



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TEACHING METHODOLOGY AND ITS INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE ADULT STUDENTS OF THE CANADIAN HOUSE CENTER, ACADEMIC PERIOD 2012-2013

Thesis as a previous work to obtain the Bachelor's Degree in Sciences of Education, English Language specialization.

AUTHOR

JIMÉNEZ QUEZADA MARYLIN KATIUSKA

THESIS ADVISOR:

DRA. MG. SC. MARGARITA SAMANIEGO

LOJA-ECUADOR

2014

CERTIFICATION

PROFESSOR OF THE “UNIVERSIDAD NACIONAL DE LOJA”

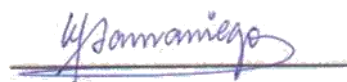
Dra. Mg. Sc. Margarita Samaniego Idrovo

Thesis Advisor

CERTIFIES:

The following research work entitled; **“TEACHING METHODOLOGY AND ITS INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE ADULT STUDENTS OF THE CANADIAN HOUSE CENTER, ACADEMIC PERIOD 2012-2013”**, undertaken by Marilyn Katuska Jimenez Quezada, has been thoroughly revised. I therefore, authorize the presentation of the thesis, for the corresponding legal purposes, and its compliance with all the norms and internal requirements of the Universidad Nacional de Loja.

Loja, 29 de Julio del 2013



Dra. Mg. Sc. Margarita Samaniego

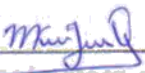
THESIS ADVISOR

AUTORIA

Yo Marylin Katuska Jiménez Quezada, declaro ser la autora del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja, la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

Autora: Marylin Katuska Jiménez Quezada

Firma  _____
incoo al eoc-hat-sitrom odw. ehvra

Cédula: 1105001034

Fecha: Loja, 24 de Marzo del 2014

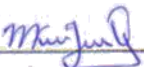
**CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DE LA AUTORA,
PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y
PUBLICACIÓN ELECTRONICA DEL TEXTO COMPLETO.**

Yo, Marylin Katuska Jiménez Quezada declaro ser la autora de esta tesis titulada: **TEACHING METHODOLOGY AND ITS INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE ADULT STUDENTS OF THE CANADIAN HOUSE CENTER, ACADEMIC PERIOD 2012-2013**, como requisito para optar el grado de Licenciada en Ciencias de la Educación, mención Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, suscribe la autora, a los 24 días del mes de marzo del dos mil catorce.

Firma  _____
ing. m. sc. Efrén Roberto Ocampo Rojas

Autora: Marylin Katuska Jiménez Quezada

I.D. Número: 1105001034

Dirección: Época, calles Francia y Alemania

Correo electrónico: katuska-5miss@hotmail.com

Teléfono: 0997336474

INFORMACION SUPLEMENTARIA

Directora de Tesis: Dra. Mg. Sc. Margarita Samaniego Idrovo

Tribunal de Grado: Dra. M. Sc. María Augusta Reyes Vélez

Ing. M. Sc. Efrén Roberto Ocampo Rojas

Dr. M. Sc. Olivio Floril Paccha Puchaicela

ACKNOWLEDGMENTS

My sincere thanks to the National University of Loja, to the English Language Department, its coordinator, and teachers who gave me the opportunity to study and complete my studies.

Likewise, my sincere gratitude to Dra. Mg. Sc. Margarita Samaniego, who has given me all her support as director to conclude this thesis work successfully.

My thanks, to the authorities, teachers, and students from The Canadian House Center, who have provided all the data required to develop this research work.

Finally, my thanks to my family and friends, who motivated me to complete my studies.

The author

DEDICATION

I wish to dedicate this thesis work to God who gave me the necessary health and wisdom to conclude this work successfully. Also to my dear parents who helped me economically during the process. Finally, to my friends and relatives who encouraged me to achieve my goals.

MARYLIN KATIUSKA

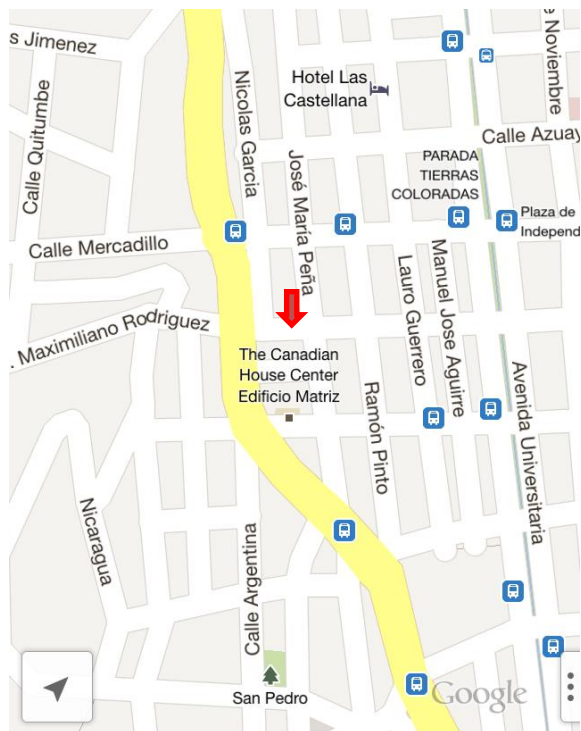
ÀMBITO GEOGRÀFICO DE LA INVESTIGACIÒN

BIBLIOTECA: Àrea de la Educaciòn, El Arte y la Comunicaciòn											
Tipo de documento	Autor Nombre del Documento	FUENTE	FECHA / AÑO	ÀREA GEOGRÀFICA						OTRAS Degradaciones	OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÒN	PARROQUIA	BARRIO COMUNIDAD		
TESIS	JIMÈNEZ QUEZADA MARYLIN KATIUSKA METODOLOGÌA DE ENSEÑANZA Y SU INFLUENCIA EN EL DESARROLLO DE LAS HABILIDADES PRODUCTIVAS CON LOS ESTUDIANTES ADULTOS DEL CANADIAN HOUSE CENTER, PERÌODO ACADÈMICO 2012-2013	UNL	2013	ECUADOR	ZONA 7	LOJA	LOJA	SUCRE	PERPETUO SOCORRO	CD	Lic. Ciencias de la Educaciòn, mencìon Idioma Inglès

MAPA GEOGRÁFICO



CROQUIS



THESIS SCHEME

- Cover Page
 - Certification
 - Authorship
 - Letter of Authorization
 - Acknowledgement
 - Dedication
 - Geographical Field of the Research
 - Thesis Scheme
- a. Title
 - b. Abstract
 - c. Introduction
 - d. Literature Review
 - e. Materials and Methods
 - f. Results
 - g. Discussion
 - h. Conclusions
 - i. Recommendations
 - j. Bibliography
 - k. Annexes

a. TITLE

TEACHING METHODOLOGY AND ITS INFLUENCE ON THE
DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE ADULT
STUDENTS OF THE CANADIAN HOUSE CENTER, ACADEMIC
PERIOD 2012-2013

b. RESUMEN

El presente trabajo de investigación fue desarrollado para identificar la influencia de la metodología de enseñanza en el desarrollo de las habilidades productivas con los estudiantes adultos del Canadian House Center.

El método científico fue usado como una herramienta investigativa para recoger información y confirmar ideas. El método analítico-sintético fue también usado para analizar los resultados principales; el método descriptivo para describir la información y el método explicativo para explicar el problema.

Las encuestas fueron aplicadas a toda la población, la cual incluyó 100 estudiantes adultos y 8 profesores.

Los resultados más relevantes encontrados a través de esta investigación mostraron que los profesores estuvieron usando métodos obsoletos en el proceso de enseñanza del idioma Inglés. Además, los profesores estuvieron aplicando un limitado número de técnicas para desarrollar las habilidades productivas de los estudiantes. Esto demostró que los estudiantes no tienen suficientes oportunidades para mejorar las habilidades de escritura y habla.

Por consiguiente, basado en los resultados se determinó que la metodología de enseñanza utilizada influyó negativamente en el desarrollo de las habilidades productivas debido a que los estudiantes no adquieren un nivel proficiente en sus habilidades del Inglés

ABSTRACT

The present research work was developed in order to identify the influence of teaching methodology on the development of productive skills with the adult students of The Canadian House Center.

The scientific method was used as a research tool in order to gather data and confirm ideas. The analytical-synthetic method was also used to analyze the main results; the descriptive method to describe the data and the explicative method to explain the phenomena.

Surveys were applied to whole the population, which included 100 adult students and 8 teachers.

The most relevant results found through this research showed that teachers were using obsolete methods in the English Language teaching process. Moreover, teachers were applying a limited number of techniques for developing the students' productive skills. This demonstrated that students do not have sufficient opportunities to improve writing and speaking skills.

Therefore, based on the findings it was determined that the teaching methodology used influenced negatively on the development of the productive skills due to students do not acquire a proficient level in their English skills.

c. INTRODUCTION

Nowadays the importance of learning English cannot be denied since it is considered a universal language with unlimited potential, and in today's globalized world it is essential to dominate this language. English is used in areas of technology and science, as main resource to acquire up-dated information. Moreover, this foreign language is used to communicate and interact with people around the world.

The study of a foreign language such as English, the use of methodology is required. This helps students to obtain a significant level in their Basic English skills. For that reason, the present research work entitled **“TEACHING METHODOLOGY AND ITS INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE ADULT STUDENTS OF THE CANADIAN HOUSE CENTER, ACADEMIC PERIOD 2012-2013”**, was developed with the purpose of identifying the influence of the methods which teachers apply on the English teaching and learning process, and specifically on the development of the productive skills.

The productive skills are speaking and writing. Speaking is the delivery of language through the mouth. Whereas writing is the expression of

language in the form of letters, symbols of words. The primary purpose of writing and speaking is communication.

There are many problems concerned with the English teaching and learning process for students at high school level. One of the factors which affects the students' English learning is the methodology applied by the majority of teachers. This methodology has been criticized as obsolete. Consequently, it would seem to indicate that students are unable to acquire a basic level of English overall in their productive skills.

For these reasons, the problem which motivated the researcher to develop this work was to understand how teaching methodology influences the development of productive skills with adult students of The Canadian House Center, academic period 2012-2013.

The specific problems related to the main problem were: the types of methodology which teachers apply in order to develop productive skills; and the techniques which teachers use to work on productive skills with the adult students of The Canadian House Center academic period 2012-2013.

The reasons which motivated the research were the following: the frequent application of obsolete methodologies by the teachers seems to indicate

that many students are not prepared for real conversations or verbal communication, thus limiting the development of their productive skills.

The specific objectives which supported the research work were: to determine the methodology which teachers apply to develop the productive skills; and to identify the techniques that teachers use to work on the productive skills with adult students of The Canadian House Center, academic period 2012-2013.

According to the specific objectives the hypotheses were: the methodology applied by the teachers is obsolete and influences the development of productive skills. The second was: There is a limited application of techniques in order to develop productive skills with the adult students of The Canadian House Center academic period 2012-2013.

In order to reach the proposed objectives and the verification of the corresponding hypotheses, it was necessary to employ various research methods such as the scientific, the analytical-synthetic, the descriptive and the explicative methods. Moreover, the instrument applied in order to obtain the required information was the survey which was applied to the adult students and the teachers at the Canadian House Center.

The present research work in its structure is organized in the following way:

First, it is the introduction, which presents the thesis parameters in all its parts, and it also describes the contextual framework, which instigated the research study.

It also includes the summary, which describes briefly, clearly and in an effective way the pertinence of the research and summarizes the main conclusions and outcomes, which the researcher arrived at through this thesis work.

A review of the literature was also included where the main variables of the stated hypotheses are synthesized and which were used as indicators to verify them through a logical analysis.

It includes the materials and methodology used during the research process. In this section, the methods, techniques, procedures and instruments used in the research process are described. Additionally, there is a reference to the researched population.

The work presents a description of the results obtained through the application of the research instruments to students as well as teachers

from the Canadian House Center. The outcomes are presented in tables and graphs to facilitate the interpretation and analysis of the data.

It also highlights the discussion of the questions with the more representative percentages, and gives a verification of the stated hypotheses, which was discovered through logical analysis.

The conclusions are also included, which the researcher arrived at after analysing the data from the instruments applied and established the logical relation with the specific objectives stated in the project.

Finally, it includes the recommendations or possible solutions, which can help to resolve the problems discovered in the researched institution.

d. REVIEW OF LITERATURE

1. METHODOLOGY

According to NagarajGeetha (1996),the word methodology is itself often misinterpreted or ill-understood. It is usually given lip-service as an explanation for the way a given teacher goes about his/her teaching, an umbrella-term used to describe the job of teaching another language.

2. METHOD

NagarajGeetha (1996) mentions that methods are a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

2.1 GRAMMAR TRANSLATION METHOD

It was stated by Digumarti Elizabeth(2004), the Grammar Translation Method is also called a classical method. This method came about when

the people of the western world wanted to learn "foreign" languages such as Latin and Greek. The focus of GTM was on grammatical rules, the memorization of vocabulary and of various declensions and conjugations, translations of texts, and undertaking exercises.

FEATURES

According to Brown (2001), a class that applies the Grammar translation Method would possibly go as follows:

- Grammar is taught prescriptively through the presentation and study of rules.
- Practice is provided through translation exercises from the mother tongue to the target language and vice versa.
- Vocabulary is taught through bilingual word lists, reference to dictionaries and memorization of words and their meanings.
- The method focuses on the skills of reading and writing, with little emphasis on listening or speaking.

2.2 THE DIRECT METHOD

It was said by Krause Carla (2008) that the Direct Method, sometimes also called natural method, is a method that refrains from using the learners' native language and just uses the target language. It was established in Germany and France circa 1900. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language.

FEATURES

According to Brown (2001), the Direct Method has the following features:

- Reading in the target language should be taught from the beginning.
- The native language should not be used in the classroom.
- The teacher should demonstrate.
- Pronunciation should be worked on right from the beginning of language instruction.

- Lessons should contain some conversational activity. Students should use language in real contexts.

2.3 TOTAL PHYSICAL RESPONSE

Hedge (2000) asserted that Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Total Physical Response works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

FEATURES

- The first phase of a lesson is one of modeling.
- The instructor issues commands to a few students, then performs the actions with them.
- In the second phase, these same students demonstrate that they can understand the commands by performing them alone.

2.4 AUDIO-LINGUAL METHOD

Richards, J and Rodgers T (1986) mention that the theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. New language is first heard and extensively drilled before being seen in its written form.

2.5 THE STRUCTURAL APPROACH

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practiced before the present continuous tense which uses "to be" as an auxiliary.

2.6 SUGGESTOPEDIA

The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy and in this way the mental blocks to learning are removed.

2.7 THE SILENT WAY

This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

2.8 COMMUNITY LANGUAGE LEARNING

In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

2.9 THE NATURAL APPROACH

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

2.10 COMMUNICATIVE LANGUAGE TEACHING

Richards, Jack (2006) mentioned that the Communicative Method is in reality an umbrella term - a broad approach rather than a specific teaching methodology, and has now become the accepted 'standard' in English language teaching.

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies.

BASIC FEATURES OF COMMUNICATIVE LANGUAGE TEACHING

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.

- An attempt to link classroom language learning with language activation outside the classroom.
- Dialogs, if used, center on communicative functions and are not normally memorized.
- Attempts to communicate may be encouraged from the very beginning.
- Translation may be used where students need or benefit from it.
- Importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons.

CLASSROOM ACTIVITIES IN COMMUNICATIVE LANGUAGE TEACHING

According to Richards (2006), the activities focusing on fluency are: reflect natural use of language, focus on achieving communication, require meaningful use of language, and require the use of communication strategies. Additionally, the activities focusing on accuracy are: reflect classroom use of language, focus on the formation of correct examples of

language, practice language out of context, and practice small samples of language.

Richards (2006), also mentioned activities such as: Information-Gap Activities, Task-completion activities, Information-gathering activities, Information-Gap Activities, Opinion-sharing activities, Information-transfer activities, Reasoning-gap activities, and Role-plays.

INFORMATION-GAP ACTIVITIES:

This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap.

TASK-COMPLETION ACTIVITIES: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

INFORMATION-GATHERING ACTIVITIES: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

OPINION-SHARING ACTIVITIES: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

INFORMATION-TRANSFER ACTIVITIES: These require learners to take information that is presented in one form, and represent it in a different form.

REASONING-GAP ACTIVITIES: These involve deriving some new information from given information through the process of inference or practical reasoning.

ROLE-PLAYS: are activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

2.11 TASK BASED LEARNING OR INSTRUCTION

Willis (1996) has stated that task based learning is a different way to teach languages. It can help the student by placing them in a situation similar to the real world. Task based learning has the advantage of getting the student to use their skills at their current level. It has the advantage of

focusing the student towards: achieving a goal where language becomes a tool, making the use of language a necessity.

KINDS OF TASKS

Willis (1996) proposed six types of tasks as the basis for TBI. There is a list of these activities below:

LISTING TASKS: Students might have to make up a list of things they would pack if they were going on a beach vacation.

SORTING AND ORDERING: Students work in pairs and make up a list of the most important characteristics of an ideal vacation.

COMPARING: Students compare ads for two different supermarkets.

PROBLEM-SOLVING: Students read a letter to an advice columnist and suggest a solution to the writer's problems.

SHARING PERSONAL EXPERIENCE: Students discuss their reactions to an ethical or moral dilemma.

3. PRODUCTIVE SKILLS

3.1 WRITING

According to Withrow, writing is the expression of language in the form of letters, symbols of words. The primary purpose of writing is communication. Writing involves the ability to copy on paper words, phrases, sentences and any kind of utterances, taking care about the use of punctuation, the use of capital or small letters. It is one of the important ways of expressing ones thoughts, and communicating ideas and views to others.

