



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

LICENCIATURA EN LENGUAS MODERNAS

**ESP as Methodology in Basic Education for an English
Communication Course**

A senior thesis submitted to the Faculty of Languages

for the Degree of

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I would like to thank all my former teachers for the dedication they had with me all this time.

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To all my friends that are still there even if we took different ways.

To my mother that has always kept faith in me Thanks for pushing me to success.

And especially to my best friend that never let me down all through the way supporting me to finish this work. I'll be always grateful to you.

I love you.

*To my son that will always be
my inspiration to keep going...*

Abstract

ESP is a methodology that focuses on students' real needs for their real contexts. Nowadays, traditional and pre-established English teaching methods are not enough to satisfy completely the needs that students have to achieve an effective communication in English. This happens because these methodologies do not fit adequately within real contexts in which the students are developing skills. Specifically, this work is developed in the context of a group of adolescents in Junior High School and the implementation of an ESP course in English basic education.

A Needs Analysis instrument was applied to identify the needs of adolescents. The results showed that in basic education, teenagers need to feel motivated by topics that are meaningful for them. Then, an ESP syllabus can be designed focusing on their real needs, contexts and interests of adolescents.

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Chapter I Introduction

1.1 Rationale for topic selection

When I started teaching English to High School students, I've noticed many problems in the way they expressed ideas about their hobbies, dislikes and likes and in general, they could not express their real feelings. I've found that the problem is that when students try to make opinions, the previous exercises on traditional English methods weren't really focused on those topics. On the other hand, teens are not interested in pre-established topics out of their interests. I've found out in the daily practice that many of these topics don't work with real situation that student can use on real contexts such as regular conversations between two young students with regular problems. They present communication lacks when they have to ask for real information and get into an effective conversation with other foreign students. Consequently, I have remarked a disappointment in students because it seems that no matter how much they study, they just can't achieve to communicate something simple.

After a year working with traditional English methods, I was chosen to lead a Communication Course. This subject was about to create a groupal identity where team work was the most important thing to do. This meant that students needed to know each one of the members and establish an effective communication. The aim was to get to a common objective that could vary to the creation of an event to only making informative cartels for the school community. There were logistic planation for events and thus, roles patterns.

On my way working, I noticed that teens had big lacks communicating to others simple things as instructions, dates, conditions and basic information for

their events. They could not express fluidly accurate information about their work, things that are taken for granted in their mother language.

Therefore, my work analysis is oriented or based on the idea that the problem in teaching English in basic education is that everybody is stuck on traditional methods instead of focusing on effective communication according to teenager needs.

1.2 Justification

This study is important because I believe that working on pre-established exercises is not the appropriate technique to involve young students into the language. Through the Communication Course that I am actually leading at *Liceo Británico de México* School, I would like to find out if an effective communication in young students will happen if ESP is held on basic education rather than only pre-made traditional programs. I want to show that students will achieve an effective English communication if they are able to express their real ideas and feelings.

In most of the cases, ESP is a program held for professionals having communication skill troubles in their workframes (Smoak 2003), but maybe, the problem will be solved if we work directly with teens. Since young students will learn about the rhythm of the language to communicate basically but effectively then, when they will get professionally prepared, they will only face technical vocabulary and academic grammar. This will make them easier the adventure of getting a high English level. In other words, it is starting back forward.

This is important because ESP should not be only focused for professional and technical frames. ESP in young people might be used to identify the topics that are interesting for young people. Trendy topics such as party, sex, war, abortion,

music, social networks, and specific interests they want to share and talk about. As Strevens said in 1988, ESP should be “designed to meet specified needs of the learner” and be “related in content (i.e. in its themes and topics) to particular disciplines, occupations and activities...”(Gatehouse, 1998). If teachers get involved into the young people context, not only students will be more interested to make an effort to talk, but they could also express their feelings when going through the difficult period of adolescence. When students are working in teams, they feel more comfortable because it is natural to be part of a group. Adolescents may feel more self-assured if they are part of that group than being isolated. This is normal as they experiment doubts about themselves and they share a lot in their groups. Then, they feel better if they can work in teams. (Dinymeyer & Dreikurs, 1963)

The appropriate educational environment is necessary for a successful learning. Trying to say something helps them to clear their mind and it might be better to start by doing it in English. Young students will probably be aware of vocabulary needs and with the help of their mobile devices and easy Internet access on them, it will be easier in the task of learning.

