

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

"THE TRADITIONAL ENGLISH TEACHING METHODOLOGY AND THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2013 – 2014"

Thesis as a previous requirement to obtain the Bachelor's degree in Sciences of Education, English Language Specialization.

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DEDICATION

I want to dedicate this research work, first of all, to God for giving me this

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THESIS SCHEME

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a. TITLE

"THE TRADITIONAL ENGLISH TEACHING METHODOLOGY AND THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2013 – 2014"

b. RESUMEN

El presente trabajo de investigación titulado "METODOLOGÍA TRADICIONAL EN LA ENSEÑANZA DEL INGLÉS Y EL DESARROLLO DE LAS DESTREZAS PRODUCTIVAS CON LOS ESTUDIANTES DEL 10mo AÑO DE EDUCACIÓN BÁSICA EN LA UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. PERIODO ACADÉMICO 2013-2014" ha sido realizado con el propósito de determinar si la metodología tradicional de la enseñanza del Inglés es aún usada en el desarrollo de la habilidades productivas del Idioma Inglés de esta institución educativa.

Para llevar a cabo este trabajo de investigación, fue necesario usar algunos métodos; como método principal, el método científico que ayudó a la investigadora obtener información apropiada, el cual apoyó y reforzó este trabajo investigativo. La técnica que se usó para recoger información fue la encuesta, esta fue aplicada a los profesores y estudiantes a través de un cuestionario. Luego fue necesario tabular, organizar, representar gráficamente e interpretar la información para así poder verificar las hipótesis y presentar las conclusiones y recomendaciones.

Finalmente, los resultados de esta investigación demuestran que aún existe el uso de la metodología tradicional, concluyendo que los profesores están usando metodología tradicional para enseñar el Idioma Inglés en sus clases causando un limitado desarrollo de las destrezas productivas en el proceso de aprendizaje de los estudiantes.

ABSTRACT

The present research work titled: "THE TRADITIONAL ENGLISH TEACHING METHODOLOGY AND THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2013 – 2014" has been done with the purpose of determining if the traditional English teaching methodology is still used in the development of productive skills of the English language of this educative institution.

To carry out this research work, it was necessary to use some methods; as the main one was, the scientific method which helped the researcher to get suitable information that supported and reinforced this work. The technique used to collect the data was the survey; it was applied to teachers and students through a questionnaire. Then it was necessary to tabulate, organize, represent graphically and interpret the data collected in order to be able to verify the hypotheses and present the conclusions and recommendations.

Finally, the results of this research demonstrate that still exist the use of traditional methodology, concluding that teachers are using traditional English teaching methodology in their classes causing a limited development of productive skills in the students learning process.

c. INTRODUCTION

English language has been widely used and considered as the universal language. In other words, English language has been the common language of the world for decades. It is now impossible to find a country where learning English has not become a norm for these reasons; taking into account in the Ecuadorian curriculum structure, the English language is considered as essential part of the program. According to the new curriculum reform the English subject is imparted as regular schedule which includes five hours per week at high school level. Despite this, most of students do not have a meaningful learning of the English language due to, some problems like: the use of traditional methodology and some teachers do not apply suitable strategies to develop productive skills.

Methodology plays an important role in the teaching of English language; the task of methodology is to enhance the process of teaching English by empowering and facilitating teachers to work proficiently. Moreover, methodology provides teachers with a variety of methods to teach with the purpose of analyzing each one taking into account the different learning styles and multiple intelligences of students in order to apply the appropriate methods in their English classes. Unfortunately, the use of traditional English teaching methodology still exists in all the levels of education without knowing if it affects or contributes the students' teaching-learning process. Likewise, teachers are using traditional

methodology to develop speaking and writing skills (productive skills) since, they do not apply available and updated strategies to support the development of these skills, causing the poor interest by the students to learn the language.

For these reasons, the present research work entitled: "THE TRADITIONAL ENGLISH TEACHING METHODOLOGY AND THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2013 – 2014" was carried out with purpose of determining if the traditional English teaching methodology is still used in the development of productive skills of the English language.

The present research work, was developed at Unidad Educativa Anexa a la Universidad Nacional de Loja during the academic period 2013-2014, where the general problem found was: how is the traditional English teaching methodology used in the development of the productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja academic period 2013-2014?. So that, the derived sub problems focus on; defining if the traditional English teaching methodology contributes in the development of productive skills and what kind of strategies the teachers apply to develop productive skills.

To carry out this research work, it was important to propose general and specific objectives, as general one; to determine if the traditional English teaching methodology is used to develop productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014. According to the specific objectives, the first one was: to define if the traditional English teaching methodology contributes in the development of productive skills and the second one was, to verify if the strategies used by the teachers are supporting the development of productive skills.

Likewise, the general hypotheses of this research work states that the traditional English teaching methodology influences in the development of productive skills with the students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.

For doing this research work, it was necessary to use some methods and techniques such as: the scientific method which helped to recognize the principle research problem and reinforce the collected information; the descriptive method was applied through the survey technique for teachers and students in order to gather information; the deductive method was used to establish and verify the hypotheses contrasting the variables with the collected empiric data and theoretical referents; and the inductive

method allowed the researcher to make up recommendations and conclusions to the problem.

This investigative work and its structure is organized in the following way: first, the literature review which was a guide and support for the development of this research. Next, the methodology was used to collect information, contrast the theory with the found problem, carry out the analysis of the data and draw the conclusions and recommendations. Then, this research contains the presentation and discussion of the results through charts, graphs and its respective logical analysis according to the obtained results. Similarly, the verification of the stated hypotheses is supported using some appropriate questions from the surveys applied. Finally, this research work presents the conclusions and recommendations about the problematic related to traditional English teaching methodology and the development of productive skills.

d. REVIEW OF LITERATURE

❖ METHOD

Method is "a procedure or process for attaining a goal" or "a systematic procedure, technique" or "a set of rules". Babcock, (2008). Beside a method is the practical of the objective of teaching in the classroom in a variety of audiences and contexts. The objects are related to material, sequence, teacher-students roles and behaviors, linguistics and subject-matter objectives. Bouvoma, (2008)

From the etymological point of view, the word method indicates the way to get at the end. According to this definition when people follow and use a method, they work in an orderly and calculated manner in order to achieve their objectives or direct the activity towards a particular purpose according to a certain order and arrangement. Cerbero, (2011).

When the method is used in the educational field, we can see the importance of rational, organizational and practical phases or moments when teaching techniques which are organized to direct students' learning. All methods consist of specific resources such as techniques, strategies, procedures, forms, ways that will enable conducting of thought and action towards the defined goals.

❖ METHODOLOGY

Methodology is "a body of methods, procedures, working concepts, rules and postulates employed in the solution of a problem or in doing something". Babcock, (2008)

However, it is important to define methodology, due to traditionally; a distinction has been drawn between syllabus design and methodology: the former concerning itself with the selection and grading of linguistics and experiential content, the latter with the selection and sequencing of learning tasks and activities. In other words, syllabus design is concerned with what, why and when; methodology is concerned with how. An important aspect of methodology is the development of teaching routines, materials and tasks for use in the classroom.

Moreover, methodology includes; the study of the nature of language skills (reading, listening, speaking, writing) and procedures for teaching them, the evaluation and comparison of language teaching methods and the study of preparation lesson plans, materials and text books for teaching language skills. Nunan, (2010)

CLASIFICATION OF METHODOLOGIES

According to the different researches and opinions, there are several theories of learning, but there is not exist which is the best way to learn a language. In general we can say that there are two points of views on language teaching methods; the following classification are divided among traditional and innovative methodology, the traditional ones are: grammar translation method, direct method, audio-lingual method, total physical response, and community language learning, otherwise, the innovative or active ones are:, natural approach and communicative language teaching.

❖ TRADITIONAL METHODOLOGY

The traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher's explanations and examples, they will be able to use the knowledge. Moreover, traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Traditional methodology focuses on grammatical structures and isolated items of vocabulary and the primary skills (reading, writing, listening and speaking) are generally taught at an insufficient level. These are the main characteristics of the traditional methodology.

"This paradigm understands the student as an empty individual or a blank list to be scratched, in other words to acquire behaviors. This passive consideration makes that teachers need to frame his teaching relationship within authoritarian and hierarchical parameters that deny the experiences, opinions and ideas of learners". Leal, (2008)

On the traditionalist education the most important element of the teaching-learning process are the teachers who lead the class in a masterful way, their role is purely mechanical, produce memoristic, uncreative, and passive students, leaving aside their experiences, skills and attitudes ,who become merely spectators in the process. Garcia, Isabel & Carrion, Esmeralda, (2011)

TRADITIONAL METHODS

Grammar translation method

As the names of some of its leading exponents suggest, grammar translation method was the offspring of German scholarship, the object of which, according to one of its less charitable critics, was "to know everything about something rather than the thing itself". Kelly, (1969)

The grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. The objective is

that by the time they leave college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts. Ramón, B. Dávila, C. & Ochoa, S. (2010)

The main characteristics of this method are:

- The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study.
- Reading and writing are the major focus; little attention is paid to speaking or listening.
- Vocabulary selection is based solely on the reading texts, and words are taught through words lists, dictionary study, and memorization.
- o The sentence is the basic unit of teaching and language practice.
- Grammar is taught deductively, that is by presentation and study of grammar rules, which are then practiced through translation exercises.
 Richards, J. & Rodgers T. (2001)

Direct method

It is a method that refrains from using the learners' native language and just uses the target language. The direct method operates on the idea that

second language learning must be an imitation of first language learning. 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. Cassady, (2010)

The principles of the direct method are the following:

- Classroom instruction was conducted exclusively in the target language.
- Only everyday vocabulary and sentences were taught.
- Oral communication skills were built up in a carefully graded progression.
- Grammar was taught inductively.
- New teaching points were introduces orally.
- Concrete vocabulary was taught through demonstration, objects and pictures; abstract vocabulary was taught by association of ideas.
- Both speech and listening comprehension was taught.
- Correct pronunciation and grammar.

