote the study of other languages.

Thus, The Minister of National Education stated in " *Los Lineamientos Curriculares de Lengua Extranjera*" (1999) the importance of a foreign language:

It is fostered that, education of the foreign languages is pilot to answer to the needs of the multiculturalism. This corresponds to an emerging vision of the XXIst century in which a high percentage of the Colombians will have to take access to the knowledge of the foreign languages as a condition to improve the process of the most united construction of our society, that presents the different

cultural identities with major equity with a model of sustainable personalized development.

In conclusion, this project takes into account what is established by The Minister of National Education, which seeks to improve the quality of education in order to make it possible for students to be competent in the globalized world, and answering to all multicultural demands.

7.3 WHAT IS THE MINISTER OF EDUCATION SEEKING, REGARDING TEACHING ENGLISH AS A FOREIGN LANGUAGE?

The National Government is perpetrated for the creation of spaces in which Colombians develop communicative skills in other languages. Being expert in the English language facilitates the access to employment and educational institutions which helps reciprocally to enhance their personal and professional development.

Being competent in other languages is essential in a globalized world, which requires a communicative ability that allows individuals to handle different communicative contexts and to answer the technological and scientific demands in order to be in the vanguard of the current world.

Therefore, it was proposed that basic quality levels in foreign language should be in a core curriculum known as "Los Estándares de Lengua Extranjera".

7.3.1 Foreign Language Standards

According to social demands, Colombia requires that education enhances linguistic and cultural knowledge, which facilitates the successful communication in a pluralist society.

The development of this competence makes imperative foresee a future in which all the students develop and support a high level of proficiency in their native language and at least in a foreign language. (Lineamientos curriculares. Idiomas Extranjeros, 2004, p.26)

Thus, foreign language teaching programs have an emphasis in the syntactic, and grammatical field, where curriculum development is the central spot.

Nevertheless, the Minister of National Education (2004) points out:

“...the organizing beginning of the study of the language is the communication, which highlights the why, who and when (sociolinguistic and cultural aspects of the language). This approach, *communication*, facilitates a genuine interaction with others, even if they reside in another continent, in another city or in a nearby country.”

Due to multiple educational institutions in Colombia, the Minister of National Education promotes the reflexion about the establishment of national achievements for this area, in order to enhance quality of foreign language teaching and learning processes. According to the above, five general fields were taken into account, where students develop their communicative and technological competence, among others. As stated:

The field of the communication, culture, connections, comparisons and communities. This distribution obeys a sense more practical than formal, as areas which we can attain achievements of excellence without losing the sight of different dimensions, that leads to the integral development of the person who learns a foreign language. (Lineamientos curriculares. Idiomas Extranjeros, 2004, p.46)

8. RESEARCH FEASIBILITY

8.1 RESOURCES

In order to carry out this project it is necessary to use these resources, for instance: photocopies, tape recorder, didactic material composed by flashcards, worksheets and workshops.

8.2 LIMITATIONS

One of the limitations presented in the ages stated as the focus of this project, is the conception of future tense in an unconscious way, as Jean Piaget mentions.

Although this limitation has been identified, there are theories and an empiric work which finally gives a new vision to teaching English as a foreign language, by giving new achievements based on not only linguistic issues but on personal ones able to contribute positive elements to learners.

In addition, another limitation observed is related to the context in which students are immerse due to the lack of vision towards their future. Their conditions of social stratification and their economic limitations make them visualize only one objective which is getting a job to live and to resolve their necessities. This situation restricts the development of human potential, ideas, beliefs, and progress objectives. "... although every human being is equal regarding our innate ability to communicate, the language learning is subdue to social and cultural restrictions..." (Quintana, 2003, p. 48)

9. THEORETICAL FRAMEWORK

The metalinguist awareness development in children between 9 and 11 years old through the use of future tense implies a wider conception of future. It

signifies, to know not only what is referred to the construction of sentences in future tense but to be conscious about the actions and consequences of them and the goals that can be attained in their lives in a long and short term.

“From the pragmatic and functional point of view, to improve the communicative ability it is not enough to take into account the theoretic knowledge of grammar; it is important to give the learner the opportunity to practice and adjust his/her knowledge about the formal components of language, to the diverse communicative situations to come up”. (Quintana, 2003, p.112)

Based on the above, it is necessary to engage into three fundamental aspects: the cognitive development of children between 9 and 11 years, the linguistic development process and the metalinguistic conception, as a way to reflect on nature and language functions considered as important base to the concepts hold in this project.

It is known that the foreign languages learning needs a linguistic, grammatical and semantic knowledge. Nevertheless, the perspective with which the grammatical field is taught in the classrooms nowadays, isolates the enhancement of communication, due to the lack of language reflection.

“The path, therefore, is neither “modernizing” the grammatical contents according to the latest theories, nor seeking new methods to transmit these contents, but changing the prespective schools traditionally teach it: moving from the recognition, analysis and definition to the reflective use of statements learners need for communication”. (Zayas, 2008, p.2)

Hence, in conjugation with the gramatical and linguistic field, it results important to enhance the recognition of semantics, “...the study of meaning communicated through language, (Saeed, 2003, p.3) in classrooms, and thus the development of metalinguistic awareness, giving place to a more meaningful language learning in children between 9 and 11.