1.3 Theoretical context of the research

The idea of my study came up with my own experience. Through the lectures we held on the first module of this course, I noticed that ESP is an appropriate theory to update English teaching Methodologies and Trends.

As Hutchinson and Waters said in 1987, globalization made English the official worldwide language for standard communication as it was focused on big economies. Nowadays, globalization has reached us on normal aspects of our

lives. If we think about our teens, it is an important part of their lives all the social networks and foreign products, such as music and TV shows that are in English.

Thus, teenager language education is very important because in their future, it will be necessary for young to dominate English language to remain competitive in their works and general personal development. Not talking too far, they are daily exposed to English and it is natural for them wanting to dominate the language as they want to understand what is important for them (TV, music, social networks, books, films and so on).

1.4 Research Settings

This study will take place at Liceo Británico de México School with students from 1st and 3rd Junior High School grade. They all have the Communication Course subject and they are all related in the same program. In fact, one of the purposes of the subject is to involve the two grades to get school integrity.

1.5 Purpose

The purpose of this research is to identify teens' needs and interests on their context in order to design an appropriated syllabus for a Communication Course. The syllabus will have the objective to encourage the students' fluency through topics and themes that are adequate and interesting for their age.

1.6 Research Questions

1. What are the needs and interests of LBM's Junior High School students when learning English?
2. What could be an appropriate syllabus for LBM's Junior High School students for a Communication Course?

Chapter II Methodology

2.1 Description of the overall research design

An empiric investigation needs a methodology to obtain useful information to solve or detect a problem. Surveys are powerful tools that eject valuable data that can be interpreted on graphics by the use of statistics.

Surveys are data collection methodologies which information can be measure through statistics and data bases that can be manage on quantitative treatments and mathematical techniques. This kind of information is call Quantitative

On the hand, all the subjective information that comes from survey's participants (ideas, proyections, observation, creative techniques and face to face interviews among others) is almost never treated by mathematical softwares. Their interpretation will be done by the analyst's criteria. This information is called Qualitative. (Grande & Abascal, 2009).

2.2 Choice of research tradition

For this project, both Quantitative and Qualitative methods are correct because it is needed to know the frequency of the needs that teenagers demand to feel more comfortable and interested in order to learn English and hold an effective communication. The Quantitative method will eject frequencies, or data in numbers and the Qualitative will expose their ideas.

2.3 Choice of methodology, context and sample

As I mentioned on my introduction, the problem seems to be that the traditional pre-established exercises aren't focused on teens needs to achieve an effective and simple communication in English. To have a better idea in which are the teens' interests and needs, I've chose to use a quantitative instrument by a survey with a liker scale and a small qualitative section at the end.

This survey is compound with 7 question focused on vocabulary, young interests and team work. The liker scale had a rubric starting from never, rarely, usually, frequently and always as highest grade.

I chose a sample of 30 1st and 3rd intermediate English Junior High School students from LBM randomly chosen as I am mostly working with 2nd grade students.

For the Qualitative side, I left an open question about topics they would like to talk about.

2.4 Instrument

As told before, the instrument used was a simple survey that is looking for a frequency in the teens' needs to know, after on the analysis, what are the weakness and strengths when students are holding an English conversation. (See the survey sample in the Appendix).

2.5 Description of the data collection process

To choose a random sample of students to answer the survey, I took the break time for them to help me. I brought some pens to a table at the gym and as first and third graders passed by my place I've asked them to fill the survey if they wanted.

Fortunately, I had a good answer from them and actually there were students that were interested in filling a survey too, but I ran out of surveys after 30 because my purpose was for 30 students.