3.2 WRITING PROCESS

Hatcher and Lane (2005) suggested the following writing process:

- 1. PREWRITING:** It is the first stage of the writing process, and includes all the things the writer does before he/she is ready to write out the first version of his/her text .
- 2. ROUGH DRAFT** - students put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft.

3. PEER EDITING - Classmates share their rough drafts and make suggestions to each other for improvement. They help each other understand the story by asking who, what, when, where, why, and how questions.

4. REVISING - The students use the suggestions from classmates to make additions or clarify details. Students try to improve their writing on their own.

5. EDITING - students work with the teacher and/or peers to correct all mistakes in grammar and spelling.

6. FINAL DRAFT - students produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher.

7. PUBLISHING - The writing process is finally at its end. Students publish their writing by making a copy in their neatest handwriting or using a word processor.

3.3 SPEAKING

It was stated by Bigate(1987) that speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our

body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips. Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

3.3.1 SPEAKING TECHNIQUES

Jones and Kimbrough (2000), recommend the following speaking techniques:

- **CONTENT**

Content should be done as much as possible; it should be practical and usable in real-life situations. Too much vocabulary or grammar should be avoided, and speaking should be focused with the language the students have.

- **CORRECTING ERRORS.**

Teachers need to provide appropriate feedback and correction, but do not interrupt the flow of communication.

- **CONVERSATION STRATEGIES**

Encourage strategies like asking for clarification, paraphrasing, gestures, and initiating ('hey,' 'so,' 'by the way').

- **DISCUSSIONS**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

- **ROLE-PLAY**

Another activity in order to get students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel.

- **SIMULATIONS**

Simulations are very similar to role-plays but what makes simulations different than role-plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. Role-plays and simulations increase the self-confidence of hesitant students, because in role-play and simulation activities, they will have a different role and do not have to speak for themselves.

- **BRAINSTORMING**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely.

- **STORYTELLING**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

- **INTERVIEWS**

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions.

- **STORY COMPLETION**

This is a very enjoyable, whole-class, free-speaking activity. In order to develop this activity in the classroom, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped.

- **REPORTING**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news.

- **PICTURE NARRATING**

This activity is based on several sequential pictures. Students are asked to tell the story-taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a title.

- **FIND THE DIFFERENCE**

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

e. RESOURCES AND METHODS

➤ **Human**

- Teachers and its administrative staff from the Canadian House Center.
- Adult Students in all levels of the morning and evening sections at The Canadian House Center.

➤ **Institutional**

- Universidad Nacional de Loja
- The Canadian House Center

➤ **Material**

The material resources used during this research were:

- **Office material:** books, dictionaries, copies, paper, and folders.
- **Technical resources:** Internet, computer, scanner, printer, and pen drive.

1. DESIGN OF THE RESEARCH

The present research work was identified as a non-experimental, thus it was developed in a descriptive way, because each problem that was

found was taken from reality without of being manipulated by the investigator.

2. METHODS, TECHNIQUES AND INSTRUMENTS

The method is a set of logical procedures through which are posed the scientific issues and it is used to prove or disprove hypotheses and the usefulness of the researched work instruments.

In view of that, this research work was developed by means of methods such as: scientific, analytical-synthetic, descriptive and explicative ones.

Scientific method:

The scientific or experimental method was the most suitable to the development of this research project. It was useful for the gathering of information and confirming ideas. It was the form in which the researcher found answers to relevant questions.

This method also was beneficial to carry out some general steps such as: making observations, formulating and conforming the hypotheses and finally reaching conclusions.

Analytical-synthetic method:

This method served to analyze the main results which were obtained by means of the instruments applied in the field work, these results showed whether the drawn hypotheses were confirmed or rejected based on the outcomes of major tendencies.

Descriptive method:

This method helped to describe the actual situation of the cases, facts and phenomena and gave the necessary elements to compare or to evidence the truthfulness of the facts based on the interpretation of the researched problem, before giving the final report.

Explicative method:

This was used for the explanation of the reasons for every question, in order to obtain more reliable information which was then contrasted with the theoretical referents about the topic.

3. TECHNIQUES AND INSTRUMENTS

In order to obtain the empiric information the investigator applied the following

techniques and instruments:

A survey was applied to obtain the necessary information of the researched object. This was previously prepared and structured with a questionnaire that contained closed questions, which were related to the indicators set up in the consistence matrix.

The survey was applied directly to the people who were involved in the research process. Therefore, there was a designed questionnaire for the adult students as well as for their teachers, with the purpose of knowing the methods and techniques used by the professors in the development of productive skills.

4. PROCEDURES

In order to perform this research work the following procedures were carried out:

Once the research instrument was applied, in this case the survey; the data was processed of the following way:

- **Tabulation of the data:** the answers given to closed questions were tabulated using descriptive statistics. The additional criteria were classified by categories in order to facilitate their interpretation.

- **Organization of the empiric data:** the empirical data was organized considering the answers that were stated for the first and the second hypotheses respectively.
- **Graphic representation:** the information obtained was represented graphically in statistics tables and graphs. These facilitated the visualization and interpretation of the data expressed in frequencies and percentages; all these were then related to the indicators.
- **Analysis and interpretation of the empiric information:** the data was analyzed considering the categories of the theoretical framework, the major tendencies in the results and the variables of the specific hypotheses.
- **Hypotheses verification:** the hypotheses were verified or rejected through a descriptive process supported by a logical analysis of the field work whose final results were expressed in a descriptive way.
- **Formulation of conclusions:** the conclusions were based on a specific analysis of the results which served to give recommendations to the researched institution, in this case “The Canadian House Center”, in order to contribute to the solution of problems within the development of productive skills.

- **Elaboration of the final report:** to elaborate the final report, it was necessary to integrate all the components of the research process in a logical way; this process required a new revision of the theme, objectives, hypotheses, theoretical frame, et al.

5. POPULATION

The population of this research work was the **8** English teachers who teach adult courses at “The Canadian House Center”. All the educators are native English speakers.

As the population of adult students at “The Canadian House Center” was only **100**, it was not necessary to obtain a sample from the whole population. Given these circumstances, the instrument, in this case the survey, was applied to the whole population from this institute, the **100** adult students as well as their teachers.

f. RESULTS

HYPOTHESIS 1

The methodology applied by teachers is obsolete and influences on the development of productive skills in the adult students at the Canadian House Center, academic period 2012-2013.

1. What is the best definition of method?

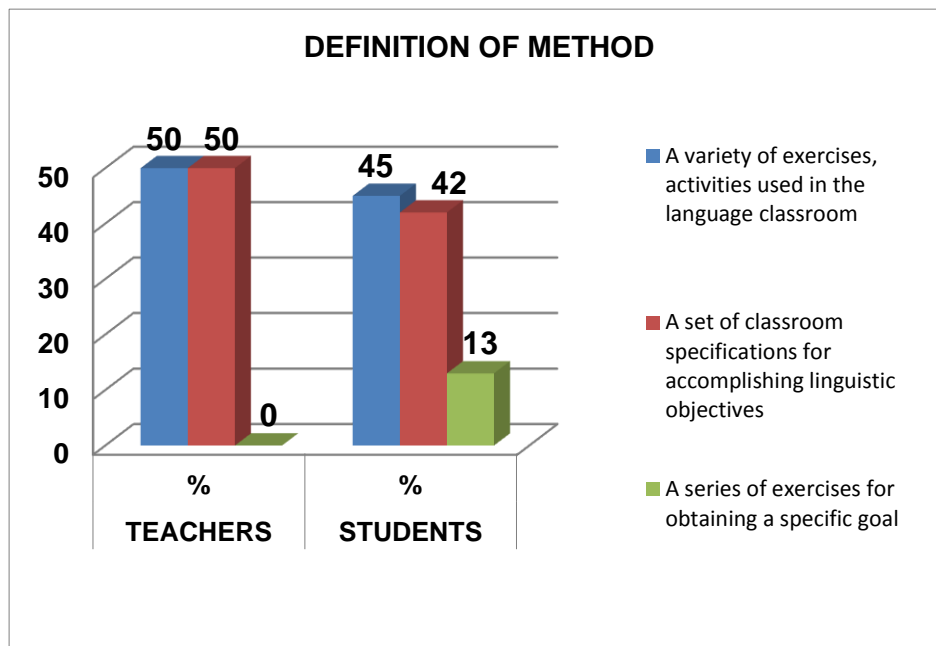
a. Table 1

DEFINITION OF METHOD	TEACHERS		STUDENTS	
	f.	%	f.	%
A variety of exercises, activities used in the language classroom	4	50	45	45
A set of classroom specifications for accomplishing linguistic objectives	4	50	42	42
A series of exercises for obtaining a specific goal	0	0	13	13
TOTAL	8	100	100	100

Source: Teachers and students' survey

Responsibility: Jiménez Quezada Marylin Katuska

b. Graph 1



Source: Teachers and students' survey
Responsibility: Jimenez Quezada MarylinKatuska

c. Analysis

According to the results given by both groups, it was noted that not all of them were able to identify the correct definition of method. Half of the surveyed teachers responded that method is composed of a variety of exercises and activities used in the language classroom, while the other half responded that method is a set of classroom specifications utilized for accomplishing linguistic objectives. Additionally, almost half of students responded that method is a variety of exercises and activities utilized in the language classroom, and a lower percentage of students responded that it is a set of classroom specifications used for accomplishing linguistic objectives.

NagarajGeetha (1996) states that method is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. As a result, only half of all surveyed teachers clearly understood the definition of method.

2. Which of the following methods do you use to teach English?

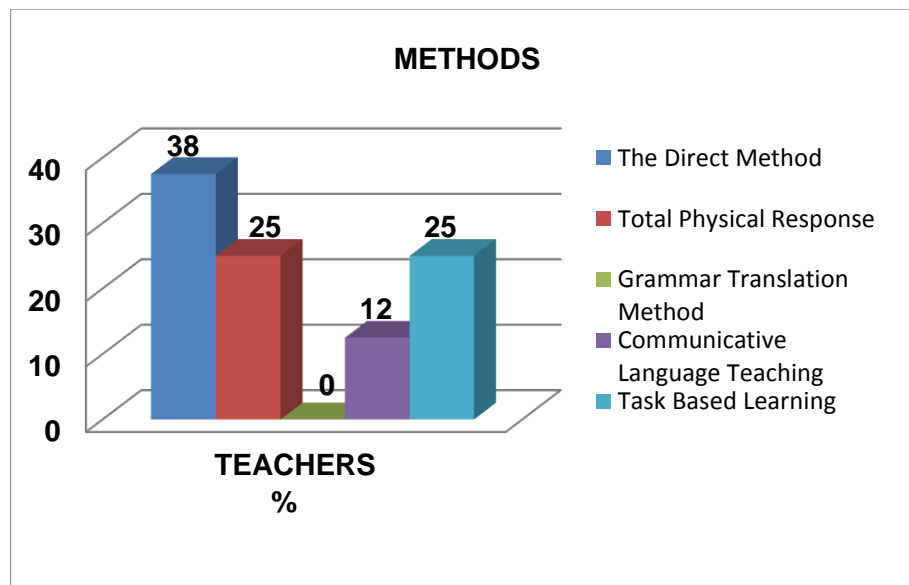
a. Table 2

METHODS	TEACHERS	
	f.	%
TheDirectMethod	3	38
Total Physical Response	2	25
GrammarTranslationMethod	0	0
CommunicativeLanguageTeaching	1	12
TaskBasedLearning	2	25
TOTAL	8	100

Source: Teachers and students' survey

Responsibility: Jiménez Quezada Marylin Katiuska.

b. Graph 2



Source: Teachers and students' survey

Responsibility: Jimenez Quezada MarylinKatuska

c. Analysis

The results appear to show that some of the surveyed teachers use the Direct Method to teach English. However, a quarter of them responded that they work with the Total Physical Response method, and another quarter responded that they use Task Based Learning.

It was said by Krause Carla (2008) that the Direct Method, sometimes also called the Natural Method, is a method, which refrains from using the learners' native language using only the target language, and the Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Currently, there are updated methods such as Communicative Language Teaching; which emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics and Task Based Learning. This is a different style of teaching languages. The students can be supported in their language learning by placing them in an almost natural situation, where oral communication is essential for completing a specific task. As a result, teachers from the Canadian House Center use obsolete methods to give English classes.

3. Which of the following methodological characteristics does your teacher use?

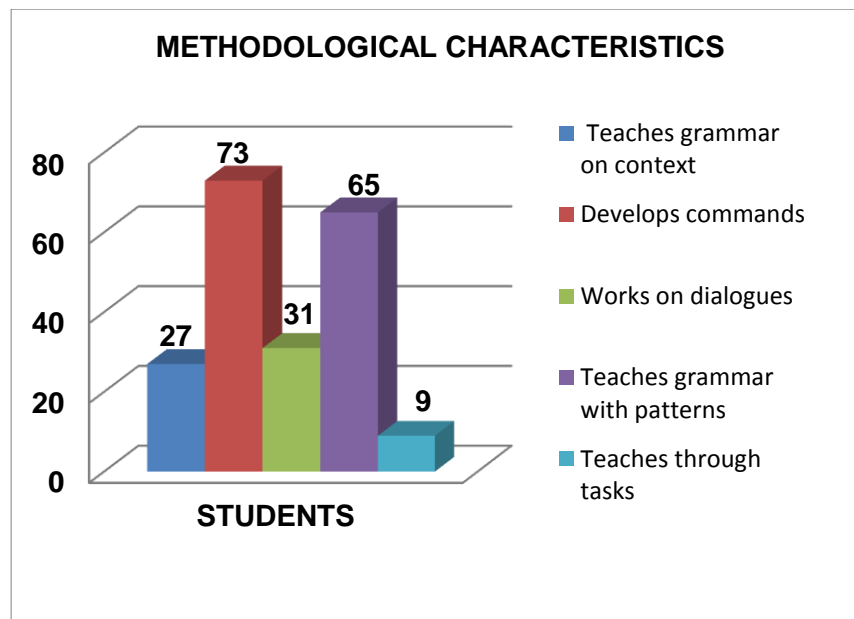
a. Table 3

METHODOLOGICAL CHARACTERISTICS	STUDENTS	
	f.	%
Teaches grammar in context	27	27
Develops commands	73	73
Works on dialogues	31	31
Teaches grammar with patterns	65	65
Teaches through tasks	9	9

Source: Teachers and students' survey

Responsibility: Jiménez Quezada Marylin Katuska

b.Graph 3



Source: Teachers and students' survey

Responsibility: Jimenez Quezada MarylinKatuska

c. Analysis

These data show that most of the students recognize that their teachers use methodological characteristics to develop commands and to teach grammar with patterns. In relation to the methodological characteristics that the teacher presents, the majority of students responded that their teacher develops commands and more than half of them responded that their teacher teaches grammar with patterns. These findings demonstrate that their teachers give importance to obsolete methods; such as: Total Physical Response. Hedge (2000) asserted that this is a language teaching method built around the coordination of speech and action. It attempts to teach language through physical (motor) activity, and the

Grammar Translation method which focuses on grammatical rules, the memorization of vocabulary and of various conjugations, translations of texts, and undertaking written exercises. Consequently, it has been proved that teachers at Canadian House Center are using obsolete methods during their classes.

3. How often do you develop the following activities during the class?

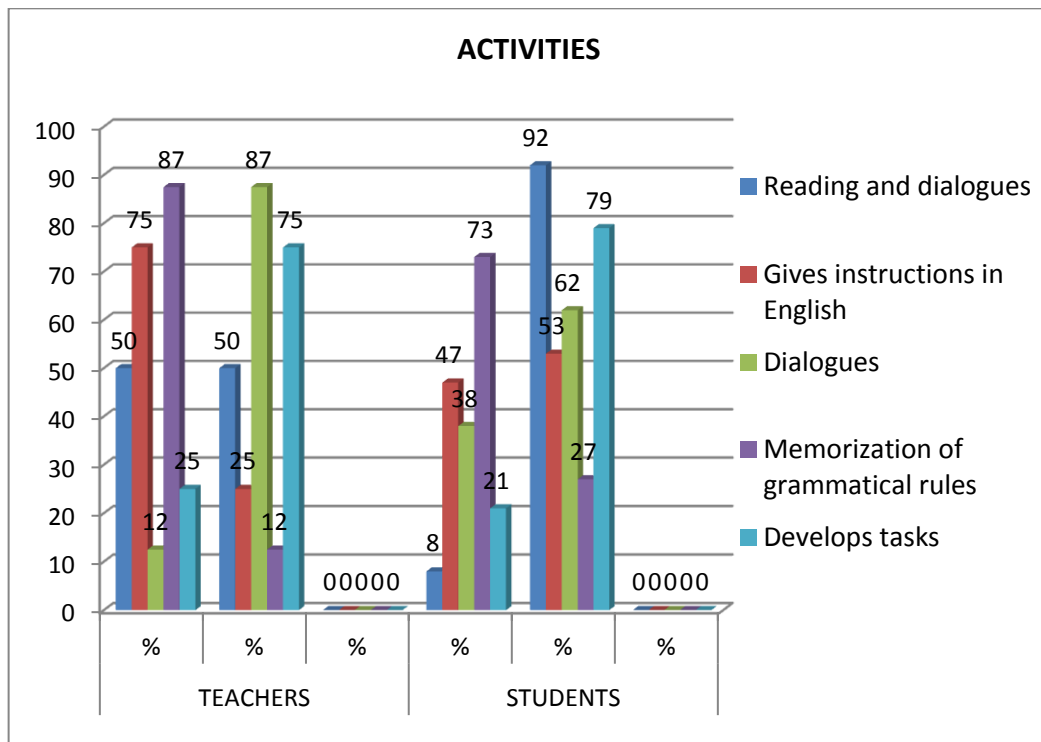
a. Table 3

ACTIVITIES	TEACHERS						STUDENTS					
	Always		Sometimes		Never		Always		Sometimes		Never	
	f.	%	f.	%	f.	%	f.	%	f.	%	f.	%
Reading and dialogues	4	50	4	50	0	0	8	8	92	92	0	0
Gives instructions in English	6	75	2	25	0	0	47	47	53	53	0	0
Dialogues	1	12	7	87	0	0	38	38	62	62	0	0
Memorization of grammatical rules	7	87	1	12	0	0	73	73	27	27	0	0
Develop tasks	2	25	6	75	0	0	21	21	79	79	0	0

Source: Teachers and students' survey

Responsibility: Jiménez Quezada Marylin Katiuska

b. Graph 3



Source: Teachers and students' survey
Responsibility: Jiménez Quezada MarylinKatuska

c. Analysis

According to the results, it is possible to note that teachers always keep their students working on activities such as reading and dialogues, memorization of grammatical rules and instructions in English, which are allied, to obsolete methods such as direct, grammar translation and total physical response ones. The results indicate that most of the teachers and a high percentage of the students responded that teachers always work with memorization of grammatical rules. Additionally, three quarters of the teachers and fewer than half of the students responded that teachers

always give instructions. Moreover, half of the surveyed teachers responded that they always develop reading and dialogues.