9.1 COGNITIVE DEVELOPMENT IN CHILDREN BETWEEN 9 AND 11 YEARS OLD

Jean Piaget has always been a representator of cognitive development in human development. His theory, states that the development of youngers can be given in four fundamental stages for instance: the Sensorimotor Period (0 - 24 months), PreOperational Thought (2 to 6 or 7 years), Concrete Operations (6/7 to 11/12) and Formal Operations (11/12 to adult). These

stages not only differ in knowledge acquired quantity but also related to the quality and understanding of knowledge acquired.

Thus, Piaget assures that the transition from one stage to another occurs when the child gets to a maturity level and when he has been exposed to experienced stimulation which allows him to develop a more suitable level to pass to the next stage. (1978, 35)

At first, it is important to know about what Piaget mentions (as cited in Garcia, 1991) in relation to the development of time and space notion in children. Initially he clears the concepts of "time" and "space", assuring that space is something instantly caught in time and on the other hand time is conceived as space in movement.

On the other hand, Piaget affirms that time has a direct relation with memory, causality and relations movement. Therefore, it can be inferred that the development of language in children allows the establishment of cause and the effect of episodes connected to memory through experience, it means, through daily experiences in which the child establishes relationships with others of his/her age and in which establishing friendship relations make decisions that even if they have little significance or complexity, it can result to be a great beginning for understanding causes and effects of actions.

Hence, there is a clear relation between actions carried out in certain time and space, with regard to the construction of sequences from early ages contributing to the logical understanding of actions order and their consequences.

The Concrete operations stage established by Piaget, states that children between 9 and 11 years acquire a better understanding of mental operations, added this to a first logical thought. Nevertheless, the abstract concepts or hypothetical concepts are usually difficult for them, due to the fact that children between these ages live in present time leaving the worries behind of what the consequences can be in future. Young people want to live the life to their fullest, due to the lack of responsibilities they have at present. Consequently, the projection of their lives is not presented in a conscious way, thus the importance to develop in children a metalinguistic awareness through the use of future tense.

According to Piaget's theory the Concrete operations stage evolves a representative intelligence in which a functional continuity exists: intelligence continues being a progressive course towards a greater adaptation in which assimilation and accommodation play a fundamental role in the interaction between the subject and the environment. Within the concrete operations children are bound to the immediate present, therefore they depend on the action and the particularity of the situation. According to Piaget (1923) the reality that they structure, their constitution will be more or less difficult.

Thus, as the notion of time for the children between 9 and 11 years old are found related to the present, there is not a mental conception of future yet. In these ages, children only have a unique dimension of the time, the present tense. In addition, Piaget investigated two processes which children carry out when performing an action. That means "*know-how*" and "*know-that*" which corresponds to an ability to perform an action and the ability to describe correctly how the action was performed.

Piaget's theory of "know-how and know-that" (as cited in Bruce, 2001) then apply:

Speaking is know-how and metalinguistic awareness is know-that (...) For language, this means that children are first aware of the goals and success or failure of their speech-acts and then start to become aware of both the meaning and the form of language as they compare their utterances to their intended meaning and to linguistic regularities (both morphosyntactic and phonetic) which they have noticed (presumably by making empirical abstractions).

Relating this to the core of the project, it is important to take into account the process when children are able to plan an action in future knowing how to carry it out, and when they are able to reflect about it and to explain it

realizing the consequences of their actions. Furthermore, according to Piaget, knowing how and knowing that requires an autonomous process in children influencing forms of knowledge.

Likewise Piaget, 1976 (as cited in Bruce, 2001) affirms that children perform an action through three events. The first one is related to what is observable, known this as *empirical abstraction*. The second one which children are unconscious of the inference they are carrying out, known as *reflexive abstraction*. And finally, *reflected abstraction*, where inferences are made consciously and with a specific intention.

According to Homer Bruce (2001) in terms of language, children focus on their attention on the goals and success or failure of the speech acts and then they become conscious about the meaning and form of language in the moment they compare their utterances to the intended meaning. In addition, Sinclair 1978 (as cited in Bruce, 2001) states that "awareness of language occurs both as an "interiorization movement concerned with meaning" and as an.-exteriorization movement concerned with form".

For instance, in order for children to have anything other than minimal consciousness of language, their linguistic development must have reached the stage in which language is understood as a symbolic system. Also, before children are able to represent any aspect of the form of speech, they must be able to hold in mind dual representations of a single object.

Nevertheless, the cognitive maturity is achieved at the Formal Operations Period which means that children between 9 to 11 years have some difficulties to carry out an action through the reflected abstraction (inferences are made consciously and often involve children intentionally carrying out two or more actions in order to discern common factors. Homer, 2001). In spite of the cognitive impediment that Piaget stipulates in his theory, Vigotsky, 1981 (as cited in Alonso, 2000) affirms that the learning of the individual is based on the sociocultural stimulation and the environment in which it is developed. He considers learning as one of the fundamental mechanisms of the development. In his opinion, the best education is the one that goes ahead to the development where the context and the interaction with it, occupies a central place.