After I collected the filled surveys, I used Microsoft Excel as software to proceed the data. Honestly, I had to look further to understand how to manage this platform. Once I could, I designed a table and translate the rubric into numbers to interpret the information into a chart.

First, the design of the table had as titles: number of the student, gender, grade and age. Then the values of the rubric were translated into numbers in this fashion: never=0, rarely=1, usually=2, frequently=3 and always=4. As well, the titles had to be translated into numbers for the software to precede them: Gender: male=1, female=2; first graders=1, Third graders =3. (See Figure 1)

Fig. 1 Participants' Survey Data Frequencies

STUDENT	GENDER	AGE	GRADE	Q1	Q2	Q3	Q4	Q5	Q6	Q7
1	2	14	3	1	2	2	3	3	1	2
2	1	14	1	3	2	4	2	3	3	4
3	1	13	1	3	3	2	2	3	3	4
4	1	13	1	3	3	3	3	4	3	3
5	1	12	1	3	2	4	2	3	2	2
6	2	14	1	0	1	2	1	4	1	2
7	1	12	1	4	3	4	2	3	4	1
8	2	13	1	4	4	3	3	3	4	4
9	2	13	1	2	3	3	2	3	2	1
10	1	12	1	4	2	3	4	3	2	4
11	1	12	1	2	3	4	2	3	4	1
12	1	13	1	1	2	1	4	0	3	4
13	1	12	1	2	1	2	1	3	2	2
14	2	12	1	4	2	2	2	4	4	3
15	2	12	1	4	2	2	2	3	4	3
16	1	12	1	0	2	2	3	2	3	2

17	2	12	1	3	4	2	3	1	4	4
18	2	12	1	4	3	4	3	3	4	4
19	1	14	3	3	3	4	4	3	2	1
20	1	15	3	4	3	4	3	2	3	3
21	2	14	3	4	2	2	4	4	4	4
22	1	14	3	3	2	3	2	4	3	4
23	2	14	3	2	3	3	3	3	2	2
24	2	15	3	3	3	2	1	3	4	4
25	2	14	3	3	3	2	4	2	4	4
26	2	14	3	0	2	1	4	3	2	1
27	1	15	3	3	2	2	4	3	3	4
28	2	14	3	3	2	3	3	4	2	3
29	1	14	3	3	1	4	4	2	3	4
30	2	14	3	3	1	2	2	3	2	3

After the table was made, I selected all the information and made a Pivot table on Excel and produced series of different charts throwing useful information explained in Data Analysis next section.

The survey also included an open question about the topics that teenagers considered interesting for their context and age (see instrument in the Appendix). The answers given to this question showed that some of the topics that students are interested that will also be explained in the following section.

2.6 Data analysis

The questions in the survey are mainly divided in three groups:

- A) Questions 1, 3 and 5 are focused on team work. The information obtained in these questions allowed us to know if teens were open to work in team or not. We could know if it is strength or a weakness point to work out.