The use of these kinds of activities does not allow students to effectively develop their productive skills. Consequently, teachers must inculcate into the English teaching and learning process, activities such as: information-gap, reasoning-gap, information-transfer, opinion-sharing and information-gathering activities. In addition, they also include comparing, sorting and ordering, listing and real-world tasks, which are activities that are included in modern methods such as Communicative Language teaching and Task Based Learning. The results indicate that teachers are working in activities associated with obsolete methods.

4. How do you consider the methodology you use to give English classes?

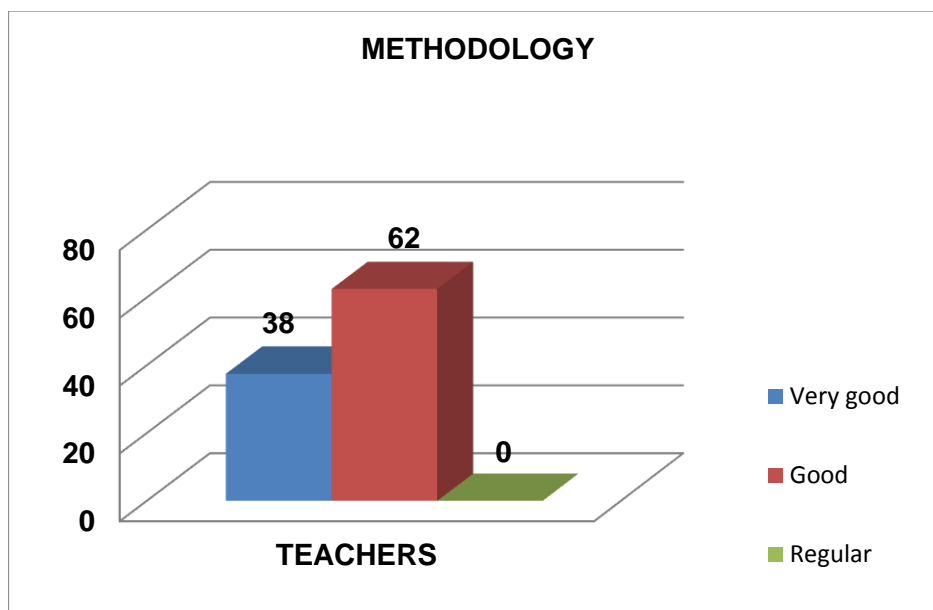
a. Table 4

METHODOLOGY	TEACHERS	
	f.	%
Verygood	3	38
Good	5	62
Regular	0	0
TOTAL	8	100

Source: Teachers and students' survey

Responsibility: Jimenez Quezada Marylin Katuska

b. Graph 4



Source: Teachers and students' survey
Responsibility: Jimènez Quezada MarylinKatuska

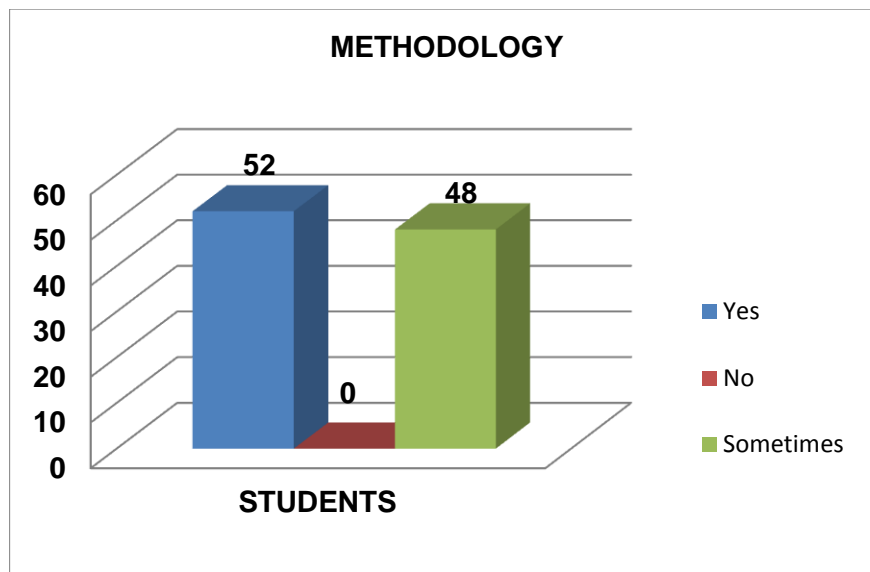
5. Do you like the methodology your teacher uses to give English classes?

a. Table 5

METHODOLOGY	STUDENTS	
	f.	%
Yes	52	52
No	0	0
Sometimes	48	48
TOTAL	100	100

Source: Teachers and students' survey
Responsibility: Jimènez Quezada Marylin Katuska

b. Graph 5



Source: Teachers and students' survey

Responsibility: Jimènez Quezada MarylinKatuska

c .Analysis

As can be seen, more than half of the teachers consider that their methodology is 'good', and about half of the students answered that they like their teachers' methodology. According to NagarajGeetha (1996) the word methodology is itself often misinterpreted or misunderstood. It is usually given lip-service as an explanation for the way a given teacher goes about his/her teaching, an umbrella-term used to describe the job of teaching another language.

Methodology itself is the study of pedagogical practices in general, including theoretical underpinnings and related research. Whichever

considerations are involved in “how to teach”, all are methodological. Teachers should not apply obsolete methodology in order to develop their students’ English productive skills.

6. Which of these Language aspects do you pay more attention to?

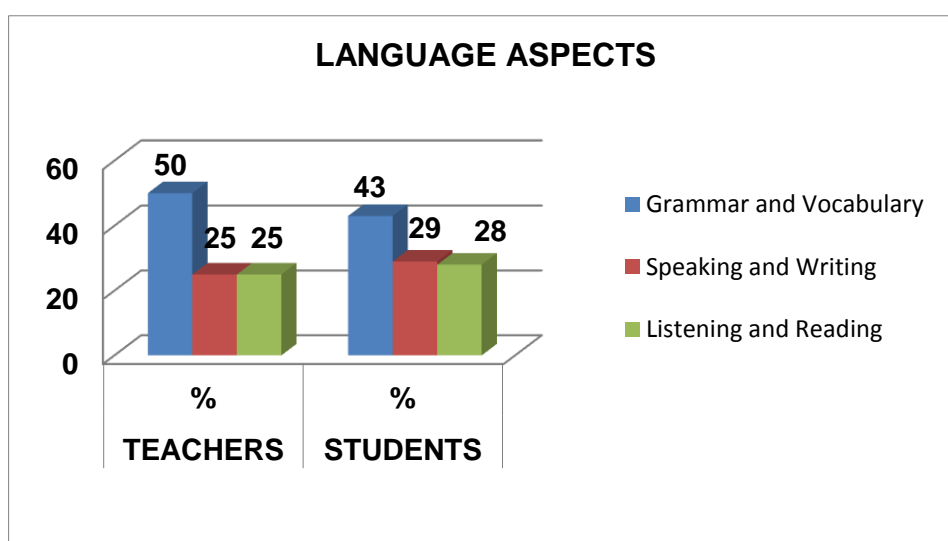
a. Table 6

LANGUAGE ASPECTS	TEACHERS		STUDENTS	
	f.	%	f.	%
Grammar and Vocabulary	4	50	43	43
Speaking and Writing	2	25	29	29
Listening and Reading	2	25	28	28
TOTAL	8	100	100	100

Source: Teachers and students’ survey

Responsibility: Jimènez Quezada MarylinKatuska

b. Graph 6



Source: Teachers and students’ survey

Responsibility: Jimènez Quezada MarylinKatuska

c. Analysis

It can be seen that about half of the surveyed teachers and fewer than half of students confirmed that they pay more attention to grammar and vocabulary skills. Although, these are necessary aspects of language, they are not as relevant as speaking and writing skills. It was stated by Bigate(1987) that speaking is the delivery of language through verbal discourse. To speak, one creates sounds using many parts of the body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips, and writing is the expression of language in the form of letters, symbols of words. Both speaking and writing have communication as primary purpose, which is an essential attribute for developing productive skills. Therefore, teachers pay more attention to language aspects related to grammar and vocabulary, and this means they are using obsolete methodology.

7. What percentage of Spanish and English do you speak in class?

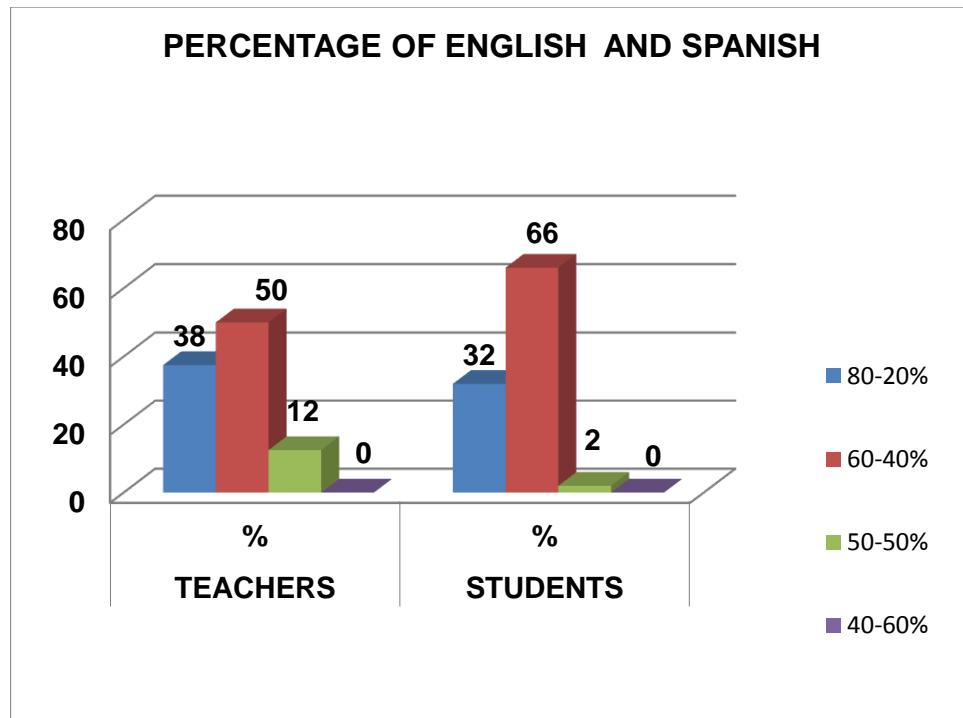
a. Table 7

PERCENTAGE OF ENGLISH AND SPANISH	TEACHERS		STUDENTS	
	f.	%	f.	%
80-20%	3	38	32	32
60-40%	4	50	66	66
50-50%	1	12	2	2
40-60%	0	0	0	0
TOTAL	8	100	100	100

Source: Teachers and students' survey

Responsibility: Jimenez Quezada Marylin Katuska

b. Graph 7



Source: Teachers and students' survey

Responsibility: Jimènez Quezada MarylinKatuska

c. Analysis

More than half of the surveyed students and the half of teachers agreed that the use of English in the classroom is 60% and Spanish is 40%. It can be seen that teachers do not use the English language all the time during the class; they also use Spanish to develop their classes. Students therefore have a limited chance of hearing the target language used in everyday situations and this severely limits their ability to reproduce the target language. It shows that teachers do not completely use a methodology, which can help students to develop their productive skills.

HYPOTHESIS 2

There is a limited application of techniques to develop productive skills with the adult students of The Canadian House Center academic period 2012-2013.

8. Is there application of techniques to develop speaking and writing skills?

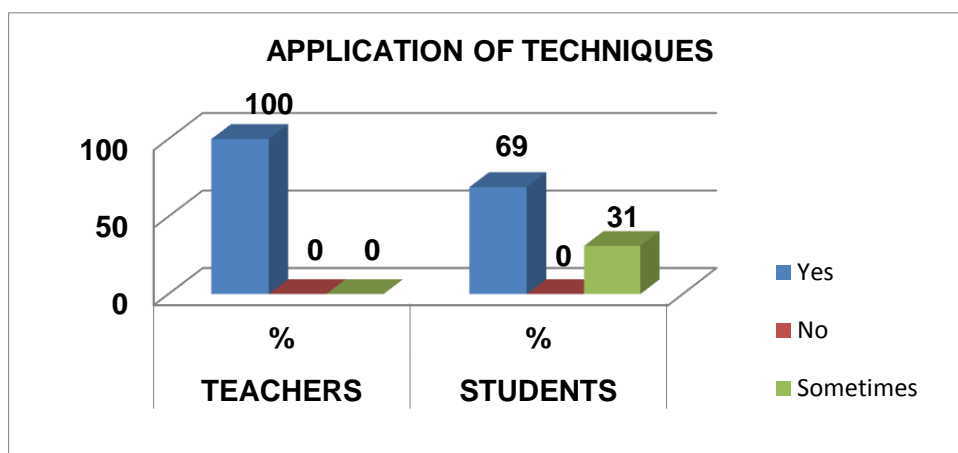
a. Table 8

APPLICATION OF TECHNIQUES	TEACHERS		STUDENTS	
	f.	%	f.	%
Yes	8	100	69	69
No	0	0	0	0
Sometimes	0	0	31	31
TOTAL	8	100	100	100

Source: Teachers and students' survey

Responsibility: Jimènez Quezada Marylin Katiuska

b. Graph 8



Source: Teachers and students' survey

Responsibility: Jimènez Quezada Marylin Katiuska

c. Analysis

The findings indicated that teachers are applying speaking and writing techniques. All the surveyed teachers and more than half of the students responded that there is application of techniques to develop speaking and writing skills. Jones and Kimbrough (2000) states that speaking skills are a very important part of second language learning, it is a complex process, which involves the use of techniques such as discussions, role-play, storytelling, and interviews. Writing skills are one of the important ways of expressing ones thoughts, and communicating ideas and views to others; therefore, the use of techniques such as prewriting, rough draft, peer editing, and editing, are essential for developing these productive skills positively. However, teachers are applying few techniques. It means there is a limited application of techniques for developing productive skills.

8. What of these English skills are your students better in?

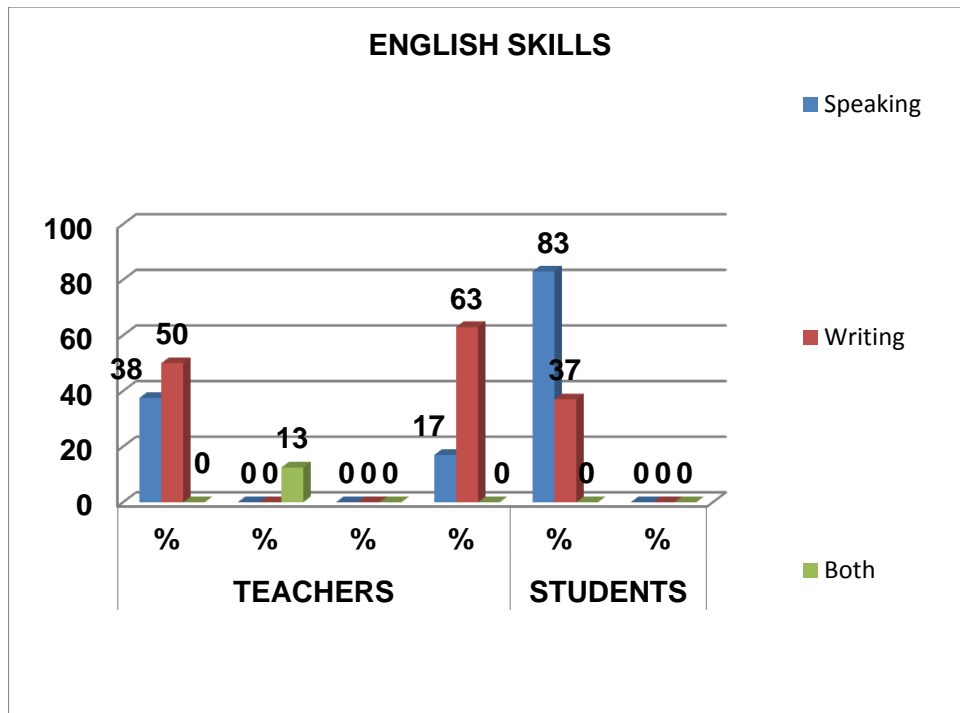
a. Table 8

ENGLISH SKILLS	TEACHERS						STUDENTS					
	Good		Notverygood		Regular		Good		Notverygood		Regular	
	f.	%	f.	%	f.	%	f.	%	f.	%	f.	%
Speaking	3	38	0	0	0	0	17	17	83	83	0	0
Writing	4	50	0	0	0	0	63	63	37	37	0	0
Both	0	0	1	13	0	0	0	0	0	0	0	0

Source: Teachers and students' survey

Responsibility: Jimenez Quezada Marylin Katuska

b. Graph 8



Source: Teachers and students' survey
Responsibility: Jimenez Quezada MarylinKatuska

c. Analysis

It can be noted that students are better at writing skills. Half the surveyed teachers and more than half of the students claimed this. The development of productive skills requires equal importance to be placed on both writing and speaking skills. This is because, as the theory explains, the main goal of these skills is communication. Teaching speaking and writing is an important part of second language learning. The ability to communicate clearly and efficiently in a second language contributes to the success of the learner in school and consequently,

success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching of both speaking and writing English skills. It is demonstrated that teachers have a limited application of techniques that can help students to develop the speaking and writing skills.