Vigotsky introduces the concept of "zone of next development" that is the distance between the real level of development and the level of potential development. In order to determine this concept it is necessary to take into account two aspects: the importance of the social context and the capacity of imitation. Children can solve some problems with autonomy making use of their knowledge but a direct intervention of a tutor and the context, results to be meaningful to get through the potential development level, where they can solve problems easier. So, learning and development are two processes that interact and they take place more easily in collective situations. Besides this, Vigotsky 1984 affirms that scholastic learning has to be congruent with

the level of development of the child and at the same time parallel with the interaction between his parents to facilitate the learning.

Moreover, Hannele Duvfa and Riikka Alanen (as cited in Hall, 2005) based on Bahktinian and Vigotskian frameworks, carried out a study on metalinguistic awareness in a group of Finnish school children since 1998, from the ages of 7 to 12 where it was discovered that metalinguistic awareness is not based merely on cognitive issues but, it is also considered as a product of social and individual development. These two authors affirmed "many earlier studies have regarded metalinguistic awareness as a capacity to analyze the form and structure of language only and have ignored children's abilities to observe the meaningful aspects of language. (Duvfa and Alanen in Hall, 2005, p.110)

Furthermore it is added, "metalinguistic awareness is in most cases acquired through "Others," that is in social interaction with peers, adults, and teachers," "...it is acquired in different contexts- family life, language classroom, the media- and it is mediated to children in diverse situation involving diverse individuals." (Hall, 2005)

Taking into account what Vigotsky affirms, and now knowing Duvfa and Alanen inputs, it can be said, that children between 9 and 11 years old, in spite of having a cognitive limitation as Piaget mentions, through a suitable stimulation caused by the environment and the interaction with it, can advance the process of assimilation of the future tense.

9.2 LINGUISTIC DEVELOPMENT PROCESS

Another basic aspect of this project is to make reference to the linguistic development of children between 9 to 11 years old, because it is important to know children capacities in the linguistic field, their abilities and limitations, in order to generate activities that motivate this development and allow them to improve, specially, the use of the future tense.

In the linguistic development process from early ages children start learning some words and their pronunciation, although in this stage they start having difficulties in their spontaneous communicative productions as a result of their early abilities to use general rules instead of memory. Furthermore, in the first stages of development, children start making distinctions between phonemes and graphemes. Due to this process, motivation grows up because of the interesting and challenging their communicative processes provokes them to work hard.

According to the above, Andrew Mathews (1996) affirms:

“Children make and test hypothesis about the meaning of words and the organization of morphemes in a sentence” (p.6). They do it delinquently to the social context of languages formation where three aspects can be identified:

1. The communicative functions of language, based on the use of the language in real situations.

2. Models provision of the form and use of language, where the communicative productions are logically constructed.
3. Placing demands on children to communicate effectively to get a success social interaction.

Retaking the first aspect that talks about the communicative function of the language to which Mathews makes reference, it is possible to say that the fundamental base of the functions of the language is the expression of feelings, desires, excuses and doubts through different communicative representations as kinesics and verbal expressions.

Consequently, the purpose to enhance a new perspective of English teaching comes up, based on the functional view of language. Supporting the above, McLaughlin (1984) mentions:

The intention of the functional approach is to help children to learn the functional uses of the language that are a part of the decontextualized language competence that needs to have success in the classroom. The Natural Approach and the functional approach are the most recent in the pedagogic of the second language. They share the danger of all the fashion in the languages teaching, which must be used dogmatically and inflexibly. Nevertheless, if they

are used critically and flexibly, they can assist teachers in the languages teaching more towards the special needs of the children with a limited knowledge of the language. These special needs have not been solved by the methods of the traditional education, and these new developments have had a favorable reaction to the equivocal tendency of teaching languages in the same way to native as not native people".(p.254)

Hence, it can be developed a conscious conception of future tense, due to the fact that children between 9 and 11 years will be involved into real situations where they will give future solutions and proposals to different situations. Therefore, progressively children will be aware of the consequences of their actions and with it the chances they have to construct a better future for them.

Thus, this project is focused on the linguistic development of children between 9 and 11 years old at a semantic level more than a syntactic one. The semantic development of children depends on their conceptual development because they can only construct meaning with the concepts they have available.

The semantic development consists mainly in acquiring new characteristics reorganizing the lexical representations used by the adult and the child. The characteristics are acquired in an order that goes from most particular to general.

So, to reach a successful communication it is necessary that speakers have a conceptual and grammar background which allows them to communicate appropriately through the reflective notion of language, known this as metalinguistic awareness.

9.3 METALINGUISTIC AWARENESS

This project is based on the development of metalinguistic awareness in children through the future tense use, where the main aspect is directed to the function of language, which means that it is based more on the semantic field than on the syntactic field. Thus, the most important is to understand language as a communicative means that receives sense in the social, cultural, educational and political contexts.

Following this further, to develop metalinguistic awareness in children exert an influence upon their lives. At this level, it results to be important to direct this project to the study of this process, conceiving the sequence of events, and the accomplishment of dreams, intentions and plans to be carried out in a long and short term from early ages.