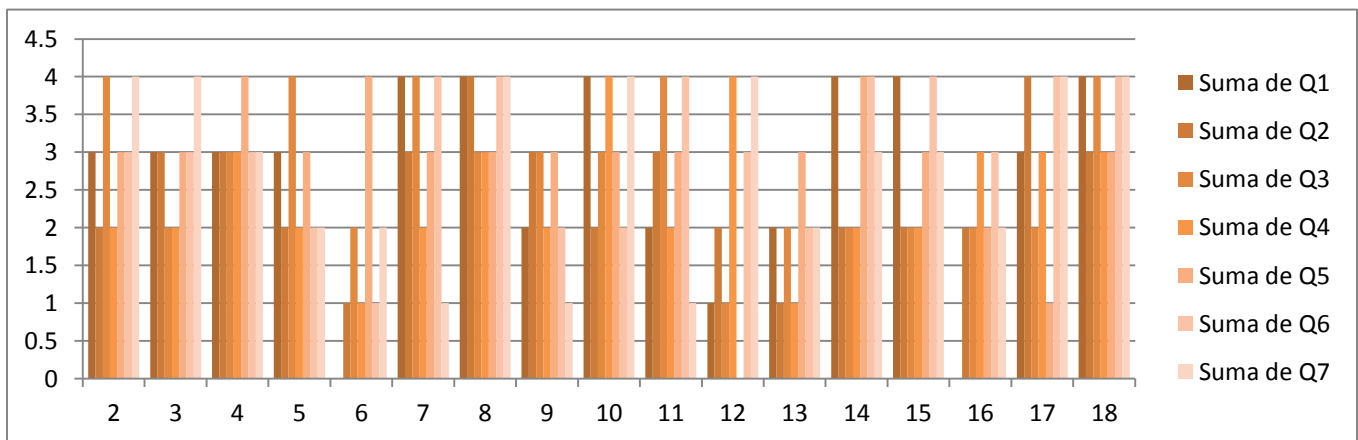
B) Questions 4 and 6 are focused on vocabulary. These questions refer to students' interest about learning useful vocabulary appropriated to their context and ages.

C) Questions 2 and 7 are focused on young interests. From the result of these questions we could know if teens are more interested to talk about things from their age and context or if they don't mind.

D) Last question was an open question: What kind of topics are you interested in? Here we could find common groups looking for common denominators (or categories).

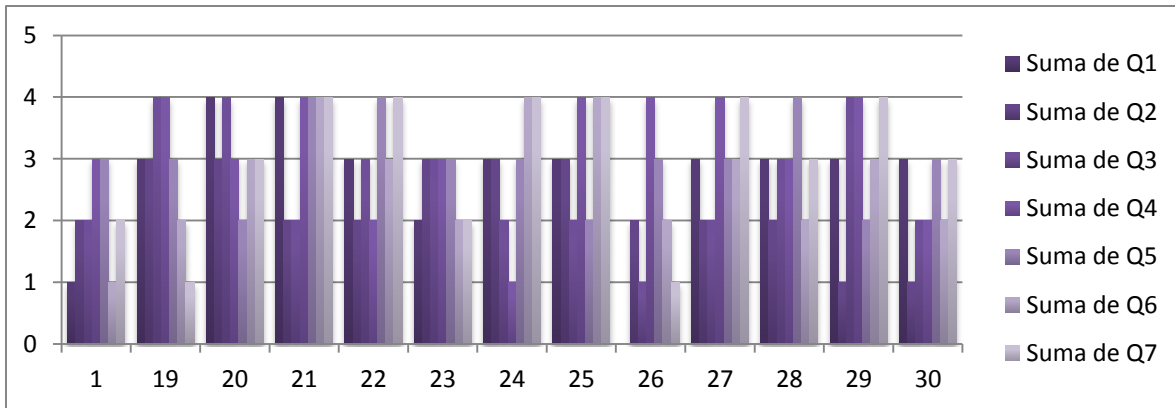
To see the results see Figures 2, 3 and 4.

Fig. 2 General 1st Graders Information on Team work



According to these values, most of the first graders don't have problems in working in groups. Between the vocabulary and interest matters, the values aren't stable as they are on the extremes. This means that there are students that have troubles using new vocabulary and others aren't concern in talking about their interests. But, on the other hand, the other half of the groups seem to be comfortable with those 2 matters. This means that the vocabulary using and talking about themselves is weak and has to be reinforced.