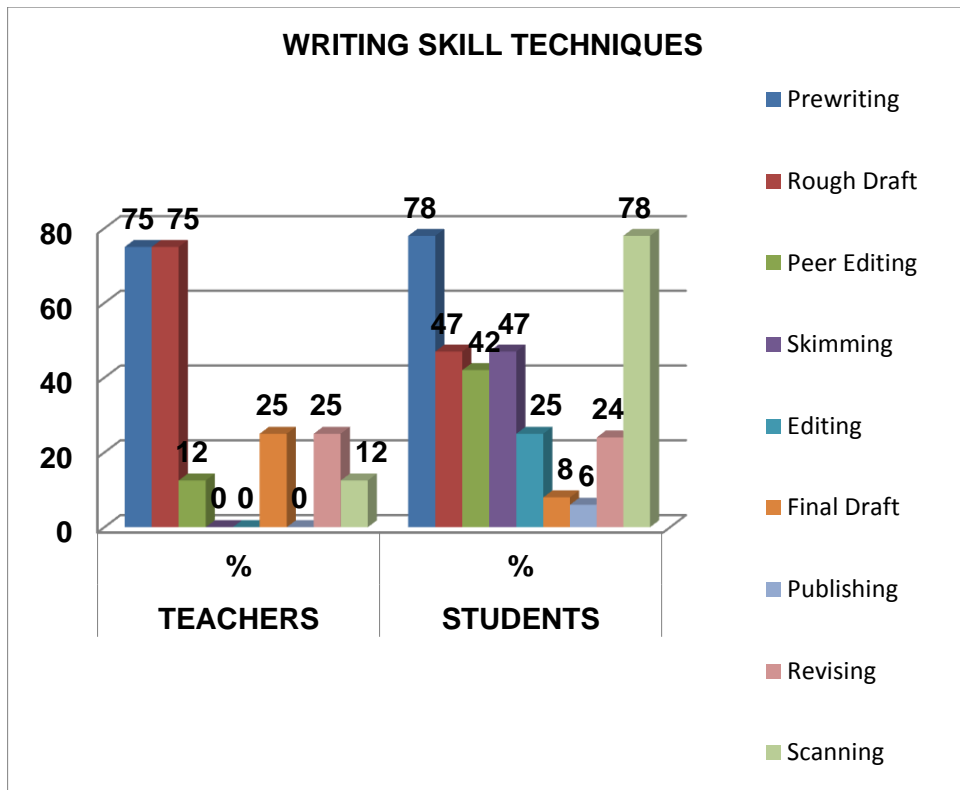
9. What kind of techniques does your teacher apply for developing writing skills?

a. Table 9

TECHNIQUES FOR DEVELOPING WRITING SKILLS	TEACHERS		STUDENTS	
	f.	%	f.	%
Prewriting	6	75	78	78
Rough Draft	6	75	47	47
Peer Editing	1	12	42	42
Skimming	0	0	47	47
Editing	0	0	25	25
Final Draft	2	25	8	8
Publishing	0	0	6	6
Revising	2	25	24	24
Scanning	1	12	78	78

Source: Teachers and students' survey
Responsibility: Jimenez Quezada Marylin Katuska

b.Graph 9



Source: Teachers and students' survey
Responsibility: Jimenez Quezada MarylinKatuska

c. Analysis

It is evidenced that teachers as well as students only employ few of the techniques required to develop the writing process, but it is also noticeable that some confusion is evident with regards to the techniques available. The majority of the surveyed students and three quarters of the teachers state that they use prewriting as a technique to develop writing skills. Scanning is another technique indicated by a high percentage of the students; however, only a lower percentage of the teachers elected this technique. Moreover, three quarters of the teachers claimed that they use

rough draft as a writing technique, and less than half of the students confirmed this.

One knows that writing is an important form of communication. It is a difficult skill, which involves a process of not only establishing a purpose, but also selecting a style apposite to the audience. Good writers use different writing techniques for specific purposes. To be a good writer, one must master many writing techniques; such as prewriting, rough draft, peer editing, editing, final draft, revising, and publishing all of these help to develop good written work. Consequently, teachers are working with limited techniques in the writing process.

10. How often do you work on the process of speaking and writing?

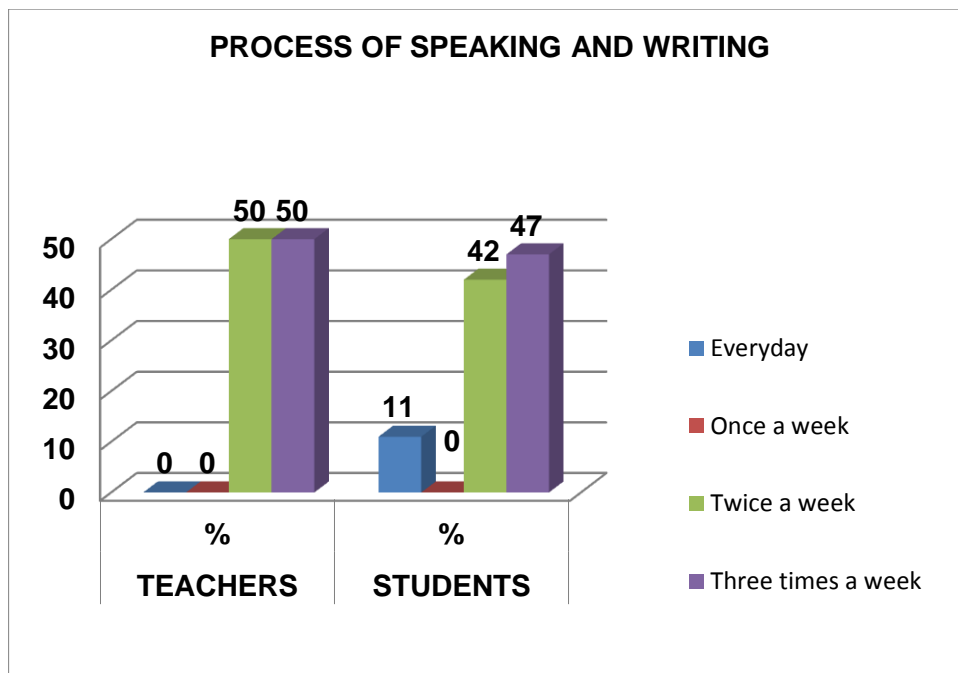
a. Table 10

PROCESS OF SPEAKING AND WRITING	TEACHERS		STUDENTS	
	f.	%	f.	%
Everyday	0	0	11	11
Once a week	0	0	0	0
Twice a week	4	50	42	42
Three times a week	4	50	47	47
TOTAL	8	100	100	100

Source: Teachers and students' survey

Responsibility: Jimenez Quezada Marylin Katuska

b. Graph 10



Source: Teachers and students' survey
Responsibility: Jiménez Quezada MarylinKatuska

c. Analysis

Most of the teachers and students agreed that they work two or three times a week on the process of speaking and writing. It can be seen that half of teachers responded that they work twice a week on the process of speaking and writing and less than half of students responded that their teacher asks them to work three times a week on it. The theory states that learning of a foreign language, in this case English, needs a daily practice if students want to develop their skills in an efficient way. Teaching speaking and writing is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently

contributes to the success of the learner in school and success later in every phase of life.

Therefore, it is essential that language teachers' pay great attention to teaching both skills. Rather than asking students to purely memorize, they should provide a rich environment where meaningful communication takes place. With this aim, various speaking and writing activities can contribute a great deal to students in developing the basic interactive skills necessary for life. These activities make students more pro-active in the learning process and at the same time make their learning more meaningful and fun for them.

11. What kind of techniques do you apply for developing speaking skill?

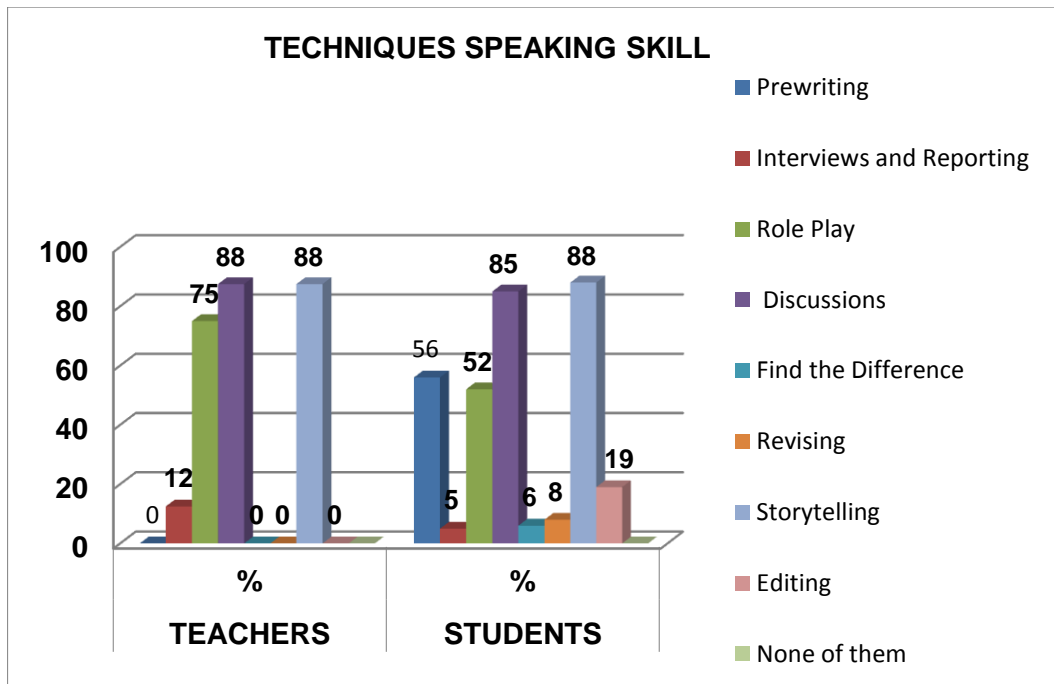
a. Table 11

SPEAKING SKILL TECHNIQUES	TEACHERS		STUDENTS	
	f.	%	f.	%
Prewriting	0	0	56	56
Interviews and Reporting	1	13	5	5
Role Play	6	75	52	52
Discussions	7	88	85	85
FindtheDifference	0	0	6	6
Revising	0	0	8	8
Storytelling	7	88	88	88
Editing	0	0	19	19
None of them	0	0	0	0

Source: Teachers and students' survey

Responsibility: Jimenez Quezada Marylin Katuska

b. Graph 11



Source: Teachers and students' survey
Responsibility: Jiménez Quezada MarylinKatuska

c. Analysis

It can be seen, that teachers and students believe that few techniques are used for developing speaking skills. However, it can also be observed that students do not have a clear idea about what the speaking techniques are because they are similar to the techniques applied for writing skills. According to the research, the majority of the teachers and a high percentage of the students responded that they apply discussions. Moreover, most of the teachers and most of the students assented teachers apply storytelling for developing speaking skills.

Speaking is perhaps the language skill that most language learners wish to perfect as soon as possible. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in life; therefore, teachers must place great stress on the application of the various speaking techniques available, in order that students are able to achieve an efficient level of ability in the use of the speaking skills. Thus, teachers from the Canadian House Center apply few techniques for developing speaking skill. Therefore the application of techniques is limited.

12. What is your average on your English productive skills?

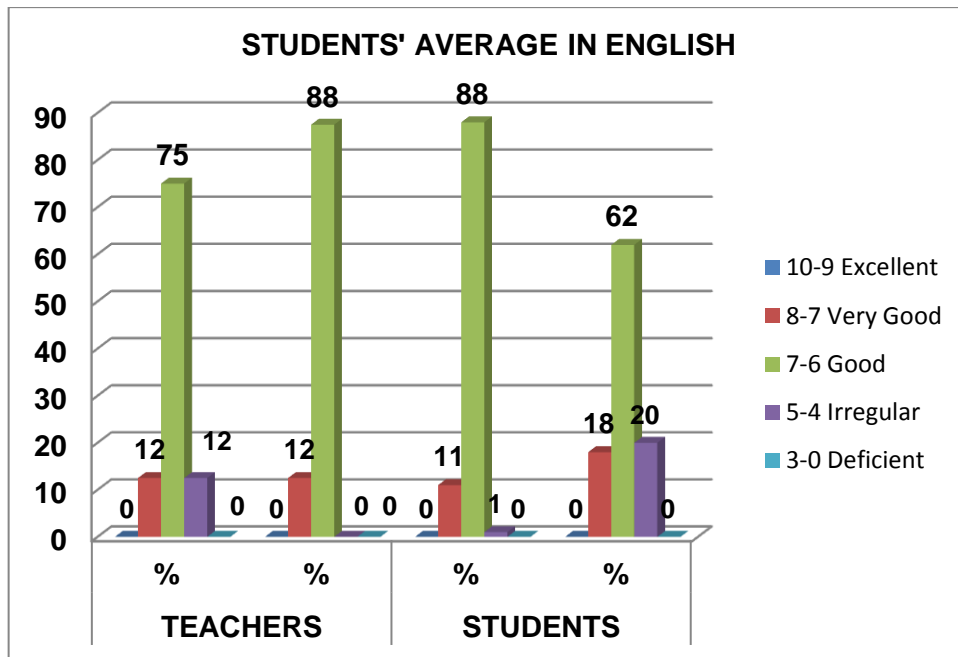
a. Table 12

STUDENTS' AVERAGE IN ENGLISH	TEACHERS				STUDENTS			
	Writing		Speaking		Writing		Speaking	
	f.	%	f.	%	f.	%	f.	%
10-9 Excellent	0	0	0	0	0	0	0	0
8-7 VeryGood	1	12	1	13	11	11	18	18
7-6 Good	6	75	7	87	88	88	62	62
5-4 Irregular	1	12	0	0	1	1	20	20

Source: Teachers and students' survey

Responsibility: Jimènez Quezada Marylin Katuska

b. Graph 12



Source: Teachers and students' survey
Responsibility: Jimènez Quezada MarylinKatuska

c. Analysis

It can be seen that the results concerning the students' average reached in productive skills are mainly placed in the good category. In relation to the students' average, three quarters of the teachers responded that the average reached in students' writing skills is good and a higher percentage of the teachers responded that the student average reached is good in speaking skill. Furthermore, the majority of the surveyed students responded that their average in writing skills is good and more than half of the students responded that their average reached in speaking skill as well is good.

The development of macro skills of speaking and writing involves a long process because they are productive and their learning requires the application of specific techniques on the part of teachers. These techniques help learners to achieve a high level of development in their productive skills. Consequently, students obtain neither a very good nor an excellent average in their speaking and writing skills due to teachers applying limited techniques for developing productive skills.

g. DISCUSSION

When the data from both teachers and students of the Canadian House Center is interpreted and analyzed, it is necessary to contrast and verify the hypotheses stated in the thesis project.

HYPOTHESIS ONE

a) Statement

The methodology applied by the teachers is obsolete and influences on the development of the productive skills by adult students of The Canadian House Center, academic period 2012-2013.

b) Demonstration

The first hypothesis has two variables; the independent variable concerns the methodology applied by the teachers and the dependent variable relates to the development of the productive skills.

Question number **ONE** teachers do not know the exact definition of method. Only 50% of them and 45% of students identified the correct definition of it. This indicates that not all teachers and learners have a

clear idea about the meaning of 'method'.

The stated hypothesis has been proved through question number **TWO** which concerned the methods used to teach English; 38% of the surveyed teachers responded that the 'direct method' is one method they use to teach English. However, 73% of students responded that their teacher uses the 'total physical response' method for teaching the target language. Therefore, it is possible to conclude that educators give more importance to the use of not updated methods, which thereby limits the development of learners' productive skills. In this way, the stated hypothesis has been proved.

Question number **THREE**, referring to 'grammatical rules' has also helped to prove the hypothesis. 88% of teachers revealed that they always work with memorization of grammatical rules and 73% of students agreed with that criterion. This shows that teachers work with activities using obsolete methods. Consequently, learners do not have the opportunity to develop through methods that help them obtain a better level in their productive skills.

Question number **FOUR** was applied to teachers to discover which methodology they used to deliver English classes. The responses indicated that 65% of educators believed the methodology they used for

teaching English is ideal. It is therefore possible to note that many teachers have not improved their abilities in order to incorporate the newest methods available to teach the target language. The findings align with the hypothesis.

Question number **FOUR** applied to students and was designed to show if they like the methodology used by their teachers for teaching English. Only 52% of learners responded that they liked the methodology that their educator used to deliver English classes. This indicates that many teachers are not working with the modern methodologies available that would help students to improve their productive skills. Through these outcomes the hypothesis has been proved.