Likewise, it is essential to analyze what students understand about future tense. That means, the use of this verbal tense should not be seen from a grammar view, but it must be observed from a metalinguistic perspective, where the function of language is more important than its rules. This project follows main path which is to support students to come up with a better future projection. So forth, it is necessary to understand how the use of metalinguistic awareness can facilitate intercommunication, which is considered as a process of mutual comprehension and dialogue.

The metalinguistic awareness, responds to the necessity to tie the linguistic development with a reflective notion of the language. Consequently, it is important to analyze what does metalinguistic awareness mean:

Metalinguistic awareness is defined as the process of thinking, reflection of the nature and functions of languages (Pratt and Grieve, 1984 in Erting 1997), including knowledge about the demands of different language, literacy events, beliefs about oneself and others as language users (Rowe, 1986 et al. in Erting, 1997).

Metalinguistic awareness is "the ability to deliberately reflect and manipulate the structural features of spoken language, therefore, treating the language system itself as an object of thought, as opposed to using the language system to comprehend and produce sentences" (Tunmer and Cole, 1985 cited in Christensen 1991). Hence forth, metalinguistic awareness refers to

the individual's ability to understand the nature of language rather than the ability to use the language for communication.

Tunmer and Cole (1985) have identified four key components of metalinguistic awareness, for instance:

1. **Phonological awareness:** It refers to the ability of segmenting words into their constituent phonemes. Phonological tasks include recognition of rhyme and alliteration, the blending of phonemes, phoneme substitution and the appreciation of puns.
2. **Word awareness:** It is the understanding of a word as an integral part of speech. It includes the ability to segment sentences and phrases into words, separation of words from their referent, substitution of words, and the recognition of synonyms and antonyms.
3. **Form awareness:** It is the ability to accurately evaluate the appropriateness of the structural elements of language.
4. **Pragmatic awareness:** It is the understanding of the use of language as a tool for communication. It includes the ability to detect inadequacy in messages and understand failure in communication.

The need to link language development with a reflexive notion of language moves us towards the metalinguistic process, throughout which children reflect on nature of language becoming conscious language users. Through the metalinguistic awareness the child is able to understand what a word is,

a phrase or a text. Therefore, "...he knows how to articulate them with sense; he is able to put in practice the cohesion and intertextual coherence, and to justify - very linguistically - the reasons for that or another textual disposition. He predicts and anticipates events, reflects on the causality of the events, and speaks about them". (Emilia Ferreiro, 2002)

Hence, metalinguistic awareness provides children with all the necessary tools to communicate successfully in their mother language, and if it is effective in developing the communicative competence, it would be important to use metalinguistic awareness to develop the same capacities in a foreign language. "Implicit metalinguistic awareness may appear in different degrees or at different level." Thanks to metalinguistic awareness learners of a foreign language "have access to an implicit consciousness of linguistic data that allows them to adjust code to the interlocutor or context so as to ensure of the communicative interchange." (Moreno-Zazo M, 1998)

The fact that metalinguistic awareness has implicit a linguistic competence means that it is useful for learning a foreign language. Metalinguistic awareness helps individuals to learn a language; in fact it is a prerequisite. Metalinguistic awareness leads to metalinguistic knowledge through a continual and simultaneous process of developing linguistic control and cognitive abilities. (Kerper, 2001, p.2)

With multilingualism growing in European society, research interest in cognitive aspects of multilingual proficiency has increased in recent years. It has been reported that the development of proficiency in two or even more languages can result in higher levels of metalinguistic awareness facilitating the acquisition of language (Ringbom, 1987; Cenoz and Valencia, 1994; Lasagabaster, 1997 in Wojtowicz, 2006, p.3)

Giving a global view on studies carried out about the effects of a second language learning, it can be clear that in contrast with one language speakers, those who learn a second one develop cognitive benefits such as communicative sensibility, creativity and metalinguistic awareness. (Baker, 1996, cited in Aznar 2003, p.137)

Metalinguistic awareness is considered a key component in the cognitive aspects involved in language learning. This implies that the nature of the metalinguistic skills in multilinguals differs from those found in monolinguals through frequency of use. (Jessner, 2002, p.62)

In the first place, Schweers (1995) affirmed that exist a relationship between metalinguistic awareness and use of it in the mother language to make logical associations in a foreign language acquisition. Pursuing this further, it has been demonstrated that metalinguistic awareness can be increased through teaching similarities between languages.

There is a correlation between metalinguistic awareness and transfer use suggesting a role for purposefully instructing students in metacognition about the relationship between the mother language and second language, particularly when these are closely related as in the case of Spanish and English. (Schweers, 1995, p.32)

Multilingual education should therefore concentrate on increasing metalinguistic awareness in language students by teaching commonalities among languages they already know. An increased focus on similarities could offer positive effects for multilingual education. "The way a second language is learned is highly similar to the way the first language is learned". (Chomsky, 1980 as cited in Robinson, 1996, p.4) "Both languages share a common set of proficiencies which transfer from one language to another." (Fitzgerald, 1994 in Robinson, 1996, p4) Students who have already reached certain cognitive development in their first language, acquire the possibility to reach the same developed level in a second language, a higher level of metalinguistic awareness and an increase in the ability to conceive.

