

# Learning Situation: Cognitivism

## Basic English Grammar for Adult ESL Students

Teacher writes two sentences on the white board: "I am a teacher." and "You are students." She reads them at

loud, then asks the students to repeat them after her. She points at the words as she reads and the students follow

her reading in a chorus "Great!" She says. She asks students to read them one more time, but she only points at

the words while the students read the sentences. The teacher smiles pleased. Today we are going to learn the

parts of the sentence, the teacher says.

Then the teacher points at the first word of the first sentence and explains "this is the **Subject** of the sentence. In

the subject you can write **Pronouns** like **I, you, she, he, it, we, they.**" Then she points at the second sentence

and asks students what the subject is. Students look at it and respond "I" at loud. The teacher says "Good job!

That's the correct answer." Then the teacher points at the verb to Be in the first sentence, explains that the verb

*to Be* refers to **places** and **descriptions** and that it changes into three-forms (**am, is or are**) depending on the

subject. Then she explains that **am** and **is** are use for **I, she, he, and it**, and **are** is used for **you, we, and they**

She points at the second sentence and asks students which of those words is the verb **Be**. The students answer

"are" and then the teacher says "Excellent! You are good students." The teacher points to the last word and

explains that "**Teacher**" is a **noun** and that nouns name all **people, animals, places, and things.** The teacher

asks students to name some people, animals, places, and things they know. Students randomly answer while she

writes some of them on the board. Then she points at the second sentence and asks which is the noun in that

sentence. They shout "students!" and very excitingly the teacher says "Awesome! You are my best students!"

To assess students knowledge the teacher hands out lined papers and asks them to write 3 to 5 sentences using

the **Subject+BE+ noun.** structure. Students ask the teacher for review as they complete the assignment. Teacher

checks, and asks students to re-write the sentences with problems after explaining the mistakes. Once the task is

completed, the teacher asks students to stand up one at the time to write one of their sentences, and report back

to the class pointing at the subject, verb, and noun correctly. The teacher steps back and let peers to correct

mistakes as students write and report to the class their complete sentences. Classmates cheer others as they see

the sentences completed correctly.

gain attention/  
feed back

Content

guidelines

activating  
prior knowledge

prompt to recall

activating  
prior knowledge

advanced  
organazers

assimilation/  
accomodation

retention and  
transfer/ rehesal,  
repetitionand  
review

Performance

assessment

objectives

feedback

prompt to recall

Content

feedback

Content

prompt to recall

feedback

retrival/pactice  
verbalization of new  
knowledge

scaffolding

retention  
and transfer

feedback