The hypothesis also has been demonstrated in question number **FIVE**. This was about the Language aspects that are most frequently discussed in class. Thus, 50% of teachers responded that they focus on grammar and vocabulary and 43% of students agreed that their teacher emphasizes grammar and vocabulary. These results are evidence, that most teachers are more focused on the teaching of grammatical rules, instead of the development of the speaking and writing skills, the ways through which students are able to produce the target language.

Question number **SIX** was formulated in order to note the percentage of Spanish and English spoken by teachers during the classes. 50% of the teachers surveyed mentioned they speak 60% of English and 40% of Spanish. The responses from the students failed to support the teachers, as 66% of learners alleged that their teacher speaks 60% of English and 40% of Spanish. This indicates that educators are trying their best, but not enough is being done to provide students input and motivate them to produce spoken language. Thus, the stated hypothesis has been accepted.

c) Decision

As can be seen from both the applied surveys to teachers and students, the first hypothesis is accepted because it was possible to prove that the methodology applied by the teachers is obsolete and influences the development of productive skills in the adult students of The Canadian House Center, academic period 2012-2013.

HYPOTHESIS TWO

a)Statement

There is a limited application of techniques to develop productive skills with the adult students of The Canadian House Center academic period 2012-2013.

b) Demonstration

Question number **SEVEN** concerned the application of techniques used to develop speaking and writing skills, 100% of teachers and 69% of students responded that there is application of techniques to develop productive skills. It can be noted that there is interest on the part of educators in the utilization of techniques for working on productive techniques to develop speaking and writing skills.

Question number **EIGHT** attempted to know, which English skills the students are better in. It highlighted that 50 % of teachers considered that students are good at writing skills and 63 % of learners agreed about that. It is evident that students do not get to develop both speaking and writing skills. This, in turn, limits their progress in learning English. Hence, the hypothesis has been verified.

Question number **NINE** was designed to discover the types of techniques which teachers apply for developing writing skills. It seemed to show that 75% of educators use prewriting and rough draft techniques, while 78% of students affirmed they work with prewriting and scanning techniques. It is possible to evidence that there is a limited application of the techniques which the writing process requires. As a result, learners do not acquire a good level in written production. Consequently, the hypothesis has been demonstrated.

The hypothesis has been confirmed with question number **TEN**; 50% of teachers said that they work twice a week on the process of speaking and writing, whereas, 47% of students believed that their teacher works three times a week on the process of speaking and writing. This shows that there is no a daily practice of productive skills in the researched institution.

The hypothesis also has been accepted through question number **ELEVEN** that pretended to understand the types of techniques educators applied for developing speaking skills. As result, 88 % of teachers responded that they apply discussions and storytelling. Otherwise, 88% of students confirmed that their teachers apply discussions and storytelling for developing speaking skills. It can therefore be noted that there is not a utilization of all the techniques which are useful for developing speaking skills.

Question number **TWELVE** was designed to discover the average obtained by students in their productive skills. It showed that 75% of teachers believed that the students' average reached in writing skills is ideal. 88% of educators affirmed that the students' average in speaking skills is good. With regard to the learners' responses; 88% of surveyed students believed their average reached in writing skills is good, 62% of learners believed that their average reached in speaking skills is good. This confirms that there is not sufficient use of techniques which can help students to obtain a better average in their productive skills. Therefore, the stated hypothesis has been proved.

c) Decision

The analysis undertaken has allowed the researcher to verify the second hypothesis, which states that there is a limited application of techniques to develop productive skills with the adult students of The Canadian House Center academic period 2012-2013.

h.CONCLUSIONS

- Teachers at The Canadian House Center use obsolete methods such as total physical response and grammar translation for teaching the target language. This should be considered because most of the time students work on activities such as reading, dialogues, memorization of grammatical rules, and instructions. These activities are associated with obsolete methods. They directly influence the development of the students' productive skills.

- The English language is not spoken in the classroom 100% of the time by the teachers. When English is not used in the classroom, students cannot improve their foreign language level.

- There is a limited application of techniques to complete the writing process by teachers. Teachers only apply techniques such as prewriting and rough drafts for developing the writing skills. These techniques are not enough to acquire a proficient level in the writing skills.

- Teachers do not apply sufficient techniques to develop speaking skills. They only use discussions and storytelling as techniques to develop

these skills. Thus, students do not have the opportunity to acquire a better level of proficiency for their speaking skills.

i.RECOMMENDATIONS

- Teachers should take a workshop referring teaching methodology. It could help teachers to update their knowledge with the latest methods such as communicative language teaching or task based learning as well as the activities that these methods entail. Some activities that would be useful are accuracy versus fluency, information-gap, task-completion, opinion-sharing and sorting and ordering. These are used in the English Language teaching and learning process. These kinds of activities help students to successfully develop their productive skills.

- It is essential that teachers speak the target language throughout all the classes. By listening to English all of the time, students' level of the language could be developed and they will also improve their speaking and listening skills.

- Teachers should first understand and then apply the techniques that the written process requires. These techniques are: prewriting, rough draft, peer editing, revising, editing, final draft and publishing. The utilization of all these techniques will help students to acquire a higher level in their writing skills.

- Teachers also need to use techniques such as interviews and reporting, finding the difference, discussions, storytelling, role plays, reporting, and picture describing. These techniques are necessary for meaningfully developing the students' speaking skills.

- Oral Progress Assessment charts might be used by teachers. They are rubrics designed to follow the students' speaking production.

j.BIBLIOGRAPHY

- Alison, L. (1990). *Reading all types of writing:the importance*. Open University Press.
- Caleb, G. (1972). *Teaching foreing languages in schools:the silent way*. Educational Solutions Inc.
- Carla, K. (2008). *The Direct method in Modern Languages*.
- Elizabeth, D. (2004). *Methods of teaching English*. Aroraofsset Press.
- G, D. S. (1972). *English as a Foreing Language:history,development, and methods of teaching*. University of Oklahoma Press.
- G, H. D. (2005). *The writing process;Approach for every day writers*.
- Geetha, N. (1996). *English Language Teaching; Approaches, methods,techniques*. Orion Printers Private Limited.
- Georgi, L. (1978). *Suggestology ans suggestopedia;theory and practice*.
- Geraldine, C. (1988). *Developing Speaking Skill*. McGraw-Hill Companies.
- Hossen, M. (2000). *Communicative Language Teaching*. Brac University Press.
- Jack, R. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
- Jean, W. (n.d.). *Effective Writing*. Cambridge University Press.
- Larsen, F. (1986). *Techniques and principles in language teaching*. Oxford University Press.
- Lauren, S. (2005). *The library of writing skills*. The Rosen Publishing Group Inc.

- M, C. K. (2009). *On the road to bilingualism: getting to the core of content-based instruction*.
- Martin, B. (1987). *Language Learning; speaking*. Oxford University Press.
- R, R. J. (2002). *Methodology in language teaching: An anthology of current practice*. New York: Cambridge University Press.
- Ruth, L. (n.d.). *Advanced Public Speaking; dynamics and techniques*. Orders Xlibris Press.
- S, R. J. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- T, H. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.
- Theodore, R. J. (2004). *Approaches and Methods in Language Teaching*. Cambridge University Press.
- Victoria, J. L. (2000). *Great ideas. Listening and speaking activities for students of American English*. Cambridge University Press.

k. ANNEXES

ANNEXE 1: PROJECT



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

PROJECT:

TEACHING METHODOLOGY AND ITS INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE ADULT STUDENTS OF THE CANADIAN HOUSE CENTER, ACADEMIC PERIOD 2012-2013

Thesis project to obtain the Bachelor's Degree in Sciences of Education, English Language specialization.

AUTHORESS

JIMÉNEZ QUEZADA MARYLIN KATIUSKA

LOJA-ECUADOR

2013

a. THEME

TEACHING METHODOLOGY AND ITS INFLUENCE ON THE
DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE
ADULT STUDENTS OF THE CANADIAN HOUSE CENTER,
ACADEMIC PERIOD 2012-2013

b. PROBLEM STATEMENT

1. BACKGROUND

The Canadian House Center is an English academy which is located on Venezuela 19/77, **Jose Maria Peña** Street and Pio Jaramillo Avenue, in the beautiful city of Loja in the south of Ecuador.

The Canadian House Center story started when Michelle Madeira, a Canadian woman, was working as an English teacher at the Technical Particular University of Loja. Because of her accessible teaching style she was well liked by the students. During this time there were very few native English speakers working as teachers in Loja .Therefore, she started giving private lessons. The number of her students quickly increased, so together with her husband Diego Castro, a lojano entrepreneur decided to open a small English academy.

Until they received official permission to open, the only teacher was Michelle Madeira.

They decided to give the academy the name “**The Canadian House Center**”, because Michelle is Canadian and the location was previously Michelle and Diego´s house.

This academy officially started in November 2007, with three classrooms that have a capacity for a total number of ninety students. This included children, teens and adults, all at a beginners' level. At this time, there were two more teachers; James and Helen who were the first founders of Canadian House Center. All of them came from foreign countries. However the adult students, having a more urgent need of communication, requested to have intensive classes, so the length of the adult classes was increased to two hours. Since then, the classes for them were changed to intensive periods of two hours daily. There are courses offered in the morning, afternoon and evening.

What they had not expected was the immediate demand for English classes. The need to cover the people demand led to expand the academy services. Up to now CHC has hired over 90 foreign teachers who have come to Ecuador and have gone back from different parts of the world such as: Canada, United States, Australia, England, Nigeria, Germany, Belgium, Slovakia, etc. That is why CHC is one of the very few English schools in our country that offers a learning experience solely with native speakers as teachers.

Nowadays, The Canadian House Center offers classes at eight levels of English. These classes are directed to kids junior, kids, junior teens, teens, adolescents and adults in accessible schedules. Moreover, this academy lately is training people for taking international tests.

In Loja this academy has a building with three floors, three offices, two staffrooms, thirteen classrooms and a backyard. It also has and administrative staff of six people such as: Diego Castro (Administrator of CHC), Michelle Madeira (General Director), Gloria Benstead (Pedagogical Director), Germania Guamán (Accountant), Karla Abad and Gabriela Ayala (secretaries), and René Morocho (Administrative Assistant).

In addition, the CHC has two new branches located in the cities of Machala and Cuenca and a possible one in Santo Domingo. The students of this academy in Loja include children, teenagers and adults throughout 2010, there were a total of over nine-hundred pupils and twenty nine teachers.

It is also important mentioning some agreements that this academy has with other institutions such as. The Technical Particular University of Loja and some high schools such as: Sudamericano, Iberoamericano, Lauro Guerrero and Daniel Álvarez Burneo. These agreements consist in that the CHC sends native speakers to these institutions to help teachers with their language skills, especially with the speaking one.

It is worth emphasizing that The Canadian House Center considers that is important the contribution of its financial resources for social work, and finally this institution as well makes decisions in order to improve its

services to the community taking into account the opinion and suggestions from parents and students of this institution.

2. CURRENT SITUATION OF THE RESEARCHED OBJECT

Nowadays the importance of learning English cannot be denied and ignored since it is considered as a universal language that knows no boundaries or borders, and in today's globalized world it is essential to master this language. It is used in areas of technology and science, as main resource to get up-date of information and to communicate and interact with people around the world.

It is the unofficial language of the world that is spoken by more than 300 million native speakers and between 800 million and 1.8 billion foreign users.

There are many reasons why a foreign language in this case English must be learned, among these are:personal development because it is possible gain new horizons, but at the same time to reinforce the own identity, and therefore also the self-confidence. A foreign language can contribute to a stronger personality; it gives access to another culture. It gives the ability to communicate and to exchange views with people all over the world.

Moreover, learning a foreign language opens up a whole new dimension. It has a positive effect on intellectual growth and it enriches and enhances mental development.

In a globalized world characterized by international links and intercultural connections, linguistic skills are crucial for employment and career. The knowledge of foreign languages increases job opportunities in many careers where knowing another language is a real asset.

On the other hand, the teaching and learning of the English as a second language includes the application of some relevant aspects that help the students not only to get a good knowledge but also the development of basic skills that this foreign language requires. One of these aspects is the teaching methodology that is usually a guidelinesystem of broad principles or rules from which specific methods or procedures may be derived to interpret or solve different problems within the scope of a particular discipline. The methodology uses specific components such as phases, tasks, methods, techniques and tools that are useful in the teaching-learning process for reaching students understand and learn in a better way the second language.

Into the teaching methodology it is possible to find methods such as: grammar translation, direct, audio-lingual, and communicative language learning methods. All of them are a generalized set of classroom specifications for accomplishing linguistic objectives. It means, methods should be applied by teachers according to the necessities of the students. However, in the different institutions where the English is taught does not occur this because educators do not give vital importance to the use of

appropriate methods. They prefer to continue using old methods like the grammar translation one that just instructs students in grammar, and provides vocabulary with direct translations to memorize. It does not allow pupils be able to develop efficiently the four Basic English skills.

According to the English language teaching techniques it is necessary to mention that a technique is any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. There are relevant and useful writing techniques such as: pre-writing, free-writing, brainstorming, branching, etc. As well as speaking techniques like: eliciting, restricted oral practice, and developing oral fluency. All of them are very necessary in the English teaching learning because these help students to get what are the correct ways for reaching a significant English knowledge. Nevertheless, there is no a good application of adequate techniques by part of professors for teaching English in a deeper way.

It contributes directly to the poor development of the productive skills that involve producing the language and receptive skills that involve responding it. In fact, for this reason learners are not able to get a high communicative competence and proficiency in the oral as well as written production of the Second Language and besides it produces that the apprentices do not acquire and efficient English's level.

For the earlier mentioned problems it is necessary to state the following research issue:

3. RESEARCH PROBLEM:

How does teaching methodology influence on the development of productive skills with the adult students of The Canadian House Center? academic period 2012-2013.

4. DELIMITATION OF THE RESEARCH

a) TEMPORAL:

The present research work will be done during the school year 2012-2013.

b) SPATIAL:

The establishment chosen for the research project is The Canadian House Center.

c) OBSERVATION UNITS:

People with whom the research project will be carried out are the adult students and the teachers from The Canadian House Center.

d) SUBPROBLEMS:

Once has stated the research problem, the investigator has identified the following subproblems.

- What kind of methodology do teachers apply to develop productive skills with the adult students of The Canadian House Center? Academic period 2012-2013.
- Which techniques do teachers use to work in productive skills with the adult students of The Canadian House Center?, academic period 2012-2013.

c. JUSTIFICATION

The researcher has chosen to investigate about the teaching methodology and its influence on the development of productive skills at The Canadian House Center because it is a relevant educational theme that has not researched before.

It is justified because it has detected that there are many difficulties on the development of English's productive skills due to the bad application of the teaching methodology.

From the scientific point of view this research work is justified due to the fact that students do not get an appropriate development of the English's productive skills, besides, for carrying out it there will be enough information to give some theoretical elements that will let to state some alternatives of solution to the problematic found around the application of the adequate methodology inside the English language teaching learning process.

From the academic point of view, it is so important to develop the present project because the application of a great teaching methodology is an useful aspect that must be taken into account by the teachers for getting a good yield of the students in the English learning.

The present research is also pertinent because it is an original theme that can help the English teachers to solve many problems around the teaching of the English Language, through the introduction of useful methods and techniques that let them to improve the students' learning.

The project is feasible as well because, as an undergraduated student of the English Language Career of the Universidad Nacional de Loja it is possible to develop it applying the learnt contents in the career. Furthermore, the investigator has got the enough knowledge to develop a valid and reliable research work, which could help to contribute to solve some problems in the educational field.

Finally, the researcher has decided to investigate this theme in order to fulfill the requirements to obtain the Bachelor's Degree in Sciences of Education, English Language specialization, and because the investigator has the necessary skills and enough resources to develop this research work successfully.

d. OBJECTIVES

1. GENERAL OBJECTIVE:

- To research the influence of teaching methodology on the development of productive skills with the adult students of The Canadian House Center, academic period 2012-2013.

2. SPECIFIC OBJECTIVES:

- To determine the methodology that teachers apply to develop productive skills with adult students of The Canadian House Center, academic period 2012-2013.
- To identify the techniques that teachers use to work in productive skills with the adult students of The Canadian House Center, academic period 2012-2013.

e.THEORETICAL FRAME

CHAPTER I

1. LANGUAGE TEACHING METHODOLOGY

“The word methodology is itself often misinterpreted or ill-understood. It is usually given lip-service as an explanation for the way a given teacher goes about his/her teaching, a sort of umbrella-term to describe the job of teaching another language. Most often, methodology is understood to mean methods in a general sense, and in some cases it is even equated to specific teaching techniques.

1.1. Methodology

The study of pedagogical practices in general including theoretical underpinnings and related research. Whatever considerations are involved in “how to teach” are methodological.

1.1.1. Method

A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They

are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts”¹.

1.1.1.1. GRAMMAR TRANSLATION METHOD

“The Grammar translation method is also called a classical method. This method came out when the western people world wanted to learn "foreign" languages such as Latin and Greek. The focus of GTM was on grammatical rules, the memorization of vocabulary and of various declensions and conjugations, translations of texts, and doing written exercises.

It is a way of learning a language through a detailed study of its grammar. The learner then applies the rules of grammar in translating sentences and parts of texts from the mother tongue into the target language and vice versa.

FEATURES

According to Brown (2001), class which applies the Grammar translation Method would possibly be like this:

- Grammar is taught prescriptively-through the presentation and study of rules.

¹Geetha, N. (1996). *English Language Teaching; Approaches, methods, techniques*. Orion Printers Private Limited.

- Practice is provided through translation exercises from the mother tongue to the target language and vice versa.
- It is focus on translating the sentence.
- Vocabulary is taught through bilingual word lists, reference to dictionaries and memorization of words and their meanings.
- The method focuses on the skills of reading and writing, with little emphasis on listening or speaking.
- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of lists of isolated words.
- Long elaborate explanations of the intricacies of grammar are given.
- Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- Reading of difficult classical texts is begun early.
- Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- Little or no attention is given to pronunciation.