Likewise, the intention of this project is to create activities that allow students to generate a metalinguistic awareness through the conception of future tense and promoting the use of language from grammatical function to linguistic function.

10. METHODOLOGICAL FRAMEWORK

This project is developed through six stages described in the chart below.

STAGES	OBJECTIVE	TOOLS
ANALYSIS OF THE POPULATION	To find out on the life, likes and necessities of the population.	Test on personal information.(Annex A)
RECOLLECTION OF INFORMATION	To investigate on the students previous concepts about their conception of future.	Questionnaire referred to future activities. (Annex B)
GROUP ACTIVITIES	To allow students put themselves into the place of another person who has difficulties, in order to reflect on it and give possible solutions through the use of future tense.	Case study (Annex C) Role-play

<p>STUDENTS' VISION</p>	<p>To know about the students' ideas and believes. So as, to analyse their critical answers regarding their lives' projections and problems solutions given to a person beyond their immediate reality.</p>	<p>Test of hypothetical situations.</p> <p>Survey on problems solutions.</p>
<p>REFLECTION PROCESS</p>	<p>The students will carry out tasks through which they will use their metalinguistic awareness and their linguistic competency in order to guide them through the projection of their lives.</p>	<p>Reflection activities.</p> <p>(Annex D, E)</p> <p>Letters on problems solutions.</p>
<p>EVALUATION</p>	<p>To analyse the results obtained during the different activities in</p>	<p>Independent work format.</p>

	order to evaluate students' learning process.	
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10.1 POPULATION

The sample population where the research work took place is located in Simon Bolivar Distrital School. There, fifteen students between the ages of 9 and 11 years were attending to sixth and seventh grade. It is esteemed that the social stratification of these students is between two and three over six. Most of their families are conformed by father and mother.

10.2 TYPE OF RESEARCH

Due to the complex interaction between the language and the use of it, and its deep influence in real life situations, problems, conflicts, it was adequate to go through a research that "...seeks to apply the tools of anthropology and other disciplines to the practical resolution of them". (Goodenough, 1963 as cited in Stringer, 2007, p.10) Thus action research works on the base that not generalized solutions fit on every context or situation, therefore it is necessary to study the particular situation and go through an appropriate solution. For it, Ernest Stringer (2007) affirms that action research requires a rigorous process of "...inquiry, acquiring information (collecting data) and reflecting on that information (analyzing) to transform their understanding

about the nature of the problem under investigation (theorizing). This new set of understandings is then applied to plans for resolution of the problem (action), which, in turn, provides the context for testing hypotheses derived from group theorizing (evaluation). (p.11)

Action research is a common type of research in education where teachers follow up a process of investigation in order to find explanations for educational issues, questions, problems, and with it improve their practice to achieve quality in education.

A main focus on action research is the improvement of classroom practice. When teachers are reflective and critical of their own practice, they use the information they collect and phenomena they observe as a means of facilitating informed, practical decision making. The clear strength of action research is that it is reflective and collaborative and that it can ultimately lead to improvements in educational practice. (Parsons and Brown, 2002, in Action Research, Craig A. Mertler, 2009, pg 21).

In essence, action research:

- Is related to the reality and the social actions to equal the relation between the researcher and the research subject.
- Tackle an actual problem that is present in the classrooms.
- Is in a continuous process of analysis, reflection and evaluation to give solution to the problems raised.
- This methodology allows the participants to become protagonists of the process in the reality construction. In the detection of problems and necessities and in the elaboration of proposals and solutions.
- Enhance the analysis of problematic situations and exerts an action that implies change and therefore modifies the researched reality.

Based on the above and taking into account the principles of this project, followed are the descriptors given to the six stages that it has.

STAGES	PROCEDURE	RESULT
ANALYSE THE POPULATION	Observation: In the first class, students presented some deficiencies in the level that they had in the use of the foreign	The results showed to a high motivation on the part of the students and a serious commitment with their classmates and teacher.

	<p>language, for that reason, for two weeks some subjects were reinforced and strengthened to level out the group.</p> <p>Planning: A test on personal information was designed.</p> <p>Implementation:</p> <p>Students shared their personal information, ideas and necessities with the purpose to show their life style.</p>	
COLLECT INFORMATION	<p>Observation: Once the level of language was reinforced, some spaces were created in order to demonstrate the conception students had of their</p>	<p>The responses to the activity were satisfactory. When the answers of the questionnaire were socialized, it revealed that students had several ideals for their future life.</p>

	<p>future.</p> <p>Planning: The creation of a questionnaire with open questions was necessary to gather information.</p> <p>Implementation:</p> <p>Students answered the questions proposed, to know the previous concepts as far as the conception the future in order to select the activities to work.</p>	
<p>GROUP</p> <p>ACTIVITIES</p>	<p>Observation:</p> <p>Students developed an activity about case study in which they gave solution to a problem that a famous</p>	<p>The discussion demonstrated that students are very dreamers because they go away from reality and look for utopians solutions outside context.</p>