Fig. 3 General 3rd graders Information

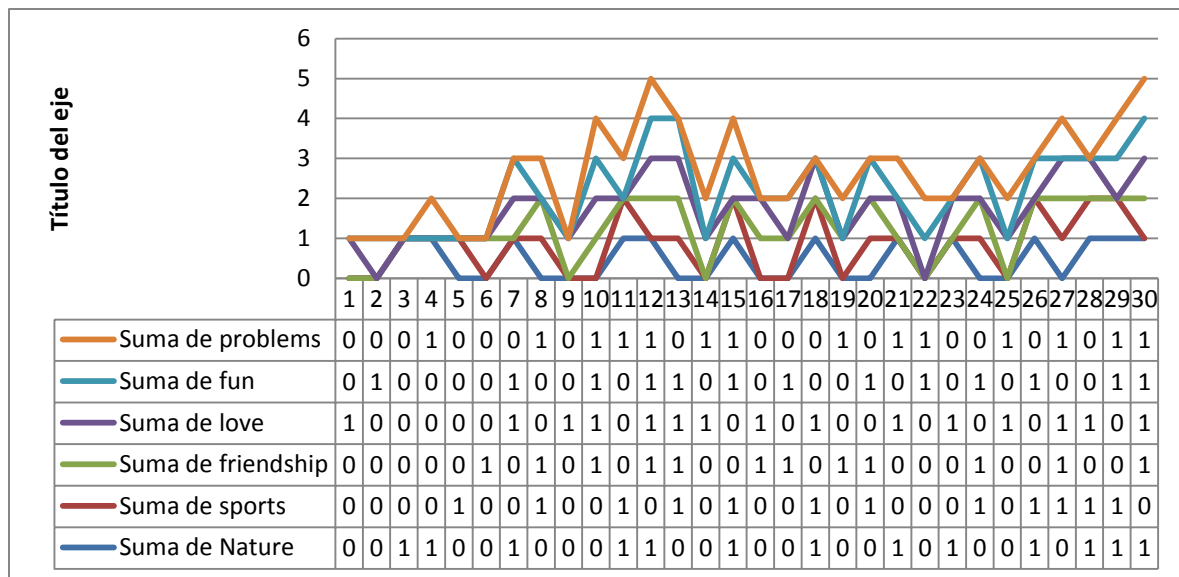


According to the values of this chart, the same problems seem to appear.

Although, elders are more open to talk about their interests than the first graders.

The results are more balanced.

Fig. 4 Students' Topic Preferences Graphic



In this table we summarized all topics teens answered into 6 categories we proposed by a common denominator, for example: animals, recycling, global warming are Nature Category; relationships, girl and boyfriend, love, sex are Love Category and so on. Here we can appreciate for the 30 students their preferences and frequencies in their choices. The highest value correspond to Problem

Category, which means they are more open to talk about external things rather than personal ones. For this graphic, we had to interpret the qualitative question's answers to a quantitative one so we could compare the frequencies of teens' choices.

I can conclude from this information that students in Junior High School present a narrow perspective when it is to talk about their interests or topics that demand from them to talk about their selves. It might be caused because of the natural insecurity that teens feel about their ambiguous personality. Some scholars in teens' behavior support the idea that adolescents feel confused about their personality (Lewin, 1951). Consequently, they have lacks in vocabulary because they hold a closed position to express their feelings; they won't acquire appropriate vocabulary to widely express what happens in their minds until they face their insecurity.

What I understand from Lewin, is that it is absolutely necessary to involve the students into a class identity to start conversation. Further than the language, the teacher must understand the students' needs. Teens seek for orientation by adults in order to get through their struggles. Before any kind of subject treated in class, the teacher must motivate their students to participate. Teachers need to help students to get rid of their insecurities. Teachers must make their students to feel secure by believing in them and keep motivating them. (Carlson Jon, 1988)

This is where ESP Needs Analysis takes place. The real needs of Junior High school students rely on a hard work on their self-esteem reinforcing groupal

strengths. The teacher must encourage them to get open to the topics related to their real affections.

If we focused in students' motivation, then they will change to a more positive attitude for the class. (Ibidem, 1988)

As a solution, topics in class should help them to break the ice and shame between them and start a conversation where everybody feels comfortable, but working on the languages lacks, for example, starting with the teacher's points of view. Therefore, a syllabus that involves interesting topics and the creation of a friendly environment might help these participants to develop better conditions for speaking the language.