In this method, the teacher is totally dependent on the text as she/he follows the given lessons and exercises in it rigidly. She/he has little scope

for innovative planning to incorporate the actual needs of the learner in the classroom.

The learner is therefore exposed only to literary language. Communication skills are neglected with little attention to correct pronunciation. Also the learner does not play an active role in the use of the target language. Her/his role is rather passive.

TECHNIQUES

- **Translation of a Literary Passage:** Translating target language to native language.
- **Reading Comprehension Questions:** Finding information in a passage, making inferences and relating to personal experience.
- **Antonyms/Synonyms:** Finding antonyms and synonyms for words or sets of words.
- **Cognates:** Learning spelling/sound patterns that correspond between L1 and the target language.
- **Rule:** Understanding grammar rules and their exceptions, then applying them to new examples.
- **Fill-in-the-blanks:** Filling in gaps in sentences with new words or items of a particular grammar type.

- **Memorization:** Memorizing vocabulary lists, grammatical rules and grammatical paradigms.
- **Use Words in Sentences:** Students create sentences to illustrate they know the meaning and use of new words.
- **Composition:** Students write about a topic using the target language.

EMPHASIZED LANGUAGE SKILLS

Vocabulary and grammar are emphasized.

Reading and writing are the primary skills that the students work on.

There is much less attention given to speaking and listening.

Pronunciation receives little, if any, attention”²

1.1.1.2. THE DIRECT METHOD

“The direct method, sometimes also called natural method, is a method that refrains from using the learners' native language and just uses the target language. It was established in Germany and France around 1900. The direct method operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way

²Elizabeth, D. (2004). *Methods of teaching English*. Aroraofsset Press.

humans learn any language - a child never relies on another language to learn its first language, and thus the mother tongue is not necessary to learn a foreign language.

This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching

According to this method, printed language and text must be kept away from second language learner for as long as possible, just as a first language learner does not use printed word until he has good grasp of speech.

Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner's first language. All above items must be avoided because they hinder the acquisition of a good oral proficiency

FEATURES

- Reading in the target language should be taught from the beginning. The reading skill will be developed through practice with speaking. Language is primarily speech. Culture consists of more than the fine arts.

- The native language should not be used in the classroom.
- The teacher should demonstrate, not explain or translate. Students should make a direct association between the target language and meaning.
- The purpose of language learning is communication.
- Pronunciation should be worked on right from the beginning of language instruction.
- Self-correction facilitates language learning.
- Lessons should contain some conversational activity. Students should use language in real contexts. Students should be encouraged to speak as much as possible.
- Grammar should be taught inductively.
- Writing is an important skill, to be developed from the beginning of language instruction.
- The syllabus is based on situations or topics, not usually on linguistic structures.

TECHNIQUES

- **Reading aloud**

a) Students take turns reading sections of a passage, play, or dialog out loud.

b) At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.

- **Question and answer exercise**

Students are asked questions and answer in full sentences so that they practice new words and grammatical structures. They have the opportunity to ask questions as well as answer them.

- **Getting students to self-correct**

a) The teacher may have students self-correct by asking them to make a choice between what they said and an alternative answer he supplied.

b) The teacher might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it.

c) Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

- **Conversation practice**

a) The teacher asks students a number of questions in the target language.

b) The questions contained a particular grammar structure.

c) Later, the students would be able to ask each other their own questions using the same grammatical structure.

- **Fill-in-the-blank exercise**

All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

- **Dictation**

The teacher reads the passage three times.

a) The first time the teacher reads it at a normal speed, while the students just listen.

b) The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard.

c) The last time the teacher again reads at a normal speed, and students check their work.

- **Map drawing**

a) The aim is to give students listening comprehension practice. The students are given a map with the geographical features unnamed. Then the teacher gives the students directions.

b) The students then instruct the teacher to do the same thing with a map he had drawn on the blackboard.

c) Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.

- **Paragraph writing**

a) The teacher may ask the students to write a paragraph in their own words based on the reading materials.

b) Students could do this from memory, or they could use the reading passage in the lesson as a model.

EMPHASIZED LANGUAGE SKILLS

Vocabulary is emphasized over grammar.

Work on all four skills (reading, writing, speaking, and listening) occurs from the start.

Oral communication is seen as basic.

The reading and writing exercises are based upon what the students practice orally first.

Pronunciation also receives attention right from the beginning of a course"³.

1.1.1.3. THE AUDIOLINGUAL METHOD

"The audio-lingual method has students listen to or view recordings of language models acting in situations. Students practice with a variety of drills, and the instructor emphasizes the use of the target language at all times. The audio-lingual method was used by the United States Army for "crash" instruction in foreign languages during World War II. Due to weaknesses in performance, audio-lingual methods are rarely the primary method of instruction today.

³Carla, K. (2008). *The Direct method in Modern Languages*.

FEATURES

- New material is presented in dialog form.
- There is dependence on mimicry, memorization of set phrases, and overlearning.
- Structures are sequenced by means of contrastive analysis and taught one at a time.
- Structural patterns are taught using repetitive drills.
- There is little or no grammatical explanation.
- Grammar is taught by inductive analogy rather than deductive explanation.
- Vocabulary is strictly limited and learned in context.
- There is much use of tapes, language labs, and visual aids.
- Great importance is attached to pronunciation.
- Very little use of the mother tongue by teachers is permitted.
- Successful responses are immediately reinforced.
- There is great effort to get students to produce error-free utterances.

- There is a tendency to manipulate language and disregard content.

TECHNIQUES

- **Dialog Memorization**

Students memorize an opening dialog using mimicry and applied role-playing.

- **Backward Build-up (Expansion Drill)**

Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence.

- **Repetition Drill**

Students repeat teacher’s model as quickly and accurately as possible.

- **Dialog Memorization**

Students ask and answer each other one-by-one in a circular chain around the classroom.

- **Single Slot Substitution Drill**

Teacher states a line from the dialog, and then uses a word or a phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place.

- **Multiple-slot Substitution Drill**

Same as the Single Slot drill, except that there are multiple cues to be substituted into the line.

- **Transformation Drill**

Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.

- **Question-and-answer Drill**

Students should answer or ask questions very quickly.

- **Use of Minimal Pairs**

Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners - students are to pronounce and differentiate the two words.

- **Complete the Dialog**

Selected words are erased from a line in the dialog - students must find and insert.

- **Grammar Games**

Various games designed to practice a grammar point in context, using lots of repetition.

EMPHASIZED LANGUAGE SKILLS

Vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns.

A grammatical pattern is not the same as a sentence. For instance, underlying the following three sentences is the same grammatical pattern: Meg called, The Blue Jays won, the team practiced.

The natural order of skills presentation is adhered to: listening, speaking, reading, and writing.

The oral/aural skills receive most of the attention.

What students write they have first been introduced to orally.

Pronunciation is taught from the beginning, often by students working in language laboratories on discriminating between members of minimal pairs”⁴.

1.1.1.4.THE COMMUNITY LANGUAGE LEARNING METHOD

“Community Language Learning (CLL) is the name of a method developed by Charles Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is

⁴R, R. J. (2002). *Methodology in language teaching:An anthology of current practice*. New york: Cambridge University Press.

known as Counseling-Learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages.

The Community Language Learning method does not just attempt to teach students how to use another language communicatively, it also tries to encourage the students to take increasingly more responsibility for their own learning, and to “learn about their learning”, so to speak. Learning in a non defensive manner is considered to be very important, with teacher and student regarding each other as a “whole person” where intellect and ability are not separated from feelings. The initial struggles with learning the new language are addressed by creating an environment of mutual support, trust and understanding between both learner-clients and the teacher-counselor.

FEATURES

- Students are to be considered as “learner-clients” and the teacher as a “teacher-counselor”.
- Relationship of mutual trust and support is considered essential to the learning process.
- Students are permitted to use their native language, and are provided with translations from the teacher which they then attempt to apply.
- Grammar and vocabulary are taught inductively.

- “Chunks” of target language produced by the students are recorded and later listened to - they are also transcribed with native language equivalents to become texts the students work with.
- Students apply the target language independently and without translation when they feel inclined/ confident enough to do so.
- Students are encouraged to express not only how they feel about the language, but how they feel about the learning process, to which the teacher expresses empathy and understanding.
- A variety of activities can be included (for example, focusing on a particular grammar or pronunciation point, or creating new sentences based on the recordings/transcripts).

TECHNIQUES

- **Tape Recording Student Conversation**

Students choose what they want to say, and their target language production is recorded for later Listening/dissemination.

- **Transcription**

Teacher produces a transcription of the tape-recorded conversation with translations in the mother language - this is then used for follow up activities or analysis.

- **Reflection on Experience**

Teacher takes time during or after various activities to allow students to express how they feel about the language and the learning experience, and the teacher indicates empathy/understanding.

- **Reflective Listening**

Students listen to their own voices on the tape in a relaxed and reflective environment.

- **Human Computer**

Teacher is a “human computer” for the students to control - the teacher stating anything in the target language the student wants to practice, giving them the opportunity to self-correct.

- **Small Group Tasks**

Students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class”⁵.

⁵Theodore, R. J. (2004). *Approaches and Methods in Language Teaching*. Cambridge University Press.

1.1.1.5.THE SILENT WAY

“Teachers using the Silent Way want their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusions about the language through a trial and error style approach. The teacher tries to facilitate activities whereby the students discover for themselves the conceptual rules governing the language, rather than imitating or memorizing them.

FEATURES

- Students begin their study of the language through its basic building blocks, its sounds.
- Sounds are introduced through a language-specific sound-color chart.
- Relying on what sounds students already know from their knowledge of their native language, teachers lead their students to associate the sounds of the target language with particular colors.
- Later, these same colors are used to help students learn the spellings that correspond to the sounds and how to read and pronounce words properly.
- The teacher sets up situations that focus student attention on the structures of the language.
- Situations typically involve only one structure at a time.

- With minimal spoken cues, the students are guided to produce the structure.
- The teacher works with them, striving for pronunciation that would be intelligible to a native speaker of the target language.
- The teacher uses the students' errors as evidence of where the language is unclear to students.
- The students receive a great deal of practice with a given target language structure without repetition for its own sake.
- The students gain autonomy in the language by exploring it and making choices.

TECHNIQUES

Sound-color chart

Definition: The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, points to blocks of color on the chart to form syllables, words, and even sentences.

Advantages:

The chart allows students to produce sound combinations in the target language without doing so through repetition.

The chart draws the students' attention and allows them to concentrate on the language, not on the teacher.

When a particular sound contrast is new for students and they can't perceive which sound of the two they are producing, the sound-color chart can be used to give them feedback on which sound they are making.

Since the sound-color chart presents all of the sounds of the target language at once, students know what they have learned and what they yet need to learn. This relates to the issue of learner autonomy.

Teacher's silence

The teacher gives just as much help as is necessary and then is silent.

The teacher sets up an unambiguous situation, puts a language structure into circulation (for example, take a _____ rod'), and then is silent.

Even in error correction, the teacher will only supply a verbal answer as a last resort.

Peer correction

Students are encouraged to help another student when he or she is experiencing difficulty.

Any help should be offered in a cooperative manner, not a competitive one.

The teacher monitors the aid so that it is helpful, not interfering.

Rods

Advantages:

Rods can be used to provide visible actions or situations for any language structure, to introduce it, or to enable students to practice using it.

The rods trigger meaning: Situations with the rods can be created in such a way that the meaning is made clear; then the language is connected to the meaning.

At the beginning level, the rods can be used to teach colors and numbers. Later on they can be used for more complicated structures.

They can be used abstractly as well; for instance, for students to make a clock when learning to tell time in the target language.

Sometimes teachers will put the rods down on the desk in a line, using a different rod to represent each word in a sentence. By pointing to each rod in turn, while remaining silent, the teacher can elicit the sentence from the students.

He can also make concrete to student's aspects of the structure, for example, the need to invert the subject and auxiliary verb in order to form questions.

They allow students to be creative and imaginative.

They allow for action to accompany language.

Self-correction gestures

The teacher put his palms together and then moved those outwards to signal to students the need to lengthen the particular vowel they were working on. In another instance, the teacher indicated that each of his fingers represented a word in a sentence and used this to locate the trouble spot for the student.

Word chart

The teacher, and later the students, points to words on the wall charts in a sequence so that they can read aloud the sentences they have spoken. The way the letters are colored helps the students with their pronunciation. There are twelve English charts containing about 500 words. The charts contain the functional vocabulary of English. Students also work with Silent Way wall pictures and books to further expand their vocabularies and facility with the language.

Fidel charts

Advantages: The teacher, and later the students, point to the color coded Fidel charts in order that students associate the sounds of the language with their spelling.

Example: listed together and colored the same as the color block for the sound /ey/ are ay, ea,ei, eigh, etc., showing that these are all ways of spelling the /ey/ sound in English (e.g. in the words 'say,' 'steak,' veil,' 'weigh'). Because of the large number of ways sounds in English can be

spelled, there are eight Fidel charts in all. There are a number of charts available in other languages as well.

Structured feedback

Students are invited to make observations about the day's lesson and what they have learned.

The teacher accepts the students' comments in a non defensive manner, hearing things that will help give him direction for where he should work when the class meets again.

The students learn to take responsibility for their own learning.

The length and frequency of feedback sessions vary depending on the teacher and the class.

EMPHASIZED LANGUAGE SKILLS

Pronunciation is worked on from the beginning.

It is important that students acquire the melody of the language.

There is also a focus on the structures of the language, although explicit grammar rules may never be supplied.

Vocabulary is somewhat restricted at first.

There is no fixed, linear, structural syllabus. Instead, the teacher starts with what the students know and builds from one structure to the next.

As the learners' repertoire is expanded, previously introduced structures are continually being recycled. The syllabus develops according to learning needs.

All four skills are worked on from the beginning of the course, although there is a sequence in that students learn to read and write what they have already produced orally”⁶.

1.1.1.6.SUGGESTOPDIA

“This is one of the most controversial methods borned in the sixteens, its creator was the psychologist Georgi Lozanov who thought in the use of the suggestion through music, relaxation, deep breathing, imagination and concert sessions. It is an adaptation of the philosophical oriental religion based on the meditation and relaxation programs. The learning process of this method is to spend a funny time: “When a person more laugh and more times is wrong, that person learns more” (Enrique R. Pérez Novas, graduate in Suggestopedia). What Suggestopedia tries is to replace negative suggestions in ex-change of positive suggestions. Through the active suggestion, the objective is to give confidence to the students, and its here where the teacher plays an important role making them to believe in them-selves.

The teacher is the motor of this machine called Suggestopedia, depending on his behavior the suggestive effect in the students will be right or wrong. Verbal and non verbal elements in the classroom, the voice intonation,

⁶Caleb, G. (1972). *Teaching foreing languages in schools:the silent way*. Educational Solutions Inc.

corporal movements, the guidance and the creation of dynamic games play an important role in this learning process creating positive encouragement between the students.

The suggestopedia is a system for liberation”; liberation from the “preliminary negative concept regarding the difficulties in the process of learning” that is established throughout their life in the society. Desuggestopedia focuses more on liberation as Lozanov describes “desuggestive learning” as “free, without a mildest pressure, liberation of previously suggested programs to restrict intelligence and spontaneous acquisition of knowledge, skills and habits. The method implements this by working not only on the conscious level of human mind but also on the subconscious level, the mind’s reserves. Since it works on the reserves in human mind and brain, which are said to have unlimited capacities, one can teach more than other methods can teach in the same amount of time”⁷.

“Physical surroundings and atmosphere in classroom are the vital factors to make sure that the students feel comfortable and confident and various techniques, including art and music, are used by the trained teachers.

The lesson of Suggestopedia consisted of three phases at first: deciphering, concert session (memorization séance), and elaboration.

⁷Georgi, L. (1978). *Suggestology and suggestopedia; theory and practice*.

Deciphering: The teacher introduces the grammar and lexis of the content.

Concert session (active and passive): In the active session, the teacher reads the text at a normal speed, sometimes intoning some words, and the students follow. In the passive session, the students relax and listen to the teacher reading the text calmly. Music (“Pre-Classical”) is played in the background.

Elaboration: The students finish off what they have learned with dramas, songs, and games.

Then it has developed into four phases as lots of experiments were done: introduction, concert session, elaboration, and production.

Introduction: The teacher teaches the material in “a playful manner” instead of analyzing lexis and grammar of the text in a directive manner.

Concert session (active and passive): In the active session, the teacher reads with intoning as selected music is played. Occasionally, the students read the text together with the teacher, and listen only to the music as the teacher pauses in particular moments. The passive session is done more calmly.

Elaboration: The students sing classical songs and play games while “the teacher acts more like a consultant.

Production: The students spontaneously speak and interact in the target language without interruption or correction”⁸.

1.1.1.7. TOTAL PHYSICAL RESPONSE

“Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State University, California, it draws on several traditions, including developmental psychology, learning theory, and humanistic pedagogy, as well as on language teaching procedures proposed by Harold and Dorothy Palmer in 1925. Let us briefly consider these precedents to Total Physical Response.

One of the primary objectives underlying Asher’s TPR methodology was that learning needed to become more enjoyable and less stressful. Asher thought that a natural way to accomplish this was to recreate the natural way children learn their native language, most notably through facilitating an appropriate “listening” and “comprehension” period, and encourage learners to respond using right-brain motor skills rather than left-brain language “processing”.

⁸G, D. S. (1972). *English as a Foreign Language: history, development, and methods of teaching*. University of Oklahoma Press.