<p>SCRUTINIZING THE STUDENTS</p>	<p>singer had.</p> <p>Planning: A case study was designed to motivate the students in order to work in a metalinguistic way.</p> <p>Implementation: A reading of the activity was undergone and the doubts were clarified. The development of the activity was conducted individually and afterwards it was socialized within the class.</p> <p>Observation:</p> <p>Students were distant. They did not show any serious commitment to</p>	<p>The answers of the test and the survey revealed that students were unconcerned</p>
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	<p>their lives and future projections.</p> <p>Planning: The answer of the test and the survey was necessary to analyze their lack of motivation.</p> <p>Implementation: Some answers were analyzed and students were questioned why they did not have interest in their future life.</p>	<p>about their future.</p>
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10.3 TIME LINE

This project started in the first week of August in 2006. In this first stage the population was observed. In addition, some oral and written exercises were developed about different kinds of topics. This way, it was observed there was some confusion with the future tense conception, due to the lack of consciousness. Therefore, looking for a theory explanation and setting bases on it, the main subject of the research started to be articulated in order to handle those confusions and help students to conceive their futures through the metalinguistic awareness.

Hence, it results to be important to carry out some activities that assist students to construct a new conception of their lives through the construction of future tenses correctly.

11. CONCLUSION

Metalinguistic awareness whose objective is to reflect on language, through a functionality conception rather than grammar, achieved to demonstrate that students develop an abstract thinking which goes beyond what is logical. In addition, the conception of future tense results to be coherent with their life style and their cultural context.

Thus, based on a theoretical study and articulated with practice, it was evident that despite the notional knowledge of English grammar language and strictly speaking more about the structure of future tense, the 60% of students with an initial motivation towards language learning, reached to develop an initial metalinguistic awareness through future tense use.

The above thanks to the didactics focused on the process of future tense structure recognition, followed up by the resolution of real situations and created ones, using authentic material, which provided them with the necessary tools to produce written and oral texts through the reflection of English language and its use.

Nevertheless, time shared with students was not enough to achieve a metalinguistic awareness in depth. Some difficulties in the use of future tense need to be solved with more practice involvement, where students can be able to reflect about their own life and make significantly use of the English language to express themselves. Hence, it is necessary to maintain an environment of text production, where students can take into account their

background and the context they are involved in, and bring forth new and more accurate material in future tense meaningfully.

For this reason, and after working for 6 months it is appropriate to suggest that in order to achieve better results, activities must continue with the same methodology and always pointing to students' interests and the final goal which is to develop metalinguistic awareness.

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13. Annex A: TEST

OBJETIVE: To know likes, interests and needs of the population.

Responde a las siguientes preguntas:

1. Con quién vives?

2. ¿Cuánto tiempo compartes con tu familia?

3. ¿Te gusta leer? ¿Qué clase de libros?

4. ¿Te gusta el cine? ¿Qué clase de películas?

5. ¿Te gusta la música? ¿Qué tipo de música?

6. ¿Qué haces en tus tiempos libres?

7. ¿Cuál es tu clase favorita?

8. ¿Cuál es tu programa favorito de televisión?

Annex B: Future notion

OBJECTIVE: To find out about what students know about future issues and which are their dreams and assumptions.

Responde las siguientes preguntas de manera sincera.

1. Para ti, ¿qué es el futuro?

2. ¿Qué harás este fin de semana?

3. ¿Qué quieres hacer cuando salgas del colegio?

4. ¿Cómo te ves en 5 años?

5. ¿Cuáles son los sueños que quieres alcanzar?

6. ¿Qué estás haciendo para lograrlo?

Annex C: WORKSHOP: "To put oneself in another's place"

OBJECTIVE: To analyse a case to give possible solutions to the difficulties of an external person.

Instruction: Read the next test. Then, suppose you are Britney Spears and you're having her problems. What are you going to do to solve or to change that situation? Interchange answers with your partners.



BRITNEY	'ATTEMPTED	REHAB	SUICIDE'
From	correspondents	in	London
March	05,	2007	01:00am
Article	from:	The Daily	Telegraph

BRITNEY Spears has flipped her lid in rehab, trying to

hang herself with a bedsheet after screaming "I am the anti-christ" to frightened staff. She made the demonic cry after scrawling the devil's number "666" across her head.

Spears's manic behaviour has concerned relatives who once again fear for her safety, and has staff at the Promises Clinic in Malibu, California struggling to cope.

The former chart-topper's troubles have been revealed in Britain's News Of the World, which broke the exclusive story.

Within days of her suicidal behaviour, Spears - who was in and out of rehab before shaving her own head and later attacking a photographer's car with an umbrella - was begging estranged husband Kevin Federline not only for reconciliation, but demanding she wanted to soon have another baby. The ordeal began when she terrified staff by writing the number of the beast on her head and running around the clinic screaming, "I am the anti-christ!" "The clinic people just didn't know what to do," a friend claimed. The pop star then tried to hang herself with a bedsheet but was found before she could hurt herself.

Annex D: Let's look to the future!

Description: Based on some knowledge of trends, intuition, common sense and metalinguistic awareness.

OBJECTIVE: To carry out an analysis about their future through metalinguistic awareness use.

READ:

When educational historians of 2100 look back to the era of the millennium, they will be surprised to see dramatical changes that occurred between 1975 and 2025. Within this fifty-year period, the concept of learning has been totally transformed.