Audio-lingual method

This method is based on a behaviorist theory. It makes the 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. Moreover, the audio-lingual method advised that students are taught a language directly, without using the students' native language to explain new words or grammar in the target language. English Language Teaching, (2008). This method emphasized teaching the comprehension of text. Rapid silent was the goal, but in practice teachers often resorted to discussing the content of passage in English.

Dialogues and drills firm the basis of audio-lingual classroom practices. Dialogues provide the means of contextualizing key structures and illustrate situations in which structure might be used as well as some cultural aspects of the target language. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drill and pattern-practice exercises.

According to this list, the following procedures that the teachers should adopt in using the audio-lingual method:

- The modeling of all learning by the teachers.
- The early and continued training of the ear and tongue without recourse to graphic symbols.
- The gradual substitutions of graphics symbols for sounds after sounds are thoroughly known.

- The summarizing of the main principles of structure for the student's use when the structures are already familiar.
- The minimizing of vocabulary.
- The study of vocabulary only in context. Brooks, (1964)

Community language learning

Community language learning draws on the counseling metaphor to redefine the roles of the teacher (the counselor) and the learners (the clients) in the language classroom. The basic procedures of CLL can thus be seen as derived from the counselor-client relationship.

The community language learning method tries to encourage the students to take increasingly more responsibility for their own learning, and to "learn about the learning" so to speak. The initial struggles with learning the new language are addressed by creating an environment of mutual support, trust and understanding between both learners-clients and teacher-counselor. Ramón, B. Dávila, C. & Ochoa, S. (2010)

Some characteristics of these methods are:

- Explicit linguistics or communicative objectives are not defined in CLL
- CLL does not use conventional language syllabus, which sets out in advance grammar, vocabulary.

- The teacher's responsibility is to provide a conveyance for these meanings in an appropriate way to the learner's proficiency level.
- Specific grammatical points, lexical patterns, and generalizations were insolated.

As with most methods, CLL combines learning tasks and activities with conventional ones. They include: *translation, group work, recording, transcription, analysis, reflection and observation, listening, and free communication.*

As a conclusion, CLL places unusual demands on language teachers. They must be familiar with and sympathetic to the role of counselors in a psychological counseling. They must resist the pressure "to teach" in the traditional sense. The teacher must also be relatively nondirective and must be prepared to accept and even encourage the "adolescent" aggression of the learner as he or she strives for independence. Special training in CCL techniques is usually required. Richards, J. & Rodgers, T. (2014)

Total physical response

This method capitalizes on the way of children naturally learn their first language, trough the transformation of perception into conceptions and

then the expression of those conceptions using language. The natural way to accomplish this was to recreate the natural way children learn their native language and encourage learners to respond using right.-brain motor skills than left-brain language processing.

Total physical response reflects a grammar- based view of language. Asher states that "most of grammatical structure of the target language and hundreds of vocabulary items can be learned from the skillful use of the imperative by the instructor". Asher, (1982)

The general objectives of total physical responses are to teach oral proficiency at a beginning level. Comprehension is a mean and the ultimate aim is to teach basic speaking skills. Therefore, the principle characteristics of this method are:

- Grammar is taught inductively.
- Imperative drills are the major classroom activities; they are typically used to elicit physical actions and activity on the part of the learners.
- Learners have the primary roles of listener or performer.
- Materials and realia play an increasing role, however, in latter learning stages.
- Whenever possible, humor is injected into the lesson to make them more enjoyable for learners.

❖ ACTIVE METHODOLOGY

The active methodology is the set of methods, techniques and resources used by the teacher during a mutual learning in order to students develop and consolidate their cognitive, motor and affective skills, in an active and dynamic form; learning is a process in which the main role is for the students, who build knowledge from activities designed by the teacher, which must primarily promote the autonomy, critical thinking, collaborative attitudes and ability to self-assessment. Garcia, Isabel & Carrion Esmeralda, (2011)

The main function of education within an active methodology is to promote the intellectual development of human beings. In other words, it means that should encourage students to be more responsible for their own learning, taking a more active role in the process. The main objective is learn how to learn for themselves, for which it is necessary to develop skills for searching, sorting, analysis and evaluation of information likewise, interaction, creativity, reflection, criticality and collaboration skills. Castelnuovo, (2006)

Moreover, in the active teaching, teachers support student actively, which is radically opposed to the transmission of learning. It is a dogmatic teaching instead of pragmatic one. Ruillo, A. & Mato, S. (2002)

The fundamental role of the teacher is planning and designing innovative teaching strategies to develop abilities and skills through creative and dynamic activities in order to construct meaningful, functional and contextualized learning, for which the teacher should encourage the development of imagination, creativity and critical reflection of the learner.

Likewise, the role of the student is active, they participate in the construction of knowledge through appropriate methods, strategies and techniques that contribute to the development of psychomotor skills, socio-affective and cognitive (analysis, synthesis, induction, deduction, relationship, abstraction) efforts to solve problems

INNOVATIVE METHODS

Natural approach

This method focuses on the need to make learners as relaxed as possible during the learning process. Some important principles are that there should be a lot of language acquisition as opposed to language processing and there needs to be a considerable amount comprehensible input from the teacher. As a part of natural approach, students listen to the teacher using the target language communicatively from the very beginning, they are allowed to use their native language alongside the

target language as part of the language learning process. This method focuses on a wide range of activities including games, role plays, dialogues, group work and discussion.

"The goals of natural approach are based on assessment of student needs. We determine the situations in which they will use the target language and the sorts of topics they will have to communicate information about". Krashen, (1996)

From the beginning of the class taught according to the natural approach emphasis is on presenting comprehensible input, when the learners are ready to begin talking, the teachers provide comprehensible language and simple responses opportunities. The teacher talks slowly and distinctly, asking questions and eliciting one-word answers. Charts, pictures, advertisements, and other realia serve as a focal point of questions. Acquisition activities those are focus on meaningful communication rather than language form.

In summary, like communicative language teaching, the natural approach is evolutionary in its procedures, it emphasizes in comprehensible and meaningful practice activities, rather than production of grammatically perfect utterance and sentences.

Communicative language teaching

The communicative approach starts from a theory of language as communication. The goal of language teaching is to communicative views of language. Communicative language teaching makes use of real-life situations that necessitates communication. The teachers set up a situation that students are likely to encounter in a real life. 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. This method makes teachers talk less and listening more becoming active facilitators of the student's learning. The teachers set up the exercise, because the student's performance is the goal, the teachers must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet. The students do most of speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete the task. Because of, the increased responsibility to participate, students may find they again confidence in using the target language in general. Students are more responsible managers of their own learning. Ramón, B. Dávila, C. & Ochoa, S. (2010)

Therefore, some of the characteristics of this communicative view of language are the following:

- Language is a system for the expression of meaning.
- The primary function of language is to allow interaction and communication.
- The structure of language reflects its functional and communicative uses.

Learners bring preconceptions of what teaching and learning should be like. Often there is not text, grammar rules are not presented, classroom management is nonstandard, students are expected to interact primarily with each other rather than with the teacher, and correction of the errors may be absent or frequent.

Several roles are assumed for teachers in CLT, the importance of particular role being determined by the view of CLT adopted. "The teacher has two main roles: the first is to facilitate the communication process between all participants in the classroom; and the second role is to act as an independent participant within the teaching-learning group. The latter role is closely related to the objectives of the first role and arises from it". Breen, M. & Candlin C. (1990)

SKILLS OF ENGLISH LANGUAGE

When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four

"language skills": The four language skills are related to each other in two ways:

- The direction of communication (in or out)
- The method of communication (spoken or written)

RECEPTIVE SKILLS

Listening and reading are the receptive skills. The students passively receive and process the information through these skills. For adequate receptive skills, the habits of listening and reading are to be improved. The main objective of receptive skills is not teaching more grammar and vocabulary, but develops learners' ability to understand/interpret texts using their existing language knowledge. Al-Jawi, (2010)

PRODUCTIVE SKILLS

Productive skills are those skills in which we have to produce language, those are writing and speaking. Although, speaking and writing are substantially different in many ways, they both are used for the same purpose- to communicate. Muñoz, (2008)

Writing and speaking are considered to be productive skills that mean, they involve producing language rather than receiving it.

Speaking Skill

Speaking belongs to productive skills; it is more frequently used than writing. The main function of spoken language is to socialize individuals. On the contrary to writing, spoken language is produced and processed in real time, the speaker and hearer have limited time to plan and produce what they want to say and understand what they hear. Speech is generally used in face-to-face conversations; it is temporary, spontaneous and variable. Spoken language is supported by body language such as gestures or facial expressions (often called non-verbal communication).