FEATURES

- The first phase of a lesson is one of modeling.
- The instructor issues commands to a few students, then performs the actions with them.
- In the second phase, these same students demonstrate that they can understand the commands by performing them alone.
- The observers also have an opportunity to demonstrate their understanding.
- The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances.
- These commands, which students perform, are often humorous.
- After learning to respond to some oral commands, the students learn to read and write them.
- When students are ready to speak, they become the ones who issue the commands.
- After students begin speaking, activities expand to include skits and games”⁹.

⁹T, H. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.

TECHNIQUES

“Using commands to direct behavior

- The use of commands is the major teaching technique of TPR.
- The commands are given to get students to perform an action.
- The action makes the meaning of the command clear. Since
- Keeping the pace lively, it is necessary for a teacher to plan in advance just which commands he will introduce in a lesson. If the teacher tries to think them up as the lesson progresses, the pace will be too slow.
- At first, to clarify meaning, the teacher performs the actions with the students.
- Later the teacher directs the students alone.
- The students' actions tell the teacher whether or not the students understand.
- Teachers should vary the sequence of the commands so that students do not simply memorize the action sequence without ever connecting the actions with the language.
- It is very important that the students feel successful. Therefore, the teacher should not introduce new commands too fast.
- It is recommended that a teacher present three commands at a time.
- After students feel successful with these, three more can be taught.
- It is claimed that all grammar features can be communicated through imperatives.

Role reversal

Students command their teacher and classmates to perform some actions.

Asher says that students will want to speak after ten to twenty hours of instruction, although some students may take longer.

Students should not be encouraged to speak until they are ready.

Action sequence

The teacher gives three connected commands. **Example:** The teacher tells the students to point to the door, walk to the door, and touch the door.

As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure.

Example:

- 1- Take out a pen.
- 2- Take out a piece of paper.
- 3- Write a letter. (Imaginary)
- 4- Fold the letter.
- 5- Put it in an envelope.
- 6- Seal the envelope.
- 7- Write the address on the envelope.
- 8- Put a stamp on the envelope.
- 9- Mail the letter.

This series of commands is called an action sequence, or an operation.

Many everyday activities, like writing a letter, can be broken down into an action sequence that students can be asked to perform.

EMPHASIZED LANGUAGE SKILLS

- Vocabulary and grammatical structures are emphasized over other language areas.
- Vocabulary and grammatical structures are embedded within imperatives.
- The imperatives are single words and multi-word chunks.
- Understanding the spoken word should precede its production.
- The spoken language is emphasized over written language.
- Students often do not learn to read the commands they have already learned to perform until after ten hours of instruction”¹⁰.

COMMUNICATIVE LANGUAGE TEACHING

“The Communicative Method is in reality an umbrella term - a broad approach rather than a specific teaching methodology, and has now become the accepted 'standard' in English language teaching.

The Communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the

¹⁰Larsen, F. (1986). *Techniques and principles in language teaching*. Oxford University Press.

second language is evaluated in terms of how much the learners have developed their communicative abilities and competencies”¹¹.

In essence, it considers using the language to be just as important as actually learning the language.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Basic Features of CLT

“The Communicative Language Teaching method has various characteristics that distinguish it from previous methods:

- An emphasis on learning to communicate through interaction in the target language.

¹¹Jack, R. (2006). *Communicative Language Teaching Today*. Cambridge University Press.

- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activation outside the classroom.
- Dialogs, if used, center around communicative functions and are not normally memorized.
- Language learning is learning to communicate
- Effective communication is sought.
- Attempts to communicate may be encouraged from the very beginning.
- Translation may be used where students need or benefit from it.
- Communicative competence is the desired goal.
- Teachers help learners in any way that motivates them to work with the language.
- Language is created by the individual often through trial and error.

- Understanding occurs through active student **interaction** in the foreign language.
- Teaching occurs by using authentic English texts.
- Students not only learn the second language but they also learn strategies for understanding.
- Importance is given to learners' personal experiences and situations, which are considered as an invaluable contribution to the content of the lessons.
- Using the new language in unrehearsed contexts creates learning opportunities outside the classroom.”¹²

CLASSROOM ACTIVITIES INCOMMUNICATIVE LANGUAGE TEACHING

Accuracy Versus Fluency Activities

“One of the goals of CLT is to develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is

¹²S, R. J. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.

developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency

- Reflect natural use of language
- Focus on achieving communication
- Require meaningful use of language
- Require the use of communication strategies
- Produce language that may not be predictable
- Seek to link language use to context

Activities focusing on accuracy

- Reflect classroom use of language
- Focus on the formation of correct examples of language
- Practice language out of context
- Practice small samples of language
- Do not require meaningful communication

- Control choice of language

Mechanical, Meaningful, and Communicative Practice

Another useful distinction that some advocates of CLT proposed was the distinction between three different kinds of practice – mechanical, meaningful, and communicative.

Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items.

Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations.

They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the book shop? Where is the café?” etc. The practice is now meaningful because they have to respond according to the location of places on the map.

Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example, students might have to draw a map of their neighborhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc.

Information-Gap Activities

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information.

In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

Other Activity Types in CLT

Many other activity types have been used in CLT, including the following:

Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc.

For example, working out a teacher's timetable on the basis of given class timetables.

Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues."¹³

¹³Hossen, M. (2000). *Communicative Language Teaching*. Brac University Press.

TASK BASED LEARNING or INSTRUCTION

“Task based learning is a different way to teach languages. It can help the student by placing her in a situation like in the real world. A situation where oral communication is essential for doing a specific task. Task based learning has the advantage of getting the student to use her skills at her current level. To help develop language through its use. It has the advantage of getting the focus of the student toward achieving a goal where language becomes a tool, making the use of language a necessity.

Task-based instruction, or TBI (also known as *task-based teaching*), is another methodology that can be regarded as developing from a focus on classroom processes. In the case of TBI, the claim is that language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks. Rather than employ a conventional syllabus, particularly a grammar-based one, advocates of TBI argue that grammar and other dimensions of communicative competence can be developed as a by-product of engaging learners in interactive tasks.

Of course, most teachers make use of different kinds of tasks as part of their regular teaching. Task-based instruction, however, makes strong claims for the use of tasks and sees them as the primary unit to be used, both in planning teaching (i.e., in developing a syllabus) and also in classroom teaching.

One clear purpose of choosing TBL is to increase learner activity; TBL is concerned with learner and not teacher activity and it lies on the teacher to produce and supply different tasks which will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language. Each task will provide the learner with new personal experience with the foreign language and at this point the teacher has a very important part to play.

Tasks are activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.

What are the advantages of TBL

1. Task based learning is useful for moving the focus of the learning process from the teacher to the student.
2. It gives the student a different way of understanding language as a tool instead of as a specific goal.
3. It can bring teaching from abstract knowledge to real world application.
4. A Task is helpful in meeting the immediate needs of the learners and provides a framework

KINDS OF TASKS

Pedagogical tasks are specially designed classroom tasks that are intended to require the use of specific intreractional strategies and may also require the use of specific types of language (skills, grammar, vocabulary). A task in which two learners have to try to find the number of differences between two similar pictures is an example of a pedagogical task. The task itself is not something one would normally encounter in the real world. However the interactional processes it requires provides useful input to language development.

Real-world tasks are tasks that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks. A role play in which students practice a job interview would be a task of this kind.

Willis (1996) proposes six types of tasks as the basis for TBI:

Listing tasks: For example, students might have to make up a list of things they would pack if they were going on a beach vacation.

Sorting and ordering: Students work in pairs and make up a list of the most important characteristics of an ideal vacation.

Comparing: Students compare ads for two different supermarkets.

Problem-solving: Students read a letter to an advice columnist and suggest a solution to the writer's problems.

Sharing personal experience: Students discuss their reactions to an ethical or moral dilemma.

Creative tasks: Students prepare plans for redecorating a house”¹⁴

CONTENT BASED LEARNING OR INSTRUCTION

“Content based learning is defined as the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material.

It is also defined as the teaching of content or information in the language being learned with little or no direct or explicit effort to teaching the language itself separately from the content being taught.

Content refers to the information or subject matter that we learn or communicate through language rather than the language used to convey it. Of course, any language lesson involves content, whether it be a grammar lesson, a reading lesson, or any other kind of lesson.

Content of some sort has to be the vehicle which holds the lesson or the exercise together, but in traditional approaches to language teaching, content is selected *after* other decisions have been made. In other words grammar, texts, skills, functions, etc., are the starting point in planning the

¹⁴ <http://www.languages.dk>. **Task Based Learning**

lesson or the course book and after these decisions have been made, content is selected.

Content-based instruction is based on the following assumptions about language learning:

- People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.
- CBI better reflects learners' needs for learning a second language.
- Content provides a coherent framework that can be used to link and develop all of the language skills.

FEATURES OF CBI

- Curriculum based on content
- Language is a medium for learning content and content is a resource for mastery of language
- Dual objective: content & language mastery
- Authentic language, texts & tasks
- Better meets students' needs
- Language is approached at a discourse level

This kind of learning joins language learning to content/subject matter and engages them both concurrently. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness.

An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When students study math or science using English as the medium, they are more intrinsically motivated to learn more of the language”¹⁵.

CHAPTER II

2. PRODUCTIVE SKILLS

2.1. WRITING

2.1.1. What is writing?

“Writing is the expression of language in the form of letters, symbols of words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen.

¹⁵M, C. K. (2009). *On the road to bilingualism: getting to the core of content-based instruction*.

Writing involves the ability to copy on paper words, phrases, sentences and any kind of utterances, taking care about the use of punctuation, the use of capital or small letters, etc. This activity involves to control syntax and vocabulary because it is primordial for introducing ideas in writing.

2.1.2. Importance of writing

Writing is one of the important ways of expressing your thoughts, and communicating ideas and views to others. Some have the innate ability to put their thoughts into words. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows them to express their ideas, thoughts or their existing mental condition, which otherwise, may not be possible. People express themselves by writing novels, short stories, biographies, and even personal diaries, etc. Interestingly, 93% of teens in American schools are fond of writing, when it's not a part of their school curriculum; rather when it is for themselves. So, by proper guidance and counseling, the writing abilities of these teens can be channelized in such a way that, they could stand in good stead in the chosen avenue of their lives"¹⁶.

¹⁶Jean, W. *Effective Writing*. Cambridge University Press.

2.1.3. Types of writing

Expository Writing:

“Expository writing is a subject-oriented writing style, in which the main focus of the author is to tell you about a given topic or subject, and leave out his personal opinions. He furnishes you with relevant facts and figures and does not include his opinions. This is one of the most common type of writing styles, which you always see in text books and usually “How – to” articles, in which the author tells you about a given subject, as how to do something.

Key Points:

- Expository writing usually explains something in a process
- Expository writing is often equipped with facts and figures
- Expository writing is usually in a logical order and sequence

Descriptive writing:

Descriptive writing is a style of writing which focuses on describing a character, an event or a place in great details. It is sometimes poetic in nature in which the author is specifying the details of the event rather than just the information of that event happened.

Persuasive Writing:

Persuasive writing, unlike 'Expository Writing', contains the opinions, biasness and justification of the author. Persuasive writing is a type of writing which contains justifications and reasons to make someone believe on the point the writer is talking about. Persuasive writing is for persuading and convincing on your point of view. It is often used in complain letters, when you provide reasons and justifications for your complaint; other copywriting texts, T.V commercials, affiliate marketing pitches etc. are all different types of persuasive writing, where author is persuading and convincing you on something he wants you to do and/or believe.

Narrative Writing:

Narrative writing is a type of writing in which the author places himself as the character and narrates you to the story. Novels, short stories, novellas, poetry, biographies can all fall in the narrative writing style. Simply, narrative writing is an art to describe a story. It answers the question: "What happened then?" The primary purpose of narrative writing is to describe an experience, event, or sequence of events in the form of a story. Purpose is to tell"¹⁷.

¹⁷Alison, L. (1990). *Reading all types of writing:the importance*. Open University Press.

2.1.4. Writing Techniques

“Writing is an important form of communication. Good writers use different writing techniques to fit their purposes for writing. To be a good writer, you must master each of the following writing techniques.

1. Description

Through description, a writer helps the reader use the senses of feeling, seeing, hearing, smelling, and tasting to experience what the writer experiences. Description helps the reader more clearly understand the people, places, and things about which the writer is writing. It is the most common form of writing. You will find descriptive writing in newspapers, magazines, books, and most other forms of written communication.

2. Exposition

Through exposition, a writer informs, explains, and clarifies his/her ideas and thoughts. Exposition goes beyond description to help the reader understand with greater clarity and depth the ideas and thoughts of the writer. Expository writing, like descriptive writing, is commonly found in newspapers, magazines, books, and most other forms of written communication.

3. Narration

Through narration, a writer tells a story. A story has characters, a setting, a time, a problem, attempts at solving the problem, and a solution to the problem. Bedtime stories are examples of short stories while novels are examples of long stories. The scripts written for movies and plays are further examples of narrative writing.

4. Persuasion

Through persuasion, a writer tries to change a reader's point of view on a topic, subject, or position. The writer presents facts and opinions to get the reader to understand why something is right, wrong, or in between. Editorials, letters to the editor in newspapers and magazines, and the text for a political speech are examples of persuasive writing.

5. Comparison and Contrast

Through comparison and contrast, a writer points out the similarities and differences about a topic. Comparison is used to show what is alike or in common. Contrast is used to show what is not alike or not in common. Describing living conditions in 1900 and living conditions today would allow for much comparison and contrast¹⁸.

¹⁸Lauren, S. (2005). *The library of writing skills*. The Rosen Publishing Group Inc.

2.1.5. Writing process

1.Prewriting

“Prewriting is the first stage of the writing process, and includes all the things the person does before he/she is ready to write out the first version of his/her text .

There are some prewriting strategies such as:

- Make lists of ideas on a topic
- Read and take notes on a topic
- Make a cluster, which is a visual map of ideas and concepts related to your topic
- Ask questions about a topic
- Discuss ideas about a topic with others and take notes
- Make an outline of your paper

Students brainstorm to generate ideas for writing. They use charts, story webs, and graphic organizers to help develop a word list for writing, decide the type of writing, and audience, and determine the purpose for writing.

2. Rough Draft - students put their ideas on paper. At this time, they write without major attention to punctuation, grammar, or neatness. Some teachers may refer to this as a sloppy copy or rough draft. The purpose of the rough draft is for the student to focus on his/her ideas and get them on

paper without the distraction or fear of making mistakes in grammar, capitalization, punctuation, or paragraph structure.

3. Peer Editing - Classmates share their rough drafts and make suggestions to each other for improvement. They help each other understand the story by asking who, what, when, where, why, and how questions. They look for better words to express ideas and discuss among themselves how to make the writing clearer.

4. Revising - The students use the suggestions from classmates to make additions or clarify details. Students try to improve their writing on their own. The teacher steps in at this stage and gives feedback.

5. Editing - students work with the teacher and/or peers to correct all mistakes in grammar and spelling.

6. Final Draft - students produce a copy of their writing with all corrections made from the editing stage and then discuss this final draft with the teacher. The teacher offers the last suggestions for improvement at this point.

7. Publishing - The writing process is finally at its end. Students publish their writing by making a copy in their neatest handwriting or using a word processor. This is a time for students to celebrate. They may share their pieces with the class during story time, make a class book or a personal

portfolio, or send their work to local newspapers or children's magazines for publication"¹⁹.

2.2. SPEAKING

2.2.1. What Is Speaking?

“Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Speaking can be formal or informal:

- Informal speaking is typically used with family and friends, or people you know well.
- Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is probably the language skill that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice online. This is no longer the case. English learners can practice speaking online using voice or video chat. They can also record and upload their voice for other people to listen to.

¹⁹G, H. D. (2005). *The writing process;Approach for every day writers*.

2.2.2. Importance of speaking

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Speaking English is the main goal of many adult learners. Their personalities play a large role in determining how quickly and how correctly they will accomplish this goal. Those who are risk-takers unafraid of making mistakes will generally be more talkative, but with many errors that could become hard-to-break habits. Conservative, shy students may take a long time to speak confidently, but when they do, their English often contains fewer errors and they will be proud of their English ability. It's a matter of quantity vs. quality, and neither approach is wrong. However, if the aim of speaking is communication and that does not require perfect English, then it makes sense to encourage quantity in your classroom.

Break the silence and get students communicating with whatever English they can use, correct or not and selectively address errors that block communication.

Speaking lessons often tie in pronunciation and grammar (discussed elsewhere in this guide), which are necessary for effective oral communication. Or a grammar or reading lesson may incorporate a speaking activity. Either way, your students will need some preparation before the speaking task. This includes introducing the topic and providing a model of the speech they are to produce. A model may not apply to discussion-type activities, in which case students will need clear and specific instructions about the task to be accomplished. Then the students will practice with the actual speaking activity.

These activities may include imitating (repeating), answering verbal cues, interactive conversation, or an oral presentation. Most speaking activities inherently practice listening skills as well, such as when one student is given a simple drawing and sits behind another student, facing away. The first must give instructions to the second to reproduce the drawing. The second student asks questions to clarify unclear instructions, and neither can look at each other's page during the activity. Information gaps are also

commonly used for speaking practice, as are surveys, discussions, and role-plays”²⁰.

2.2.3. Speaking techniques

- **Content**

“As much as possible, the content should be practical and usable in real-life situations. Avoid too much new vocabulary or grammar, and focus on speaking with the language the students have.

- **Correcting Errors.**

You need to provide appropriate feedback and correction, but don't interrupt the flow of communication. Take notes while pairs or groups are talking and address problems to the class after the activity without embarrassing the student who made the error. You can write the error on the board and ask who can correct it.