Answer:

1. What do you think will happen between 2007-2025?

2. Where you will find yourself?

3. How will be your life?

Anexo E: WORKSHOP: CASE ESTUDY

OBJECTIVES:

- To analyse a story in order to give possible solutions to the difficulties presented.
- To involve students into the story in order to make them realize the consequences an action can lead.

1. Read the next questions and answer them mentally:

- How do you see yourself in ten years?
- Which are your dreams for your future?
- What do you need to make your dreams come true?
- Do you have your family's support?
- Are you doing something from now on to make your dreams real?
- What are you going to plan to reach your goals step by step?

2. Read the next story and then answer the questions:



My name is Laura and I'm 11 years old. I'm in sixth grade and I'm good at all subjects! My parents are proud of me but some

years ago I felt a deep interest in sports, overall in basketball, and they don't want me to be in my school's team. They say it is enough with sports subject because they think I can neglect my studies just for playing. They think I will not have future with this sport. My parents want me to finish my school and help my mom with her store. I want to help my parents but I really want to join the basketball team.

My teacher says I'm a very good player and there are going to be some interschool competitions and then national championships. I know I can continue being good at maths, science, social studies, Spanish, and the others, and I also can participate in my school's competition...I don't know what am I going to do...

Answer:

a. **Is Laura's story similar to yours? Why?**

b. **What do you think Laura is going to do with her dream?**

- c. **Imagine you are Laura. What are you going to do? Will you forget your dream? Why?**

- d. **If Laura decides to join the basketball team, what do you think will be the consequence?**

- e. **If Laura decides to leave the basketball team and continues studying her school lessons as always, what do you think will be the consequence?**

3. Compare with your classmates your answers and discuss about them.

4. Write and end to Laura's story imagining you are her. Use future tense as: going to or will.

Anexo F: WORKSHOP FUTURE QUESTIONNAIRE

OBJECTIVES: To articulate future tenses through hypothetical situations in future.

Instruction: Take a card and in groups of 4 answer it. After doing it, interchange the cards with your other classmates and answer the other cards questions. When finished, there will be a socialization about the questions and answers obtained.

<p>Your friends</p> <p>By 2050 your closest friend will be:</p> <p>A. Someone you met on the internet</p> <p>B. An artificial personality you made on your computer</p> <p>C. A real person</p>	<p>Death</p> <p>By 2050 the average life expectancy will be:</p> <p>A. Less than 75.</p> <p>B. 75 – 100</p> <p>C. Over 100</p>
<p>Computers</p> <p>By 2050 computers will have changed the human race:</p>	<p>Punishment</p> <p>By 2050, the death penalty will have been revived in most European</p>

<p>A. Hardly at all.</p> <p>B. Considerably; we'll have become much more isolated from each other.</p> <p>C. Totally; humans will be almost a different species.</p>	<p>countries:</p> <p>A. No, never.</p> <p>B. Yes, it's the only way to stop violent crime.</p> <p>C. Yes, but it will do nothing to reduce crime.</p>
<p>Missing talent</p> <p>By 2050 which of these abilities will we rarely have any use for?</p> <p>A. Handwriting (we'll all use keyboards).</p> <p>B. Talking to foreign languages (we'll all have translators)</p> <p>C. Cooking (we'll all use pre-prepared meals)</p>	<p>Environment</p> <p>By 2050 global warming will:</p> <p>A. Have disappeared – it was just a stupid scare story.</p> <p>B. Be controlled by close international co-operation.</p> <p>C. Have continued unchecked with terrible consequences.</p>
<p>Terrorism</p> <p>By 2050 terrorism will have:</p> <p>A. Increased - we'll have terrorist with nuclear weapons within ten</p>	<p>Crime</p> <p>By 2050 the streets will be:</p> <p>A. Safer- high-tech security will have reduced crime.</p>

<p>years.</p> <p>B. Decreased – It will be defeated by international co- operation.</p> <p>C. Stayed the same.</p>	<p>B. Be controlled by close international co-operation.</p> <p>C. Have continued unchecked with terrible consequences.</p>
<p>Genetic engineering</p> <p>By 2050 genetic engineering will:</p> <p>A. Be thought of as unnatural and we will not use it.</p> <p>B. Enable us all to go shopping for children with any characteristic we like; it will be acceptable to have “designer children”.</p> <p>C. Be open only to the very, very rich and kept underground.</p>	<p>UFOs (flying saucers)</p> <p>By 2050 the official line on UFOs will have:</p> <p>A. Changed- a government will admit that UFOs exist and that they knew about them all time.</p> <p>C. Unchanged – all governments will still deny that they exist.</p>
<p>This present year</p> <p>By 2050 we’ll think the strangest thing about this present year was:</p> <p>A. Everybody worked in an office.</p> <p>B. Everybody used cash.</p> <p>C. Everybody drove a car.</p>	<p>Transport</p> <p>By 2050 cars will have been</p> <p>A. Banned from city centers.</p> <p>B. Banned from just about everywhere you can think of.</p> <p>C. Welcomed everywhere; they will have been reinvented as pollution-</p>