Speaking is the productive skill in the oral mode. The success of learning speaking depends on being able to listen and understand what is said to us. As, the other skills, it is more complicated than it seems at first and involves more than just pronouncing words. The goal of teaching speaking skills is communicative efficiency. The main aim of teaching speaking skills is to communicate efficiently. Learners of a foreign language should be able to make themselves understood while speaking the language. The goal is to avoid misunderstanding in the message due to faulty vocabulary, grammar and pronunciation. Lesáková, (2008)

Strategies to develop speaking skill:

Eliciting

- Making corrections with eliciting responses
- Restricted oral practice
- Repetition
- Echo questions
- Questions and answers
- Simple substitution
- Chaining. Qresh, (2007)

Writing Skill

Writing skills are an important part of communication. For communication point of view the writing should be implicit, clear and in functional language. Clarity is the fundamental requirement of a written work. The writer should be very much clear with what he wants to communicate. Each and every point should be explained explicitly, so as to ensure effectiveness of his communication.

Writing has served different functions in society. It is typically used for the transmission for cultural knowledge, keeping records of historical facts or scientific developments, codifying laws etc. In everyday life, writing is used for sharing information (newspapers), for entertainment (comics, computer games), for social contact (e-mails, SMSs) and for action (telephone directories).

When writing, we have to distinguish between accuracy and fluency. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, using correct pronunciation, using correct layouts and choosing the right vocabulary. We also have to use grammar correctly, joining sentences correctly and using paragraphs correctly. Lesáková, (2008)

Strategies to develop writing skill:

- Guided writing tasks
- Form sentences
- Substitution tables
- Model text
- Scrambled sequence
- Narratives

Writing task by levels

Beginning and high-beginning level

- Filling in forms
- Dictation
- Short description

o Combining sentences Ramón, B. Dávila, C & Ochoa, S. (2010)

Intermediate level:

- Letter writing
- Note-taking
- Biography writing
- o Picture writing

Advanced level:

- Writing letter
- Group writing projects
- Fluency development and free writing
- o Postcards
- o Dairy writing. The Productive Skills. Speaking and Writing, (2004)

e. MATERIALS AND METHODS

RESOURCES

Human resources

- Elsa del Rocío Sánchez Poma researcher.
- English teachers from the Unidad Educativa Anexa a la Universidad
 Nacional de Loja.
- Students from ten year of basic education groups A, B, C, and D at Unidad Educativa Anexa a la Universidad Nacional de Loja.

Material resources

- Office material: copies, folders, paper, books, paper clip, stapler, hole puncher, pens.
- Technical resources: computer, internet, calculator, printer, pen drive, laptop.

Institutional resources

- Universidad Nacional de Loja.
- English Language Career.

- Unidad Educativa anexa a la Universidad Nacional de Loja.
- Library of Universidad Nacional de Loja.

METHODS

For the development of this research the methods used by the researcher were:

Scientific method: this method was applied to recognize the principle research problem and it supported and reinforced this research.

Descriptive Method: this method was applied through the surveys and observations in order to gather information which helped to carry out the development of the research.

Statistics Method: the researcher used this method in order to present information through comparative charts and bar graphs to make comparison between the two researched groups with the purpose to understand the data easily.

Deductive method: it was used to form knowledge from general to particular facts. The researcher used this method to generalize the hypothesis established; in this way, I could look for more information and provided it.

Inductive Method: this method was used to form knowledge from the particular to general facts and it allowed me to set up recommendation and conclusions to the problem.

TECHNIQUES AND INSTRUMENTS

Survey: this technique consisted in research personal opinions in right way. The questionnaire was applied to English teachers and students of the educational establishment in order to know what kind of English teaching methodology teachers are applying in the development of productive skills during their classes.

PROCEDURES

Tabulation: Once the questionnaire was applied, the tabulation of the information was done through the statistics method to interpret the closed questions. The criteria, opinions or explanation of each question was developed from own their points of view.

Organization: the organization of the information collected, was done by classifying the questions that helped to prove the hypotheses. In this way, it was possible to interpret and analyze each question easily with sufficient information that let me confirm the hypotheses.

Graphic Representation: after the researcher has analyzed the data collected; it was represented graphically, so it facilitated the interpretation and consequently a logical analysis of every question.

Logical Analysis: once the information was presented in charts and graphs, it was interpreted according to the percentages obtained and analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variable of the specific hypotheses.

Hypotheses Verification: the hypotheses were verified through a deductive hypothetical process supported by logical analysis of the field investigated whose final results were expressed in a descriptive way.

Conclusions and Recommendations: the conclusions were drawn based on the objectives and specific analysis of the results; they served to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute to the solution of the problem in the present research.

POPULATION AND SAMPLE

The population of this research was represented by students from ten year of basic education at Unidad Educativa Anexa a la Universidad Nacional

de Loja. The researcher took the whole population. They were 125 students of all groups A, B. C and D from ten year of basic education. The researcher worked with 5 English teachers of this Institution.

The chart demonstration has been illustrated bellow:

COURSE	GROUPS		GROUPS		TOTAL
10 TH YEAR OF BASIC	Α	В	С	D	
EDUCATION	30	31	32	32	125
TEACHER'S					
POPULATION					5

The information of student's sample is different from the approved project because; seven students left the institution during the academic year 2013. When the questionnaire was applied 7 students have lost the academic year, therefore the population sample was 125 students.

f. RESULTS

TEACHERS' AND STUDENTS' SURVEY.

HYPOTHESIS ONE

The use of traditional English teaching methodology does not contribute to develop productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.

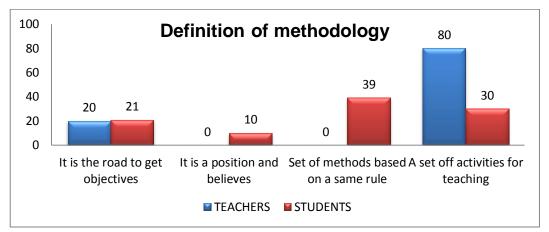
1. What is methodology for you?

Chart 1

Definition of methodology	TEAC	HERS	STUD	ENTS
	f	%	f	%
It is the road to get objectives.	1	20	27	21
It is a position and believes	0	0	12	10
about natural languages.				
Set of methods based on same	0	0	49	39
rule.				
A set off activities for teaching.	4	80	37	30
TOTAL	5	100	125	100

Source: Teachers' and Students' survey

Graph 1



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

The graph representation shows that most of the teachers defined methodology as: a set off activities for teaching. Whereas, a slightly less than half of students said, methodology is a set of methods based on the same rule.

Methodology is the study of pedagogical practices in general, whatever considerations involve how to teach. Moreover, it includes the study of the nature of language skills (listening, reading, speaking, and writing) and the procedures for teaching them. As definition, methodology is "a set of methods based on the same rule and having a common aim" in order to encourage students to use the language or involve them in lessons. Bouvoma, (2008)

However, the results show that teachers do not know the real definition of methodology; they confuse methodology among method, approach and technique. Otherwise, students get right the correct answer. It is important to mention that, the use of innovative methods will permit get a good student's development and they want to be involved in an active teaching learning process because of, within an active methodology teachers are considered guides and students are the principle characters in this process.

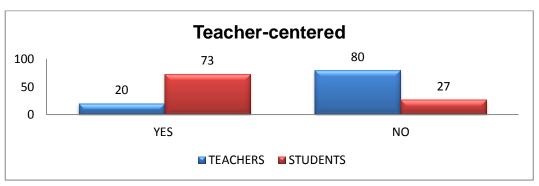
2. Do you agree "teaching is deeply teacher-centered"? Why?

Chart 2

Teacher-	TEACHERS		STU	DENTS
centered	f	%	f	%
YES	1	20	91	73
NO	4	80	34	27
TOTAL	5	100	125	100

Source: Teachers' and Students' survey

Graph 2



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

In accordance with the chart, most of teachers surveyed did not agree that teaching is deeply teacher-centered because they think the teaching learning process involves two parts such as: teachers and students, as a result to get objectives. Nevertheless, three quarters of the population of students agreed, teaching is deeply teacher-centered due to teachers have the knowledge and techniques to teach English. (Reasons given on the questionnaire).

In the traditionalist education the most important element of the teaching-learning process are the teachers who lead the class in a masterful way, their role is purely mechanical, produce memoristic, uncreative, and passive students, leaving aside their experiences, skills and attitudes ,who become merely spectators in the process. Garcia, Isabel & Carrion, Esmeralda, (2011)

Likewise, traditional language teaching is based on a traditional approach to the target language, where the language is taught as a body of grammatical rules and an enormous number of words that are combined according to the rules.

Therefore, there is a contradiction between teachers' and students' answers to this question, so taking into account the major results it shows, that "teaching is deeply teacher-centered" into the classroom where teachers have a dominant role and are source of knowledge while learners are merely receptors during their learning.

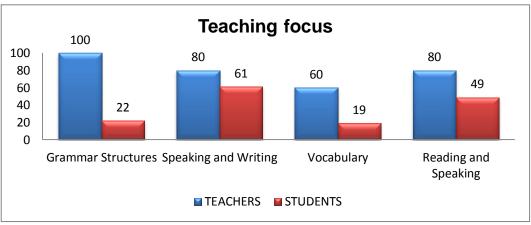
3. When you teach you focus on:

Chart 3

Teaching focus	TEACI	TEACHERS		ENTS
	f	%	f	%
Grammar Structures	5	100	27	22
Speaking and Writing	4	80	76	61
Vocabulary	3	60	24	19
Reading and Speaking	4	80	56	49

Source: Teachers' and Students' survey

Graph 3



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

The entire group of teachers manifested that when they teach, they focus on: *grammar structures*. Whereas, a little more than half of students expressed, teachers focus on: *speaking and writing*.