Chapter III Design and Syllabus Sample

3.1 Introduction

After analyzing the results given by the instrument applied, an ESP syllabus should focus on the needs that students have in order to get involve to the class in a more realistic context and that could fit better with their interests (Strevens 1988). Once we can get the attention of the students and create a comfortable ambiance between them in the classroom, then knowledge should goes easier.

This investigation was concentrated on Junior High School students of the Liceo Británico de México school, as I'm actually working there. To proceed this investigation I had to apply a survey among young from 12 to 15 years old.

The conclusions ejected from the survey told me that they do not have problem working in teams, but that the main problem remains in their natural insecurity facing adolescence. This means that students aren't open to talk in English (even in their mother language) because they are too much concerned in other teens' opinion.

Therefore, for the Communication Course by using ESP to enhance a natural and useful guidance to effective English communication and succeed, we should go deeper with their needs not only by going on superficial topics to create conversation on their apparent interest, we have to go further understanding their needs as teenagers: the principal think to work is their insecurity and then their interests.

Thinking about the constant motivation they need me to lead in the classroom, I will have a better chance to understand their real interests which will

take me to design a syllabus more correct to real needs. As a matter of fact, teenagers aren't sure themselves about what they want, so that is why that as their teacher, I absolutely need to go one step further from them.

3.2 Justification

In this research I want to identify how students could work correctly through ESP using specific vocabulary from the topics they find interesting in their real context. If I get involved in teenager issues, probably, I will encourage them to interact better and make them feel more comfortable to handle a conversation. This will happen by giving opinions about topics related to their life style, usual problems, solution management and doubts clarifying. Teenagers want to be listened. (Carlson Jon 1988) There are many things in a young life to feel misunderstood: for example, as I notice in my work place, many students aren't listened by their parents because adults "don't have enough time" to pay attention to singular problems at home. Teens educators on the other hand, face the Internet misinformation problem: students have access to many information on the network, but no necessary good information. They get easily confused. In junior High School, more than just academic educators, teachers should be guides and formers to help students taking decisions and confusion solving. (Ibidem, 1988)

In this fashion, for my Communication Course, my objective is to get them through an aimed-conversation about their interests. In other words, they will be free to express themselves about a topic, not arbitrarily, but channeled by the teacher to achieve language education goals and dismiss content's deviation.

3.3 Sample of the Syllabus

Fig. 5 Sample of the Syllabus

	Goals	Language	Skill	Task
CLASS 5 and 6 WEEK 3 TOPIC: Teenagers in the community	Animal Rights <ul style="list-style-type: none"> • Talk about Wildlife • Talk about Biodiversity • Talk about Animal Rights <p style="text-align: center;">  Target activity Talk about your personal position about Animal Rights and solutions </p>	Grammar Using “if I could... If I were...if only...” (simple use of conditionals) Vocabulary Values, adjectives, superlatives and comparatives Pronunciation Difference of /d/ and /t/	Listening Video about the extinction of the pink dolphins Reading Farm cruelty Speaking Debate about farms’ pigs treatment	Explore Speaking <ul style="list-style-type: none"> • Descriptions of animals • Discussion point> ethics against money

Once in class we have a topic to start a conversation, the teacher could guide students to little by little get open to talk about themselves or their opinions. It’s important to the teacher to always highlight to the students the priority that it is to necessarily express at least one idea for each topic. They must feel part of a group and understand their worth and thus, their ideas. This way, the teacher will be working two things: individual self-esteem and individual seek for new vocabulary to express themselves.

It is important that the syllabus would be designed to use authentic material oriented to their context and that will help them to develop on precise self-directions. (Carter, 1983)

After making them thinking for new vocabulary, then they will be, at a point, forced to make use of better grammar structures to express an idea. Normally, people talk about their affections: feelings, likes and dislikes. Usually when we all talk about those affections, we need to make meticulous descriptions. This is a

round business because not only they are talking about what they want to be listened, but they are practicing English on almost auto-didactic ways. In other words, because they are more interested on the topic than the language, they will tend to put on second hand English in order to be talking and having a place in the group when actually, they are improving their English.