	free.
<p>Mass destruction</p> <p>If a man-made catastrophe ends the world by 2050, it's more likely to be:</p> <p>A. A nuclear war.</p> <p>B. A biological war.</p> <p>C. Everyday pollution.</p>	<p>Marriage</p> <p>By 2050</p> <p>A. A computer will choose your marriage partner for you.</p> <p>B. Only certain people will be allowed to get married.</p> <p>C. Marriage will be replaced by a state contract, renewable annually.</p>
<p>Space exploration</p> <p>By 2050 space exploration will:</p> <p>A. Have put men on Mars.</p> <p>B. Have been taken over by private enterprise, and used only for making money.</p> <p>C. Have stopped as interest.</p>	<p>Work</p> <p>By 2050</p> <p>A. Only half the population in most countries will have a job.</p> <p>B. Your free time will be greater than the time you spend at work.</p> <p>C. Most people will work from home.</p>
<p>Appearance</p> <p>By 2050 medical service will have:</p> <p>A. Cured baldness and the common</p>	<p>The internet</p> <p>By 2050</p> <p>A. Almost every home in the world</p>

<p>cold.</p> <p>B. Cured baldness and the common cold years before.</p> <p>C. Still been unable to find the cure for baldness and the common cold.</p>	<p>will be linked to the internet.</p> <p>B. The internet as we know it will have been replaced by something else.</p> <p>C. 99% of all shopping will be done via the internet.</p>
<p>Medicine /surgery</p> <p>By 2050 most people will be walking around with:</p> <p>A. No artificial parts in their bodies.</p> <p>B. At least one artificial part in their bodies.</p> <p>B. More than three artificial parts in their bodies.</p>	<p>Money</p> <p>By 2050</p> <p>A. We will still have paper money and coins.</p> <p>B. There will be a world currency.</p> <p>C. 'Smart' credit cards (impossible to use fraudulently and linked to your bank account) will be used for all money transactions.</p>

Anexo G: WORKSHOP TWO SITUATIONS

OBJECTIVES:

- To give an imaginative chance to students to create a country made up of the best things, in order to make them think about an ideal and possible future country.
- To make students think hypothetically about possible world changes after a frozen time, in order to articulate future tense and imagination.



SITUATION 1

Imagine you could create a completely new country made up of the best things from at least five other countries. What would this country be like? What would it be called?

Think about:

- The climate (like Spain, Alaska, etc)
- The food.
- The standard of living.
- The culture.
- The people.
- The scenery.
- The natural resources
- Anything else? (specify)

Write down the details, and then one of you can report to the rest of the class:

Our country will be called ...

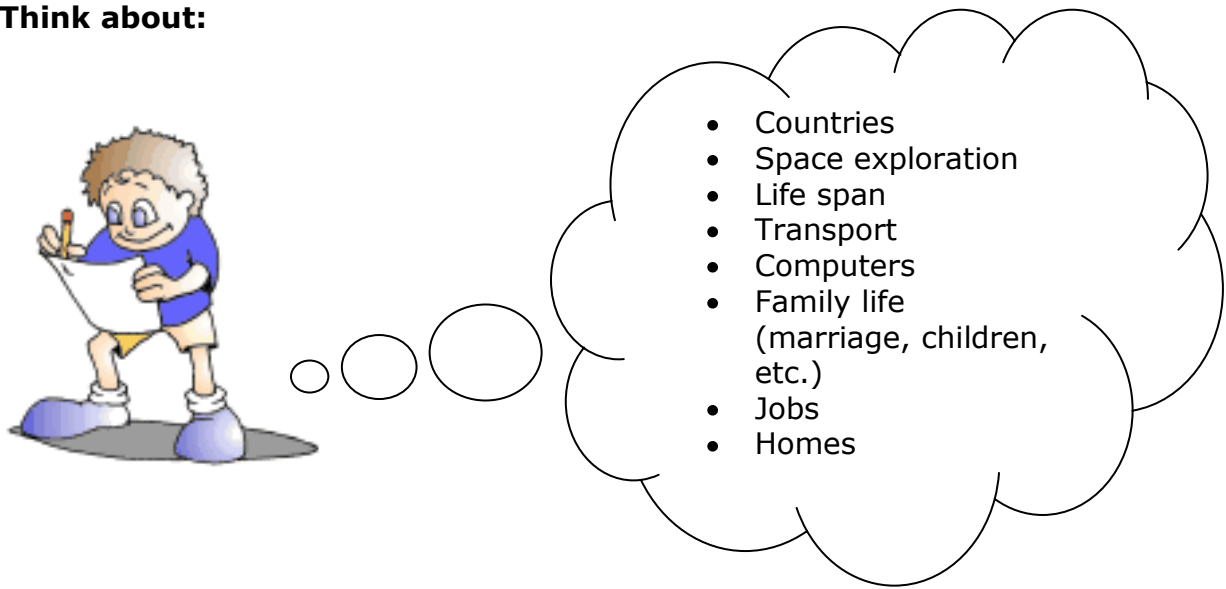
It will have a climate like ... (warm and sunny in the summer and...)

It will have a standard of living like..., etc.

SITUATION 2

Imagine you could be frozen at the time of death and brought back to life again in 200 years' time. In what ways do you think things will have changed?

Think about:



Write a paragraph to describe these changes. Then one of you can read it out to the rest of the class.