- **Quantity vs. Quality**

Address both interactive fluency and accuracy, striving foremost for communication. Get to know each learner's personality and encourage the quieter ones to take more risks.

²⁰Martin, B. (1987). *Language Learning;speaking*. Oxford University Press.

- **Conversation Strategies**

Encourage strategies like asking for clarification, paraphrasing, gestures, and initiating ('hey,' 'so,' 'by the way').

- **Teacher Intervention**

If a speaking activity loses steam, you may need to jump into a role-play, ask more discussion questions, clarify your instructions, or stop an activity that is too difficult or boring”²¹.

“Brown (2001) proposes some techniques of teaching speaking as follow:

Imitative

This technique focuses on some particular elements of language form. The example of this is drilling. To some extent, drilling is good as it helps learners to establish psychomotor pattern (to loosen the tongue).

Intensive

This performance is intended to attempt some phonological or grammatical aspects of language.

²¹Ruth, L. (n.d.). *Advanced Public Speaking; dynamics and techniques*. Orders Xlibris Press.

Responsive

The example of this is short reply to teacher or student-initiated question.

Transactional (dialogue)

The purpose of transactional dialogue is to convey or exchange specific information (e.g. conversation).

Interpersonal (dialogue)

The purpose of this performance is to maintain social relationship. This type of dialogue is rather tricky as it may convey aspects such as casual register, colloquial language, slang, ellipsis, sarcasm, etc.

Extensive (monologue)

Monologue can be planned or impromptu. Teacher may ask students to perform monologue in the form of oral reports, summaries or short speeches²².

Discussions

“After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the

²²Geraldine, C. (1988). *Developing Speaking Skill*. McGraw-Hill Companies.

discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

Role play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984).

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the

teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another

picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures”²³

²³Victoria, J. L. (2000). *Great ideas. Listening and speaking activities for students of American English*. Cambridge University Press.

HYPOTHESES

GENERAL

Teaching methodology influences on the development of productive skills with the adult students of The Canadian House Center, academic period 2012-2013.

SPECIFICS

- The methodology applied by the teachers is traditional and influences on the development of productive skills in the adult students of The Canadian House Center, academic period 2012-2013.

- There is a limited application of techniques to develop productive skills with the adult students of The Canadian House Center academic period 2012-2013.

f. METHODOLOGY

1. DESIGN OF THE RESEARCH

The present research work has been identified as a non-experimental, so it will be developed in a descriptive way, because each problem that is found will be taken from the reality without of being manipulated by the investigator.

2. METHODS, TECHNIQUES AND INSTRUMENTS

The method is a set of logical procedures through which are posed the scientific issues and it is used to prove or disprove hypotheses and the usefulness of the researched work instruments.

In view of that, this research work will be developed by means of methods such as: scientific, analytical-synthetic, descriptive and explicative ones.

Scientific method:

The scientific or experimental method will be the most suitable to the development of this research project. It will be useful for the gathering of information and confirming ideas. It is the form in which the researcher will find answers to relevant questions.

This method also will be beneficial to carry out some general steps such

as: making observations, formulating and conforming the hypotheses and finally reaching conclusions.

Analytical-synthetic method:

This method will serve to analyze the main results that will be obtained by mean of the instruments applied in the field work, due to these results will show whether the drawn hypotheses will be confirmed or rejected basing on the outcomes of major tendency.

Descriptive method:

This method will help to describe the actual situation of the cases, facts and phenomena and will give the necessary elements to compare or to evidence the truthfulness of the facts based on the interpretation of the research problem, before giving the final report.

Explicative method:

This one will be used in the explanation of all the reasons of every question made in order to obtain more reliable information which will be contrasted with the theoretical referents about the topic.

3. TECHNIQUES AND INSTRUMENTS

To obtain the empiric information the investigator will apply the following techniques and instruments:

A survey will be applied to obtain the necessary information of the researched object. This will be previously prepared and structured with a questionnaire that will contain closed questions, which will be related to the indicators set up in the consistence matrix.

The survey will be applied directly to the people who are involved in the research process. It means that, there will be a designed questionnaire for the adult students as well as for their teachers, with the purpose of knowing the methods and techniques used by the professors in the development of productive skills.

4. PROCEDURES

To perform this research work the following procedures will be carry out:

Once the research instrument is applied, in this case the survey; the data will be processed of the following way:

- **Tabulation of the data:** the answers given to closed questions will be tabulated using the descriptive statistics. The additional criteria will be classified by categories in order to facilitate their interpretation.
- **Organization of the empiric data:** the empirical data will be organized taking into account the answers with which will be stated the first and the second hypotheses respectively.

- **Graphic representation:** the information obtained will be represented graphically in statistics tables and graphs. These will facilitate the visualization and interpretation of the data expressed in frequencies and percentages; all these related to the indicators.
- **Analysis and interpretation of the empiric information:**the data will be analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.
- **Hypotheses verification:** the hypotheses will be verified or rejected through a descriptive process supported by a logical analysis of the field work whose final results are expressed in a descriptive way.
- **Formulation of conclusions:** the conclusions will be based on a specific analysis of the results which will serve to give recommendations to the researched institution, in this case “The Canadian House Center”, in order to contribute to the solution of problems within the development of productive skills.
- **Elaboration of the final report:** to elaborate the final report, it will be necessary to integrate all the components of the research process in a logical way; this process will require a new revision of the theme, objectives, hypotheses, theoretical frame, etc.

5. POPULATION

The population of this research work will be the **8** professors who teach adult courses at “The Canadian House Center”. All the educators are native English speakers.

As the population of adult students at “The Canadian House Center” is only **100**, it is not necessary to obtain any sample from the whole population. Given these circumstances, the instrument, in this case the survey, will be applied to the whole population from this institute, the **100** adult students as well as their teachers.

LEVELS	SCHEDULES		TOTAL
	MORNING 9-10 am	EVENING 7-9 pm	
1	12	14	26
2	12	–	12
3	–	–	–
4	11	15	26
5	–	–	–
6	10	10	20
7	–	–	–
8	16	–	16
			100

h. BUDGET AND FINANCING

RESOURCES

1. Human

- Teachers from the Canadian House Center.
- Diego Castro, Michelle Madeira, Gloria Benstead, Karla Abad, Gabriela Ayala and René Morocho administrative staff from the Canadian House Center.
- Adult Students in all levels of the morning and evening sections at The Canadian House Center.

2. Institutional

- Universidad Nacional de Loja
- The Canadian House Center

3. Material

The material resources used during this research are:

- **Office material:** books, dictionaries, copies, paper, and folders.
- **Technical resources:** Internet, computer, scanner, printer, and pen drive.

4. Budget

• Project	\$	200
• First thesis draft	\$	300
• Second thesis draft	\$	300
• Impression of the final report	\$	300
• Unforeseen	\$	200
TOTAL	\$	1,300

5. Financing

All the expenses during this research work will be assumed by the researcher.

i.BIBLIOGRAPHY

- Alison, L. (1990). *Reading all types of writing:the importance*. Open University Press.
- Caleb, G. (1972). *Teaching foreing languages in schools:the silent way*. Educational Solutions Inc.
- Carla, K. (2008). *The Direct method in Modern Languages*.
- Elizabeth, D. (2004). *Methods of teaching English*. Aroraofsset Press.
- G, D. S. (1972). *English as a Foreing Language:history,development, and methods of teaching*. University of Oklahoma Press.
- G, H. D. (2005). *The writing process;Approach for every day writers*.
- Geetha, N. (1996). *English Language Teaching; Approaches, methods,techniques*. Orion Printers Private Limited.
- Georgi, L. (1978). *Suggestology ans suggestopedia;theory and practice*.
- Geraldine, C. (1988). *Developing Speaking Skill*. McGraw-Hill Companies.
- Hossen, M. (2000). *Communicative Language Teaching*. Brac University Press.
- Jack, R. (2006). *Communicative Language Teaching Today*. Cambridge University Press.
- Jean, W. (n.d.). *Effective Writing*. Cambridge University Press.
- Larsen, F. (1986). *Techniques and principles in language teaching*. Oxford University Press.
- Lauren, S. (2005). *The library of writing skills*. The Rosen Publishing Group Inc.

- M, C. K. (2009). *On the road to bilingualism: getting to the core of content-based instruction*.
- Martin, B. (1987). *Language Learning; speaking*. Oxford University Press.
- R, R. J. (2002). *Methodology in language teaching: An anthology of current practice*. New York: Cambridge University Press.
- Ruth, L. (n.d.). *Advanced Public Speaking; dynamics and techniques*.
Orders Xlibris Press.
- S, R. J. (2001). *Approaches and Methods in Language Teaching*.
Cambridge University Press.
- T, H. (2000). *Teaching and Learning in the Language Classroom*. Oxford University Press.
- Theodore, R. J. (2004). *Approaches and Methods in Language Teaching*.
Cambridge University Press.
- Victoria, J. L. (2000). *Great ideas. Listening and speaking activities for students of American English*. Cambridge University Press.

ANNEX 2: SURVEYS



UNIVERSIDAD NACIONAL DE LOJA AREA OF EDUCATION ART AND COMMUNICATION ENGLISH LANGUAGE DEPARTMENT Students´Survey

Dear Student: The present research work has as main goal to determine how does the teaching methodology influence on the development of productive skills. For this reason the researcher needs to ask your collaboration answering this survey to assure a more reliable work.

- **Hypotheses 1:** The methodology applied by the teachers is traditional and influences on the development of productive skills in the adult students of The Canadian House Center, academic period 2012-2013.

1.What is the best definition of method?

A variety of exercises, activities used in the language classroom	()
A set of classroom specifications for accomplishing linguistic objectives.	()
Aseries of exercises for obtaining a specific goal	()

2.Which of the following methodological characteristics does your teacher have?

- Teaches grammar on context ()
- Develops commands ()
- Works on dialogues ()
- Teaches grammar with patterns ()
- Teaches throughtasks ()

3.How often does you teacher develop these activities during the class?

Activities	always	sometimes	never
Reading and dialogues			
Gives instructions in English			
Dialogues			
Memorization of grammatical rules			
Develops tasks			

4. Do you like the methodology that your teacher uses to give the English classes?

Yes () No () Sometimes ()

Why? _____

5. Which of these Language aspects does your teacher pay more attention?

Grammar and Vocabulary ()

Speaking and Writing ()

Listening and Reading ()

6. What percentage of Spanish and English does your teacher speak in class?

ENGLISH	SPANISH	
80%	20%	()
60%	40%	()
50%	50%	()
40%	60%	()

➤ **Hypotheses 2:** There is limited application of techniques to develop productive skills with the adult students of The Canadian House Center academic period 2012-2013

7. Is there application of techniques to develop speaking and writing skills?

Yes () No () Sometimes ()

8. What of these English skills are you better in?

English skills	Good	Not very good	Regular
Speaking			
Writing			
Both			

9. What kind of techniques does your teacher apply for developing writing skill?

Prewriting (brainstorming,branching,questioning)	()
Rough Draft (putting ideas on paper)	()
Peer Editing (sharing ideas)	()
Skimming (reading quickly)	()
Editing (correcting mistakes)	()
Final Draft (producing a copy of the writing)	()
Publishing (presenting the final writing)	()
Revising (clarifying details)	()
Scanning (looking for details)	()

10. How often does your teacher work on the process of speaking and writing?

Everyday () Once a week () Twice a week () Three times a week ()

11. What kind of techniques does your teacher apply for developing speaking skill?

Prewriting () Discussions () Storytelling ()
Interviews and Reporting () Find the Difference () Editing ()
Role Play () Revising () None of them ()

12. What is your average on your English productive skills?

Scale	Writing	Speaking
10-9 Excellent		
8-7 Very Good		
7-6 Good		
5-4 Irregular		
3-0 Deficient		

Thanks for your help



UNIVERSIDAD NACIONAL DE LOJA
AREA OF EDUCATION ART AND COMMUNICATION
ENGLISH LANGUAGE DEPARTMENT
Teachers´Survey

Dear Teacher: The present research work has as main goal to determine how does the teaching methodology influence on the development of productive skills. For this reason the researcher needs to ask your collaboration answering this survey to assure a more reliable work.

- **Hypotheses 1:** The methodology applied by the teachers is traditional and influences on the development of productive skills in the adult students of The Canadian House Center, academic period 2012-2013.

1.What is the best definition of method?

A variety of exercises, activities used in the language classroom	()
A set of classroom specifications for accomplishing linguistic objectives.	()
A series of exercises for obtaining a specific goal	()

2. Which of the following methods do you use to teach English?

- The Direct Method ()
- Total Physical Response ()
- Communicative Language Teaching ()
- Grammar Translation Method ()
- Task Based Learning ()

3.How often do you develop these activities during the class?

Activities	always	sometimes	never
Reading and dialogues			
Gives instructions in English			
Dialogues			
Memorization of grammatical rules			
Develops tasks			

4. How do you consider the methodology that you use to give the English classes?

- Very good () Good () Regular ()

5.Which of these Language aspects do you pay more attention?

- Grammar and Vocabulary ()

Speaking and Writing ()

Listening and Reading ()

6. What percentage of Spanish and English do you speak in class?

ENGLISH	SPANISH	
80%	20%	()
60%	40%	()
50%	50%	()
40%	60%	()

- **Hypotheses 2:** There is limited application of techniques to develop productive skills with the adult students of The Canadian House Center academic period 2012-2013

7. Is there application of techniques to develop speaking and writing skills?

Yes () No () Sometimes ()

8. What of these English skills are your students better in?

English skills	Good	Not very good	Regular
Speaking			
Writing			
Both			

9. What kind of techniques do you apply for developing writing skill?

Prewriting	()
Rough Draft	()
Peer Editing	()
Skimming	()
Editing	()
Final Draft	()
Publishing	()
Revising	()
Scanning	()

10. How often do you work on the process of speaking and writing ?

Everyday () Once a week () Twice a week () Three times a week ()

11.What kind of techniques do you apply for developing speaking skill?

Prewriting () Discussions () Storytelling ()
Interviews and Reporting () Find the Difference ()Editing ()
Role Play ()Revising () None of them()

12.What is your students 'average on their English productive skills?

Scale	Writing	Speaking
10-9 Excellent		
8-7 Very Good		
7-6 Good		
5-4 Irregular		
3-0 Deficient		

Thanks for your help

MATRIX OF CONSISTENCY

THEME: TEACHING METHODOLOGY AND ITS INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE ADULT STUDENTS OF THE CANADIAN HOUSE CENTER, ACADEMIC PERIOD 2012-2013.

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
GENERAL:				
How does teaching methodology influence on the development of productive skills with the adult students of The Canadian House Center? Academic period 2012-2013.	To research the influence of teaching methodology on the development of productive skills with the adult students of The Canadian House Center, academic period 2012-2013.	Teaching methodology influences on the development of productive skills with the adult students of The Canadian House Center, academic period 2012-2013.	Methods to develop productive skills.	
SPECIFIC:				
<ul style="list-style-type: none"> • What kind of methodology do teachers apply to develop productive skills with the adult students of The Canadian House Center? Academic period 2012-2013. 	<ul style="list-style-type: none"> • To determine the methodology that teachers apply to develop productive skills with adult students of The Canadian House Center, academic period 2012-2013. 	<ul style="list-style-type: none"> • The methodology applied by the teachers is traditional and influences on the development of productive skills in the adult students of The Canadian House Center, academic period 2012-2013. 	Methods Productive skills	<ul style="list-style-type: none"> • Method: Definition • Grammar Translation Method • The Direct Method • The Audiolingual Method • The Silent Way • Suggestopedia • Total Physical Response WRITING: • Prewriting • Rough Draft

<ul style="list-style-type: none"> • Which techniques do teachers use to work in productive skills with the adult students of The Canadian House Center, academic period 2012-2013? 	<ul style="list-style-type: none"> • To identify the techniques that teachers use to work in productive skills with the adult students of The Canadian House Center, academic period 2012-2013. 	<ul style="list-style-type: none"> • There is a limited application of techniques to develop productive skills with the adult students of The Canadian House Center academic period 2012-2013 	<p style="text-align: center;">Techniques Productive skills</p>	<ul style="list-style-type: none"> • Peer Editing • Revising • Editing • Final Draft • Publishing <p>SPEAKING:</p> <ul style="list-style-type: none"> • Role play • Storytelling • Interviews • Reporting • Picture narrating • Find the difference • Discussions ➤ Excellent ➤ Very good ➤ Good ➤ Irregular ➤ Deficient
--	--	--	--	--

INDEX.

a. TITLE.....	1
b. ABSTRACT.....	3
c. INTRODUCTION.....	4
d. REVIEW OF LITERATURE.....	9

CHAPTER I

TEACHING METHODOLOGY

1. Methodology.....	9
2. Method.....	9
2.1 Grammar Translation Method.....	9
2.2 Direct Method.....	11
2.3 Total Physical Response.....	12
2.4 Audio-lingual Method.....	13
2.5 The Structural Approach.....	13
2.6 Suggestopedia.....	13
2.7 The Silent Way.....	14
2.8 Community Language Learning.....	14
2.9 The Natural Approach.....	14
2.10 Communicative Language Teaching.....	15
2.11 Task Based Learning or Instruction.....	18

CHAPTER II

PRODUCTIVE SKILLS

3.1 Writing.....	20
3.2 Writing Process.....	20
3.3 Speaking.....	21
3.3.1 Speaking Techniques.....	22
e. RESOURCES AND METHODS.....	27
1. Design of the research.....	27
2. Methods.....	28
3. Techniques and instruments.....	29
4. Procedures.....	30
5. Population	32
f. RESULTS.....	33
g. DISCUSSION.....	59
h. CONCLUSIONS.....	66
i. RECOMMENDATIONS.....	68
j. BIBLIOGRAPHY.....	70
k. ANNEXES.....	72