According to the main characteristics of traditional methodology; it focuses on grammatical structures, isolated items of vocabulary, and the primary skills, such as reading, writing, listening and speaking, are generally taught at an insufficient level and separated way.

"This paradigm understands the student as an empty individual or a blank list to be scratched. This passive consideration makes that teachers need to frame their teaching relationship within authoritarian and hierarchical parameters that deny the experiences, opinions and ideas of learners". Leal, (2008)

Teaching English involves the four basic skills and micro-skills so that, these should be taught as whole process. However, grammatical rules and writing are the most important elements for teaching English, in other words teachers still conserve their traditionalist education as the results show us.

Interact in class and take an active role should be the main goals for the students in order to become creative and autonomous ones.

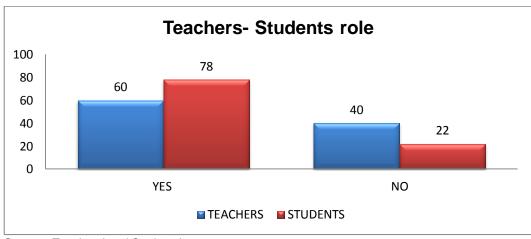
4. During a class is the teacher a source of knowledge while learners are passive receivers? Why?

Chart 4

Teacher-Students role	TEACI	HERS	STUDENTS	
	f	%	f	%
YES	3	60	97	78
NO	2	40	28	22
TOTAL	5	100	125	100

Source: Teachers' and Students' survey

Graph 4



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

The results show that more than half of teachers said the teacher is a source of knowledge while learners are passive receivers. Likewise, most of students agreed with it. According to the reasons, supporting these questions; teachers are seen as source of knowledge because of, they have the power to teach, and students are considered passive receivers because they do no put interest in learning the language. (Explanation gotten from the surveys)

It is important to remember, a very typical feature of traditional methodology is "teacher-dominated interaction". The reason for this approach is explained that it is based on the traditional view of education, where teachers serve as a source of knowledge while learners serve as passive receivers. Teachers always focus on teaching points of grammar, use repetitive practice, mechanical drills and memorization of grammar rules. While learners are reduced to play a passive role without control over content or methods, in other words they are limited to receive the knowledge from their teachers.

It is important to point out, that teachers must encourage learners to be active agent in his or her learning and students should consider their teachers as true facilitators of learning, guides that teach through appropriate methodology and didactic material, and above all to construct their own knowledge and critical thinking with the teacher's help.

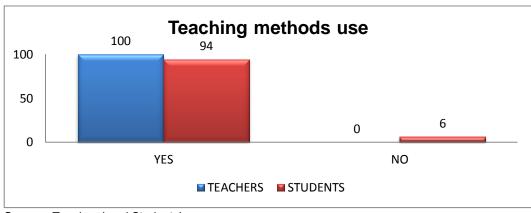
5. Do you use any method to teach English during the class?

Chart 5

Teaching methods	TEACHERS				STU	DENTS
use	f	%	f	%		
YES	5	100	118	94		
NO	0	0	7	6		
TOTAL	5	100	125	100		

Source: Teachers' and Students' survey

Graph 5



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

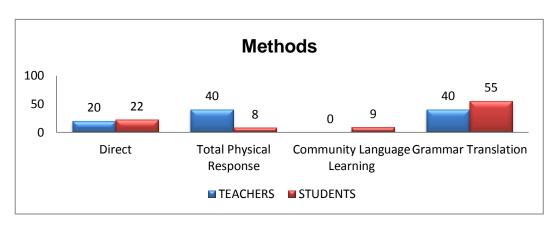
Which method?

Chart 5

Methods	TEACHERS		STUDENTS	
	f	%	f	%
Direct Method	1	20	28	22
Total Physical Response	2	40	10	8
Method				
Community Language	0	0	11	9
Learning				
Grammar Translation Method.	2	40	69	55

Source: Teachers' and Students' survey

Graph 5



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

This statement is divided in two parts; the first part is about whether the teachers use a method to teach English; according to the results, the completed group of teachers asserted they use one method into the

classroom. Similarly, almost all the students support the teacher's answer. In the second part; the results show what method teachers use to develop a class; almost half of all population use the *grammar translation and total physical response methods*. While, a little more than half of students manifested that their teachers use *grammar translation method*.

As we know, it is a requirement to use a method at the moment to teach, because when "teachers follow and use a method, they work in an orderly manner to achieve their teaching objectives". Cerbero, (2011). However, the results clearly show that teachers are using traditional methods in their classes, such as: the grammar translation method which focuses on grammatical structures, translations and memorization, and total physical response method, where imperative drills are the major classroom activities.

Nowadays, schools should apply an active methodology in teaching of English language, where learning will be a dynamic process in which the main role is for the students, who build their knowledge from activities designed by teachers, where primarily promote the autonomy, critical thinking, collaborative attitudes and ability to self-assessment. In contrast, the results confirm the use of traditional methods for the teachers from Unidad Educativa Anexa a la Universidad Nacional de Loja.

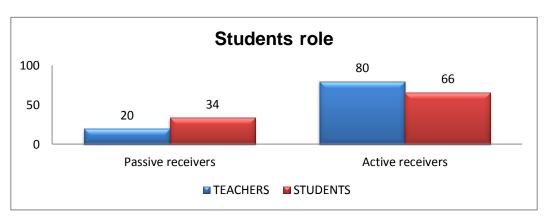
6. While the teacher explains an English class the students are: passive or active receivers. Why?

Chart 6

Students role	TEACHERS		STUDENTS	
	f	%	f	%
Passive Receivers	1	20	43	34
Active Receivers	4	80	82	66
TOTAL	5	100	125	100

Source: Teachers' and Students' survey

Graph 6



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

According to the results, most of teachers expressed that, when they explain an English class students are active receivers because the learners interact and participate with the teacher during the class and a little less than a quarter of them are passive receivers due to, students receive instructions and information to do tasks.

Likewise, more than half of students said that they are active receivers since they participate, show interest and understand the class, and several of them expressed to be passive receivers because they do not like the way that teachers teach. (Information gotten from survey's open questions)

The teaching learning process involves two main factors; one of them is the teachers and the other students; these elements have an important role to get the real objectives in the educational field. An active learning is based on the students' development in the class, considering them as main actors of their learning. On the other hand, teachers play the role of guiders and motivators; they are not only transmitter of contents. Otherwise, the passive learning focuses on the activity of the teacher; students acquire a passive attitude and receive knowledge through: dictates, lessons that are then reproduced from memory and dogmatic exposure. Garcia, Isabel & Carrion, Esmeralda, (2011)

It is important to mention that several students have a passive attitude face to their learning, perhaps because they do not like the language or do not understand. So that, the main goal of an active methodology is that all students enjoy learning and be able to use, participate, interact, understand and produce the English language.

HYPOTHESIS TWO

The strategies used by the teachers are not supporting the development of productive skills with students of 10th year of basic education at "Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.

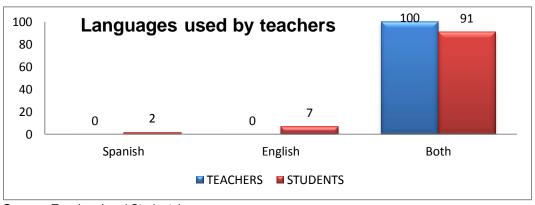
7. What language does the teacher use during a class? Why?

Chart 7

Language used by the	TEAC	CHERS	STUDENTS	
teachers	f	%	f	%
Spanish	0	0	3	2
English	0	0	8	7
Both	5	100	114	91
TOTAL	5	100	125	100

Source: Teachers' and Students' survey

Graph 7



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

The graphic representation shows that the entire group of teachers said; they use both languages Spanish and English during a class. Similarly, almost all students argued in the same way.

Speaking is the productive skill in the oral mode. The goal of teaching speaking skills is efficient communication so that, it is necessary to use English language as well as teacher and students in order to improve students' skills. Although, it is not possible to speak English all the time, due to some factors such as: teachers use translation, students do not understand the target language, and there is not enough management of vocabulary so that, the results confirm that teachers use both languages English and Spanish to teach.

To achieve a correct development of communication abilities most depend of the amount that teachers and students employ to practice the language, if they try to talk in English the whole class and practice every day, their speaking skill will increase, besides the classroom is the best place to show the students' improvement, and teachers could guide and monitor them.

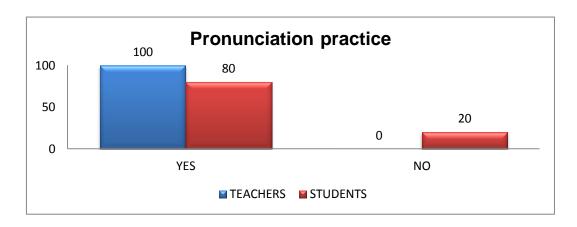
8. Do students practice pronunciation in English class? Why?

Chart 8

Pronunciation practice	TEACHERS		STUDENTS	
	f %		f	%
YES	5	100	100	80
NO	0	0	25	20
TOTAL	6	100	125	100

Source: Teachers' and Students' survey

Graph 8



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

According to the results all teachers said; their students practice pronunciation during a class because it is important in order to develop speaking skill and communicate among them. Likewise, most of students agreed with teachers' answers because they consider, they will improve the pronunciation if they practice every day. (Information gotten from surveys)

The purpose of developing pronunciation in the class is that learners should be able to make themselves understood, using their current proficiency completely. They should try to avoid confusion in the message, incorrect pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Spoken English is always related to phonology and phonetic focusing on stress, intonation and pronunciation in order to use the language correctly. So that, it is important to develop a good pronunciation, and in this way teachers can correct the students' mistakes and improve every day.