This way, we will have worked on speaking, vocabulary, idioms and other language particularities to express more naturally than what they are used to in normal pre-established exercises. This is the real English on real context and not only fake situation on a pre-made and predicable audio track.

Finally, students will make a small summary about the conversation in class. In this homework they will necessarily use most of the vocabulary and expressions or other English issues so they can reinforce and fix what they have learnt in class.

3.4 Conclusion

In this work it is emphasized that the traditional methods for English education needs more than pre-established exercises to correspond better to real context that students would be able to practice in real situations. The "... point of including self-direction ... is that ESP is concerned with turning learners into users" (Carter, 1983, p. 134). Users in this project refers, to be participant of what are teen's interests in their lives such as social networks and others, as mentioned before.

I believe, after reading cases about ESP, that most of the problems that people face in their frameworks about English miscommunication could have a solution if we focused on English teaching in Basic English Education with ESP tools. This is why, as a Junior High School teacher, I decided to channel this work and investigation to my real work place with teens.

If we can make use of ESP in English education by helping English Students to develop as persons in English since youth, then I believe that those students when grown up will have less problems facing communication skills required in their professional frameworks. In other words, we can get rid of all languages lacks they've been carrying since their basic language formation to help them getting less frustrated and more agile to adapt in their professional development.

Nonetheless, ESP has been mostly been focused to the professional adult space work because, as it is said in its name, it this for a "Specific Purpose". Then, what could be the specialization in teenager context? This was a problem at the beginning of the investigation because it seemed to be narrow.

In junior basic education, the most important thing to do is understand what really teens like and what they are concerned in. Understanding the youth background about what are young people interests and concerns, then it is possible to create a Communication Course syllabus to unchain meaningful conversation so much to help them through their adolescence and to practice English in their real context.

As a final conclusion I would say that ESP methodology should be taken seriously in Basic English education because it will help further language problems in the professional context. In order to handle an ESP accurate class, it is a must too for the teacher to get informed on the topic to aboard in his/her ESP class. Then, the ESL teacher could not stay trapped in traditional English teaching methods to remain competitive nowadays.

Specifically, for the Communication Course program for teens to achieve effective English communication I am proposing, I needed to get informed by the

students what are their real concerns and interests and how they manage them to know what topics would be meaningful for them.

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Appendix A Instrument

Date _____

Grade _____


Sex: Male Female

Age _____

This is a check list to find out more about you.

Read each sentences and indicate how much it is like you by putting an X in the box that best describe you .

Check the following example:

	NEVER	RARELY	USUALLY	FREQUENTLY	ALWAYS
EXAMPLE: I know when someone is happy.					
1. I like to work in team when is necessary					
2. I like to speak English when I express my feelings and hobbies with other partners					
3. I feel comfortable when I express my ideas in teams					
4. When I learn new vocabulary about real situation I really use it					
5. When I discuss interesting topics in the class I communicate better with other					
6. I really enjoy meaningful activities like role play.					
7. I learn better when my teacher brings me attractive material for working in class					

What kind of topics would you like to talk about?

Appendix B Syllabus

Syllabus

WORKSHOP:	Communication Skills	SUBJECT:	Stepping Adolescence
TEACHER:	Roberto López Olivares	Period:	Spring 2015

1. General Purpose:

This workshop is design for teenagers can express their real feelings and ideas. It's intentions is that adolescents can open their minds to share thoughts and issues that are important in their daily life. It will make them able to interact properly communicating in English. In this workshop students are lead to speak so they can acquire good communication skills reinforcing and getting new vocabulary. As well, they will fortify their reading comprehension skills. In this fashion, students will get more familiar with the rhythm of English language.

2. Learning Outcomes:

- The student will be able to afford an effective communication.
- The student will acquire a vocabulary appropriated to his/her needs.
- The student will be able to express his/her opinions speaking and creating reflexive essays.
- The student will be open to talk about his/her feelings with the group. They will fortify their selves-esteem facing adolescence issues and concerns.