Furthermore, it is necessary that teachers and students work together to improve their pronunciation each class, using activities which will help learners increase their knowledge and become better speakers.

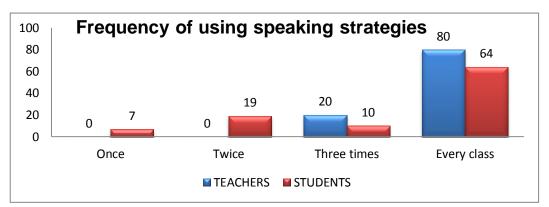
9. How often during the week, do you use the speaking strategies into the class?

Chart 9

Frequency of using	TEACHERS		STUDENTS	
speaking strategies	f	%	f	%
Once	0	0	9	7
Twice	0	0	24	19
Three times	1	20	12	10
Every class	4	80	80	64
TOTAL	5	100	125	100

Source: Teachers' and Students' survey

Graph 9



Source: Teachers' and Students' survey **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

The graphic representation demonstrates that most of teachers use speaking strategies every class. Likewise, more than half of students support this statement.

The goal of language is to communicate and the aim of speaking is to promote communicative efficiency. Teachers want students to be able to use the language as correctly as possible. However, students often feel anxiety and insecurity when they try to speak in the target language. As others skills, speaking is more complicated than it seems at first, and involves more than just pronouncing words, moreover speaking skill needs a strong input, a vast outlook, refined ideas and it requires logical order of expression as well. Qresh, (2007)

It is necessary to point out that teaching speaking is not simply repeating what the teacher has said. Teaching speaking is developing an oral task within a communicative situation. Adding a purpose to a spoken activity it makes much more rewarding, engaging and motivating for students. Although, the results showed that teachers from this educative institution are interested in students growing up in the speaking skill each class.

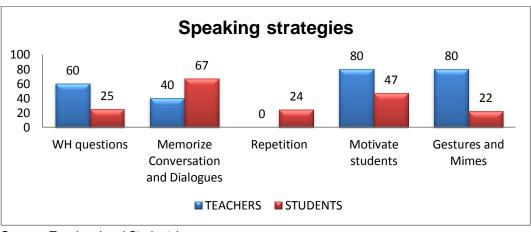
10. Mark the speaking strategies do you use in an English class?

Chart 10

Speaking strategies	TEAC	TEACHERS		DENTS
	f	%	f	%
WH questions	3	60	31	25
Conversations and Dialogues	2	40	84	67
Repetition	0	0	30	24
Motivate Students to speak	4	80	59	47
Gesture and Mimes	4	80	28	22

Source: Teachers' and Students' survey.

Graph 10



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

Most of teachers expressed that; the speaking strategies which they use in an English class are: *motivate students to speak and gesture and mimes*. In contrast, according to the students' answers more than half of them said, they use *memorize conversations and dialogues*.

The success of learning to speak depends on being able to listen and understand what it is said. An excellent development of speaking skill depends of choosing suitable strategies, proper training and organized practice. There are a variety of good strategies to improve speaking skill, for instance: eliciting through realia, visual aids and gestures and mimes, making correction with eliciting responses, oral practice, echo questions, questions and answers, simple substitution, chaining and develop oral fluency. These are some strategies which can help teachers to get a better acquisition of the language. Ramón B. Dávila C. & Ochoa, S. (2010)

Nonetheless, as we can see the results, teachers still use some traditional strategies such us: repetition and memorize conversations and dialogues, causing lack of interest and motivation for learning English, consequently they do not make sure to participate and speaking into the class.

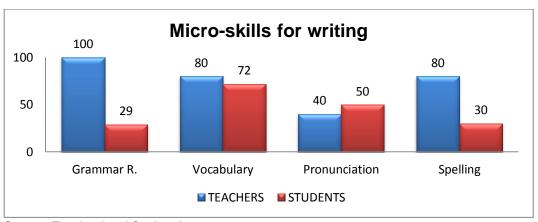
11. According to your opinion, choose the micro-skills to develop writing skill.

Chart 11

Micro-skills for	TEACHERS		STUDENTS	
writing	f	%	f	%
Grammar rules	5	100	36	29
Vocabulary	4	80	90	72
Pronunciation	2	40	63	50
Spelling	4	80	37	30

Source: Teachers' and Students' survey.

Graph 11



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

In accordance with the chart, all teachers expressed, use *grammar rules* to develop writing skill, besides most of them said *vocabulary and spelling*. Otherwise, three quarters of the students chose *vocabulary* and half of them pointed *pronunciation*.

Writing is the visual representation of the language, teaching writing is important because written communication is a basic life skill. The amount of time teachers spend on teaching writing will naturally depend on their students' needs. As we know, writing belongs to the four basic skills to teach English, but each one of them has their own micro-skills. The principle sub-skills for writing are grammar, vocabulary, and spelling because a good writer must be sure of sentence construction, spelling and punctuation, wide range of vocabulary, and above all writing demands successful organization of ideas and information of students.

Otherwise, the distractor of pronunciation does not belong to the microskills to develop writing, as a result some teachers and students made a mistake when they chose this wrong option.

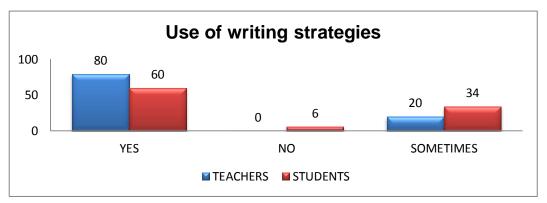
12. Do you develop writing skills during the class? Tick the strategies.

Chart 12

Use of writing	TEACHERS		STUDENTS	
strategies	f	%	f	%
YES	4	80	75	60
NO	0	0	7	6
SOMETIMES	1	20	43	34
TOTAL	5	100	125	100

Source: Teachers' and Students' survey.

Graph 12



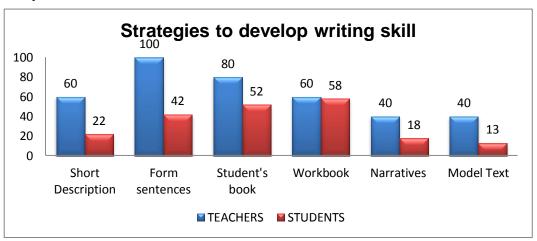
Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Strategies Chart 12

Strategies to develop writing skill	TEACHERS		STUDENTS	
	f	%	f	%
Ask students to write short descriptions	3	60	28	22
Give clues to form Sentences	5	100	53	42
Fill in the blanks of student's book	4	80	65	52
Fill the exercises of the workbook	3	60	72	58
Students write simple narratives	2	40	23	18
Use magazines, ads or newspaper as	2	40	16	13
model text				

Source: Teachers' and Students' survey.

Graph 12



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

This statement is divided in two parts; the first part is: the use of strategies to develop writing skill during the class: according to the results most of the teachers surveyed confirm the answer. Likewise, more than half of students support the teachers' answers.

In the second part, it refers to the strategies which teachers use to develop writing skill: the entire group of teachers considered, *give clues to form sentences*, similarly most of them said *fill in the blanks of student book*. Whereas, according to the students' answers more than half of them expressed that the strategies used by the teachers are: *complete the workbook exercise and fill in the blanks of students' book*.

Writing is an effective way of reinforcing what students have already been studying, and they benefit greatly from seeing new or unfamiliar language in written form. Furthermore, writing is a good way to practice grammar structures; it helps students to increase and look up new vocabulary and to learn English punctuation rules. If teachers want students get all the goals in writing skill, it is important to highlight, good didactic material and suitable strategies for writing would be the best ways to improve the student's performance.

In this educative institution, to complete the student's book and workbook are the old- fashioned strategies which teachers apply unknowing the importance of using suitable and update strategies, because if there is a correct use of them, students will be motivated and encouraged to work in class.

It is important to point out that this research question is focused on knowing if teachers are applying traditional strategies to develop writing skill so according to the data, it demonstrates that teachers only complete the English books without taking into account that these are not strategies for writing.

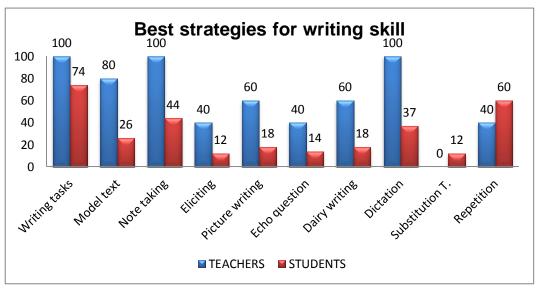
13. Choose the best strategies which are suitable to develop writing skill.

Chart 13

Best strategies for writing skill	TEACHERS		STUDENTS	
	f	%	f	%
Writing tasks	5	100	92	74
Model text	4	80	32	26
Note taking	5	100	55	44
Eliciting	2	40	15	12
Picture writing	3	60	22	18
Echo question	2	40	17	14
Dairy writing	3	60	22	18
Dictation	5	100	42	37
Substitution tables	0	0	15	12
Repetition	2	40	74	60

Source: Teachers' and Students' survey.