2 Class Requirement:

The students must be aged from 12 to 15 years old. They also should be on a medium intermediate English level.

3 Evaluation Standards:

6 meaningful essay about topics (10% each one)	60%
1 Power Point Presentation	15%
1 final groupal project to choose:	25%
Round Table, Debate or face to face	100%

4 Class Rules

- Every student must participate in every class
- The materials used must be recycle primary
- The Homework (little essays) should be turned in or submitted in time
- No homework would be accepted out of time
- There should never be use of google translator
- Only English to English dictionaries are accepted
- Students that will ask for translation in their mother language will have consequences in their notes
- No Spanish is allowed

Appendix C Syllabus Schedule

	Objectives	Language	Skill	Task
<p>CLASS 1 and 2</p> <p><u>WEEK 1</u></p> <p>Introducing ourselves.</p>	<p>Belonging to different groups.</p> <ul style="list-style-type: none"> Knowing each members of the group <p>● Target activity Get everybody to know yourself</p>	<p>Grammar Using possessive pronouns (simple use of simple present and simple past)</p> <p>Vocabulary Frequency adverb contraction</p>	<p>Listening Video: Different accents in the world</p> <p>Comprehension about the video Discuss teens habits in the world</p> <p>Speaking Introducing myself</p>	<p>Explore Speaking Many ways to say hello around the world</p> <p>Writing Homework: about your classmates descriptions</p>
<p>CLASS 3 and 4</p> <p><u>WEEK 2</u></p> <p>Introducing ourselves</p>	<p>Likes, dislikes, hobbies and clubs</p> <ul style="list-style-type: none"> Talk about your extra activities Talk about what you would like to try <p>● Target activity Talk about clubs and sports</p>	<p>Grammar We meet on.. I used to.. Simple past</p> <p>Vocabulary Clubs, sports, places, schedules</p> <p>Pronunciation /s/ and /z/</p>	<p>Listening Video: teens with less opportunities</p> <p>Reading Teen's article of their choice Teacher's article choice</p> <p>Speaking Discussion, teen's rights</p>	<p>Explore Speaking Rights, opportunities, human life conditions.</p> <p>Writing Homework: about other teens will less opportunities</p>
<p>CLASS 5 and 6</p> <p><u>WEEK 3</u></p> <p>TOPIC:</p> <p>Teenagers in the Community.</p>	<p>Animal Rights</p> <ul style="list-style-type: none"> Talk about Wildlife Talk about Biodiversity Talk about Animal Rights <p>● Target activity Talk about your personal position about Animal Rights and solutions</p>	<p>Grammar Using "if I could... If I were...if only..." (simple use of conditionals)</p> <p>Vocabulary Values, adjectives, superlatives and comparatives</p> <p>Pronunciation Difference of /d/ and /t/</p>	<p>Listening Video about the extinction of the pink dolphins</p> <p>Reading Farm cruelty</p> <p>Speaking Debate about farms' pigs treatment</p>	<p>Explore Speaking</p> <ul style="list-style-type: none"> Descriptions of animals Discussion point: ethics against money <p>Writing Homework: report about the debate and your personal reflection</p>
<p>CLASS 7 and 8</p> <p>Teenagers Relationships.</p>	<p>Facing Adolescence</p> <ul style="list-style-type: none"> facing new feelings the challenge of being responsible. <p>● Target activity Giving advice to others</p>	<p>Grammar Future, will, would,</p> <p>Vocabulary Feelings and affections</p> <p>Pronunciation stress</p>	<p>Listening Video: drugs, alcohol, tobacco and teens</p> <p>Reading The importance of adults in teens' lives</p> <p>Speaking Love and sex: Responsible teens</p>	<p>Explore Speaking</p> <p>Hierarchies and social rules. Freedom and responsibility</p> <p>Writing Homework: short essay about the step from childhood to adolescence</p>