Graph 13



Source: Teachers' and Students' survey. **Researcher:** Elsa del Rocío Sánchez Poma.

Logical Analysis

The completed group of teachers mentioned that the best strategies to develop writing skill are: writing task, note taking, and dictation. On the other hand, according to the students' answers three quarters of them said: writing task and more than half chose repetition.

The goal of a language teacher is to enable students to produce fluent, understandable, accurate and appropriate written English. Therefore, both accuracy and fluency are very important in writing. It is important, that teachers know and apply the best strategies to develop this skill, since it depends to these ones the growing of students' learning. Furthermore, the use of available writing strategies will permit students get their maximum

potential in their learning process. However, teachers and students confuse the different strategies for each skill; although this involves mostly teachers due to, into the classroom they are in charge to choose the correct strategies for increasing the student's knowledge.

The results demonstrate that, there is a lack of knowledge about which strategies belong to each skill (speaking, writing). Consequently, writing tasks, model text, note taking, picture writing, dairy writing, dictation and substitution tables are strategies which will help students a better development of writing skill, but eliciting, echo question and repetition do not belong to this group.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

The use of traditional English teaching methodology does not contribute to develop productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.

b) Demonstration

This hypothesis has been proved through question number **ONE** which was about if the teachers knew the definition of methodology, 100% of teachers surveyed failed to choose the correct answer. The results demonstrate that teachers, do not know the definition of methodology, they confuse it among method, approach and technique.

Question number **TWO**, it referred, to "teaching is deeply teacher centered". According to the student's answers 73% of them support it. While 17% of teachers agreed with it. This means that, students think that teachers dominate the teaching learning into the class; similarly teachers

considered that they have all the knowledge and techniques about teaching English.

In question number **THREE**, it was asked about the relevant points that teachers focus at the moment to teach. Teachers said they mainly focus on grammar structures with 100%, and students manifested that their teachers also focus on developing speaking and writing with 61%. So that, the English language is taught through grammar structures, writing and speaking which show a limited use of the rest of skills and micro-skills by the teachers.

Question number **FOUR** was about which is the teacher and students role during a class. In this question teachers agreed with 60% that they are source of knowledge while students are passive receivers. Likewise, the students' answers confirmed it with 78%. According to the results both teachers and students supported it, because they still have a traditional point of view where teachers are seen as a source of whole knowledge and they have the power to teach into the class whereas, students are reduced to play a passive role during their teaching learning process.

Question number **FIVE** showed which method teachers use to perform a class. Taking into account the higher teachers' and students' results, teachers expressed, they use the grammar translation method with 40%

and students supported that with 69%. It demonstrates that, teachers from this educative institution are focused on traditional education due to they use the grammar translation method to teach the target language.

c) Decision

Based on the obtained results in the described questions: 1, 2, 3, 4 and 5 from teachers' and students' surveys; it is accepted the first hypothesis because at the researched institution still exists the use of traditional methodology, consequently it does not contribute in the development of productive skills with students of 10th years of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.

HYPOTHESIS TWO

a) Statement

The strategies used by the teachers are not supporting the development of productive skills with students of 10th year of basic education at "Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.

b) Demonstration

To prove this hypothesis there is question number **SEVEN** that was formulated in order to know what language teachers use during a class, 100% of teachers said that they use both languages; similarly 91% of students expressed the same. As we know teachers should involve students in using the target language all the time, although students need the translation to understand and use the language. As a result, the little use of the English language into the class, cause the poor development of speaking skill.

In question number **TEN**, it was asked about the strategies which teachers apply in an English class, students manifested that, teachers ask students to memorize dialogues and conversation with the 67%; this indicator has the higher percentage so that, teachers are using typical strategies where students repeat and memorize short dialogues or conversation forgetting there are other interesting and suitable strategies for speaking, for instance: eliciting through realia, visual aids, oral practice, echo questions, simple substitution and chaining.

Question number **ELEVEN** referred to the micro-skills to develop writing, teachers considered that, grammar rules has the major percentage with 100%, and students said, vocabulary with 72%; this means that most

important micro-skills, according to their answers are; grammar rules and vocabulary, but it is important to highlight that writing must be taught as a whole not in a separated way, because a good writer must be sure of sentence construction using the appropriate grammar, spelling and punctuation.

In question number **TWELVE**, it was about the strategies to develop writing skill; teachers' and students' answers confirmed that they use strategies for writing nonetheless, teachers said the strategies which they apply are: give clues to form sentences with 100% and use the students' book with 80%; likewise students manifested that, complete the workbook with 58% and use the students' book with 52%. The results showed that, the use of students' book and workbook are old- fashionable and poor strategies which teachers applied during the teaching learning process of the English language.

In question number **THIRTEEN**, both teachers and students chose the best strategies for writing as a result teachers pointed out: writing tasks, note taking and dictation with 100% each one; and students agreed with writing tasks with 74% and repetition 60%. Teacher are able to use whatever strategies which they think are suitable for writing, but the results showed that, there is confusion between writing and speaking strategies, they do not know the appropriate strategies to support the development of productive skills.

c) Decision

Taking into account the results gotten from the teachers' and students' questionnaires and once the researcher has analyzed each one; the second hypothesis is accepted because the strategies used by the teachers are not supporting the development of productive skills with students of 10th year of basic education at "Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.

h. CONCLUSIONS

- Teachers are using the traditional English teaching methodology which dominates the development of their classes besides they have the control most of the time into the classroom, while students have a limited participation in the learning process of the English language and sometimes they are only passive receivers of the information given in each class.
- Most of teachers apply the grammar translation method, which focuses on grammar structures, isolated items of vocabulary and the four basic skills; listening, reading, speaking and writing are generally taught at an insufficient level, as a result, students develop an insufficient learning of the language, so that, they are not ready to use English in a real situation.
- The lack of interactive strategies to develop productive skills by the teachers during an English class do not attract the attention and interest of students to learn the language, the main fact is that; they consider English as a boring subject because the class is devoted only repetition, memorization and book activities.

Teachers have a limited knowledge about which are the suitable strategies for each productive skill so that, there is confusion between speaking and writing skills; those strategies used by the teachers are not supporting correctly the development of them.

i. RECOMMENDATIONS

- Teachers should innovate their pedagogical knowledge about teaching, through learning active methodologies and use a variety of activities where they permit to their students participate, interact and involve into the teaching learning process; learners must be active receivers where both teachers and students create a good environment and work together to reach the proposed academic goals.
- Teachers would change their old-fashionable methodology by more reliable ones, such as: Communicative Language Teaching where teachers set up real- life situations whereas students are able to develop communicative activities and be more responsible about their own learning. Besides, Natural Approach method prevail the use of communicative activities such as: games, role plays, dialogues, group works and discussion, both methods are good because students are exposed to the language and prepare them for any situation.
- To develop speaking and writing skills, it is necessary that teachers choose and apply suitable strategies such as; for speaking the following: eliciting through realia, visual aids and gestures and mimes, oral practice, repetition, echo questions, question and answers, simple substitution and chaining. For writing: guided writing tasks, form sentences, substitution

tables, model text, scrambled sequence, narratives, short descriptions, combining sentences, letter writing, note taking, biography writing, picture writing, dairy writing and group writing projects in order to involve students to develop both skills, to communicate easily the language with their partners and community and getting the interest to learn this foreign language.

Teachers should search more strategies in order to recognize the appropriate ones for each skill (speaking and writing) through teaching books, dictionaries, educative magazines, workshops or internet in order to be updated, get a correct development of productive skills, apply new strategies with the students in each class, motivate and create an entertaining environment, so in this way to reach their teaching goals.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

PROJECT

"THE TRADITIONAL ENGLISH TEACHING METHODOLOGY AND THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2013 – 2014"

Project previous to get the Bachelor's degree in Sciences of Education, English Language Specialization.

AUTHORESS

ELSA DEL ROCÍO SÁNCHEZ POMA.

LOJA - ECUADOR

2013 preparados

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a. THEME

"THE TRADITIONAL ENGLISH TEACHING METHODOLOGY AND THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA.ACADEMIC PERIOD 2013 – 2014"

b. PROBLEM STATEMENT

1. BACKGROUND

The Unidad Educativa Anexa a la Universidad Nacional de Loja was created on September 28th in 1971 as an annex to the Philosophy, Language and Science Education Faculty with the purpose to form students of quality.

The first academic year was on 1971-1972 by means of resolution N° 95 on January 29th 1971. The first rector was Lic. Mario Enrique Jiménez and this high school began its academic year with 15 teachers.

In 1977 the Manuel Cabrera Lozano high school Motupe was created to give more facilities to increase the life conditions of this sector of the city. Considering the students' aspirations, the community requirements and the scientific technology, the technical high school Curriculum and the Administration was created counting especially on the agreement of Regional Sub-secretary of Education and Culture.

The Unidad Educativa Anexa a la Universidad Nacional de Loja has five Academic Areas:

- Natural and Exact Sciences.
- Social Sciences.
- Practice Activities.
- o Art
- Sports

Moreover it has two ways of high school bachillerato:

- o Bachillerato General Unificado.
- Bachillerato Técnico.

Nowadays the Unidad Educativa Anexa a la Universidad Nacional de Loja has 124 students in eight year of Basic Education, 127 in ninth year of Basic Education, 132 in tenth year of Basic Education, 142 in first year of Bachillerato, 146 in second year of Bachillerato, 112 in third year of Bachillerato and the English teachers stuff is integrated by 5 people.

The vision of the high school is to offer quality educative services in the scientific technical order and the formation of values like; the defense of human rights, social justice, conservation and development of the environment, dignity, liberty and responsibility. It also has a sufficient and pertinent infrastructure which contributes to the human's development of this institution.

The mission of the Unidad Educativa Anexa a la Universidad Nacional de Loja is to give integral education to students of basic education and Bachillerato under a scientific conception of the world, society, science, knowledge and learning. It helps students to develop creativity, responsibility, critical and reflective attitudes. It also contributes as teaching practice center for the teachers and educative research giving services of consultancy and pedagogical cooperation of this area.

2. CURRENT SITUATION OF THE RESEARCH

The English language has been the common language of the world for decades. It is now impossible to find a country where learning English has not become a norm.

Nowadays the English language plays an important role in all aspects of society so that, learning and mastering it would be greatly give advantages to the person concerned.

Taking into account in the Ecuadorian Curriculum structure, the English language is considered as essential part of the program. According to the new curriculum reform the English subject is imparted as regular schedule which includes five hours per week at high school level.

Methodology plays an important role in the teaching of the language. It is a planned and systematic effort of the teacher for establishing sequence in the various part of the teaching. The traditional methodology, focus on teaching English word to word translation in mother tongue, repetition and memorizations. Although these methods have been considered "old-fashioned" they are still used by many teachers around the world. Therefore the researcher has considered important to highlight the main problem about how is used the traditional English teaching methodology in the development of productive skills with the students of ten year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja academic period 2013-2014. Moreover it is important to mention the subproblems which help me to know more about the theme; the first one is about the traditional English teaching methodology and its contribution in the development of the productive skills.

During the teaching learning process students need to develop the four basic skills; listening, reading, speaking and writing. Teaching strong writing skills reinforce and enhance what students are trying to express because they have to write words down in print. When students speak, they can gesture, use facial expressions, ask questions or fumble their way through it, but when they write, they communicate with actual visual words. According to this, the second sub- problem is about the suitable strategies applied by the teachers to develop productive skills.

So that; it is so important to classify the best suitable methodology to develop productive skills, taking into account the teachers' performance and learning styles, in that way it will permit a better development of the teaching learning process of the English language.

3. RESEARCH PROBLEM

How is the traditional English teaching methodology used in the development of the productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic period 2013-2014.

SUBPROBLEMS

- Does the traditional English teaching methodology contribute to the development of productive skills with students of tenth year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic period 2013-2014.
- What kind of strategies do the teachers apply to develop productive skills with students of tenth year of basic education at Unidad Educativa
 Anexa a la Universidad Nacional de Loja? Academic period 2013-2014.

4. DELIMITATION OF THE RESEARCH

Temporal

The following research work will be developed during the academic period 2013-2014.

Space

The physic space of the research work will be at Unidad Educativa Anexa a la Universidad Nacional de Loja with students of 10th year of basic education.

Observation units

Students who are involved in the research work are tenth years of basic education.

Five English teachers from the Unidad Educativa Anexa a la Universidad Nacional de Loja.

c. JUSTIFICATION

The empties that exist in the teaching learning process of the English language in the different institutions of the Loja city have been the main causes in order to carry out the following research work.

The theme chosen by the researcher is due to the traditional English teaching methodology still exists in all the levels of education without knowing if it affects or contributes the development of the basic skills specially the productive skills.

From the scientific point of view, it is very important to develop this research project because the researcher will provide teachers and students with the suitable information that will allow them has possible solutions to the problematic and get better outcomes in the teaching learning process of the English language.

From the educational point of view, this research project will be carried out because of, the traditional English teaching methodology is still used by the teachers through grammatical structures, insolated items of vocabulary and the four basic skills are though at insufficient level, so that; this research will focus on giving them suitable methodology and strategies to learn English in a better way.

This research project is pertinent because it is an important theme that will help teachers know what kind of methodology they use, and improve their teaching in the same way teachers will learn appropriate strategies which will support the development of productive skills.

Finally, as a future professional, this research work will allow me to graduated and get the Bachelor's degree in Science of Education, English Language specialization.

d. OBJECTIVES

1. GENERAL

To determine if the traditional English teaching methodology is used to develop productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.

2. SPECIFIC

- To define if the traditional English teaching methodology contributes to the development of productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.
- To verify if the strategies used by the teachers are supporting the development of productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.

e. THEORETICAL FRAME

CHAPTER I

❖ METHOD

To define methodology it is necessary to focus on the root which is method, what is it..?. In the definitions of this term, Webster's Third New International Dictionary, (Philip Babcock Gove) often uses expressions such as "a procedure or process for attaining" a goal or "a systematic procedure, technique" or "a set of rules" very often related to a science or art. Besides, some authors claim that "methods have form and consistency," and later on draws attention to the form by stating that methods "have definite steps or stages and sub-behaviors that are recurrent and applicable to various subject matters". For being clearer method is the practical of the objective of teaching in the classroom in a variety on audiences and contexts. The objects are related to material, sequence, teacher- students roles and behaviors, linguistics and subject-matter objectives. (Bouvoma, 2008)

❖ METHODOLOGY

Methodology is the study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological.

According to Webster's Third New International Dictionary, methodology is "a body of methods, procedures, working concepts, rules and postulates employed in the solution of a problem or in doing something". (Babcock, 2008)

This expression can be used as an equivalent to the words teaching and strategy. Also methodology includes study of the nature of language skills (reading, writing, speaking, listening and procedures for teaching them) Henson states, that "strategies represent a complex approach to teaching them". To summarize, methodology, or teaching in this sense, is a set of methods based on the same rule and having a common aim, e.g. to encourage students to use the language, involve the students in the lesson, or explain the language to students who have to listen attentively. (Bouvoma, 2008)

❖ TRADITIONAL METHODOLOGY

Traditional methodology is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. It is largely a functional procedure which focuses on skills and areas of knowledge in isolation.

Traditional methodologies are strongly associated with the teaching of language which is used in a certain field related to the students' life or

work. As stated in the book *Teaching English as a foreign language* by Geoffrey Broughton et al, "the recognition that many students of English need the language for specific instrumental purposes has led to the teaching of ESP – English for Special or Specific purposes. (Broughton, 2008.)

A very typical feature of traditional methodology is teacher-dominated interaction. The teaching is deeply teacher-centered.

The reason for this approach is explained that it is based on the traditional view of education, where teachers serve as the source of knowledge while learners serve as passive receivers. In addition, Jack C. Richards highlights that in traditional methodology "learning was very much seen as under the control of the teacher" (Richards, 2006.)

To sum up, the traditional methodology puts the responsibility for teaching and learning mainly on the teacher and it is believed that if students are present in the lesson and listen to the teacher's explanations and examples, they will be able to use the knowledge, moreover, traditional language teaching is based on a traditional approach to the target language, which regards the language as a body of grammatical rules and an enormous number of words that are combined according to the rules. Traditional methodology focuses on grammatical structures and isolated

items of vocabulary and the primary skills, such as reading, writing, listening and speaking, are generally taught at an insufficient level. (Wikipedia, 2013)

To conclude, traditional methodology has pros and cons, because all methods have positive as well as negative aspects; here there are some pros for traditional methods: doing a little bit of translation and using students' native language in class is easier and effective explaining a concept. The translation of sentences from or to their mother tongue and communicating in the students' first language reveals whether the students have really understood the main point, the concept of a new word or a grammatical relationship between the words. In concerning error correction, to make mistakes the learner is practicing the wrong thing and developing undesirable habit, therefore students avoid fossilizing the errors, all mistakes noticed by the teacher are immediately corrected by him or her for the student not to remember the incorrect version.

But the traditional method has some cons such as: there is not enough attention paid to teaching the basic skills, reading and writing, speaking and listening because of the student tries to understand every single word and its grammatical form, because he believes it is essential for understanding. Another con is lack of speaking and pronunciation practice so that many learners experienced significant frustration at the moment of realizing that they were not able to speak in common life situations.

The traditional methodology teaches the written language as the highest priority in learning a foreign language however, it presents writing in a very unpleasant way.

Nevertheless, this methodology, with all its potential disadvantages, has been used very often in schools worldwide, and is still the predominant classroom method in some cultures. (Broughton, 2008.)

CLASIFICATION OF METHODOLOGIES

When speaking of the traditionalist methodologies they arise with number of such approaches as: What method is the best appropriate to impart the English language in Educational Institution? Why is important to study the methods and what we learn of them? Therefore it is important to know, in the English teaching learning process that teachers can find a wide variety of methods for teaching, some traditional ones are:

The Grammar Translation Method, Direct Method, Audio-lingual Method, Communicative Language Learning and Total Physical Response.

Grammar translation method

The grammar translation method instructs students in grammar, and provides vocabulary with direct translations to memorize. It was the

predominant method in Europe in the 19th century. Most instructors now acknowledge that this method is ineffective by itself. It is now most commonly used in the traditional instruction of the classical languages. (Bertha Ramon, Carmen Davila, Sandra Ochoa.2010)

At school, the teaching of grammar consists of a process of training in the rules of a language which must make it possible to all the students to correctly express their opinion, to understand the remarks which are addressed to them and to analyze the texts which they read. The objective is that by the time they leave college, the pupil controls the tools of the language which are the vocabulary, grammar and the orthography, to be able to read, understand and write texts in various contexts.

The teaching of grammar examines the texts, and develops awareness that language constitutes a system which can be analyzed. This knowledge is acquired gradually, by traversing the facts of language and the syntactic mechanisms, going from simplest to the most complex. The exercises according to the program of the course must untiringly be practiced to allow the assimilation of the rules stated in the course. That supposes that the teacher corrects the exercises.

The pupil can follow his progress in practicing the language by comparing his results. He can adapt the grammatical rules and control little by little

the internal logic of the syntactic system. The grammatical analysis of sentences constitutes the objective of the teaching of grammar at the school. Its practice makes it possible to recognize a text as a coherent whole and conditions the training of a foreign language. Grammatical terminology serves this objective. Grammar makes it possible for each one to understand how the mother tongue functions, in order to give him the capacity to communicate its thought. (Cassady, 2010)

Key Features:

- 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 insolated words.
- Long elaborate explanations of the intricacies of grammar are given.
- Reading of difficult classical texts is begun early.
- Little or no attention is given to pronunciation. (Bertha Ramon, Carmen Davila, Sandra Ochoa.2010)

Typical Techniques

- Translation of a Literacy Passage.
- Reading Comprehension Question.
- Antonyms/Synonyms.

- o Rule
- Fill in the blanks.
- o Memorization. (Ramon, B. Davila, C. & Ochoa, S., 2010)

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 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. (Cassady, 2010)

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.

Key Features:

- Classes occur in target language.
- There is not translation.
- Pronunciation is emphasis. (Ramon, B. Davila, C. & Ochoa, S., 2010)

Audio-lingual method

The audio-lingual method, Army Method, or New Key is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement-correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

The audio-lingual method makes the 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.

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method didn't focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar. (Cassady, 2010)

Key Features:

- New material is presented in dialog form.
- There is dependence on mimicry, memorization of set of phrases, and overlearning.
- Structural patterns are taught using repetitive drills.
- There is little or no grammatical explanation.
- Vocabulary is strictly limited and learned in context.
- o There is much use of tapes, language labs, and visual aids.

Typical Techniques.

- Repetition Drill.
- Dialogue Memorization.
- Question and Answer Drill.
- Use of Minimal Pairs.
- o Grammar Games. (Ramon, B. Davila, C. & Ochoa, S., 2010)

Community language learning

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 the 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 learners-clients and teacher-counselor. (Ramon, B. Davila, C. & Ochoa, S., 2010)

Key Features:

 Students are considered as "learners-clients" and the teacher as a "teacher counselor".

- A 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 apply.
- Grammar and vocabulary are taught inductively.
- Students apply the target language independently and without translation when they feel inclined/ confident to do so.
- Students are encouraged to express not only how they feel about the language, but how they feel about the learning process.

Typical Techniques

- o Tape Recording Student Conversation.
- Transcription
- Reflection of Experience.
- Reflective Listening.
- Small Groups Tasks. (Ramon, B. Davila, C. & Ochoa, S., 2010)

Total physical response

Already in the late 1800s, a French teacher of Latin was hard at work devising a method of language teaching that capitalized on the way of children naturally learn their first language, trough the transformation of

perception into conceptions and then the expression of those conception using language. His approach became known as the Series Method, involving direct conceptual teaching of language using series of interconnected sentences that are simple and easy to perceive.

The main objective of this method was that learning needed to become more enjoyable and less stressful. The natural way to accomplish this was to recreate the natural way children learn their native language and encourage learners to respond using right.-brain motor skills than left-brain language processing.

Key Features:

- The teacher directs and students act in response.
- Listening and physical response skills are emphasized over oral production.
- The imperative mood is the most common language function employed.
- Whenever possible, humor is injected into the lesson to make them more enjoyable for learners.
- Students are not required to speak until they feel naturally ready or confident enough to do so.
- o Grammar and vocabulary are emphasized over other language areas.

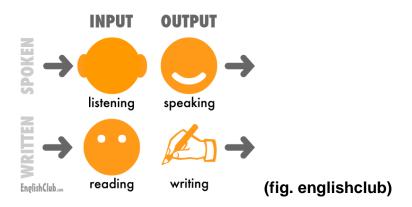
Typical Techniques

- o Using Command to Direct Behavior.
- o Role Reversal.
- o Action Sequence. (Ramon, B. Davila, C. & Ochoa, S., 2010)

CHAPTER II

SKILLS OF ENGLISH LANGUAGE

When we learn a language, there are four skills that we need to complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills":



The four language skills are related to each other in two ways:

- the direction of communication (in or out)
- the method of communication (spoken or written)

Input is sometimes called "reception" and output is sometimes called "production". Spoken is also known as "oral"; so that the English language skills are divided in two ways: receptive skills and productive skills. Note that these four language skills are sometimes called the "macro-skills".

This is in contrast to the "micro-skills", which are things like grammar, vocabulary, pronunciation and spelling. (Englishclub, 2010)

RECEPTIVE SKILLS

Listening and reading are the receptive skills. The students passively receive and process the information through these skills.

Receptive skills are the ways in which people extract meaning from the discourse they see or hear. There are generalities about this kind of processing which apply to both reading and listening, but there are also significant differences between reading and listening processes too, and in the ways we can teach these skills in the classroom.

For adequate receptive skills, the habits of listening and reading are to be improved. A student should be a good listener. He/She should be a careful reader as well. Through a curiosity of high magnitude and a thirst of knowledge he/she may acquire maximum receptive skills. But his/her competence to produce something remains questionable until it attains perfection. A student may understand a well-written essay but still he/she may be unable to produce one till he/she becomes perfect through a constant hard practice. For an excellent output, an adequately strong input is necessary. Now input demands certain things like vigilance, absorption,

concentration so far as listening is concerned. As far reading is concerned, it is needed an extensive study.

The main objective of receptive skills is not the teaching of more grammar and vocabulary, but the development of the learners' ability to understand/interpret texts using their existing language knowledge. Of course, receptive skills development can be combined with language input in the same lesson, but the procedures need to be staged in such a way so that the 'language' component does not cancel out the 'skills' one. For example, explaining all unknown lexis before learners read or listen to a text will cancel out training in inferring the meaning of lexis in the text. (Al-Jawi, 2010)

Reading skill

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition.

Reading can help build vocabulary that helps listening comprehension at the later stages, particularly. The reading process requires continuous practice, development, and refinement. (Wikipedia)

Reading is an important means of communication. Readers and writers interact through the reading. Reading also offers additional exposure to the language, an exposure that can be simulating, interesting and up-to-date in terms of vocabulary. However, learning to read in another language can be a frustrating experience for the learner if the reading material is too difficult or unsuitable.

Reading strategies

There are three strategies of reading which we use in different situations:

Scanning: for a specific focus. Reading quickly in order to find a specific point or item.

Skimming: for getting the gist of something. Reading quickly to get a general idea of what the text is about.

<u>Detailed reading</u>: for extracting information accurately. Reading all of a particular text to find out specific information. (University of Southampton, 2008)

Listening skill

Listening skill can be defined as; Listening is the act of hearing attentively. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. Listening can be also defined as, more than just hearing and to understand and interpret the meaning of a conversation.

Listening, which means paying attention and understand what you hear, is an essential skill for communication. Teachers and students often underrate the importance of listening because the more obvious goal of a language course is to learn how to speak the language. However you cannot converse with someone without understanding what you hear. Listening is in some ways more difficult than speaking. After all you can control what you say; you cannot normally control what is said to you. Successful listening depends on our ability to understand sounds in particular contexts and circumstances. The setting or social situation plays an important role in helping us to work out the meaning and interpret what we hear.

Listening strategies

<u>Predicting trough vocabulary</u>: to motivate students to listen and create interest in the topic or theme of the recorded text, give students a list of

key vocabulary items and ask them to predict or guess what the dialogue is about.

<u>True or false statements</u>: students can reinforce their listening an check what they listening before.

<u>Multiple choice questions</u>: the multiple choices questions restrict the options and therefore make the task easier.

<u>Authentic listening</u>: it is based on a situation in which requires listening for specific information but this one is authentic. (Ramon, B. Davila, C. & Ochoa, S., 2010)

PRODUCTIVE SKILLS

Productive skills are those skills in which we have to produce language, those are Writing and Speaking. Although, speaking and writing are substantially different in many ways, they both are used for the same purpose- to communicate. (Muñoz, 2008)

Speaking Skill

Speaking is the productive skill in the oral mode. The success of learning speaking depends on being able to listen and understand what is said to

us. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. There are three kinds of speaking situations in which we find ourselves:

- o interactive,
- partially interactive, and
- non-interactive.

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current

proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Speaking skill needs a strong input, a vast outlook and refined ideas. More-even, it requires psychological order of expression as well. All these things are necessary to give the speaker a confidence to express what he is going to communicate.

The foremost purpose of communication is to convince the listeners for the viewpoint of the speaker. So the speaker should himself very much clear about his views point. No ambiguity of any kind and on any point should be there in his mind. He should be well-versed with the magnetic impact of the wording and its meaning. He should select appropriate words keeping in view the ability of the listeners.

Farther, he can make his speech more effective with suitable illustration, proverbs and quotations. Truthfulness should be the axel of his speech. For the solid and for reaching impact he should avoid emotionalism as far as he can. Realities on ground have their own emotional aspect. He should keep his speech restricted to the ground realities. (BBC World, 2005)

Strategies to Develop Speaking Skill:

Eliciting: it is important that learners sound right, so that students need to learn to use appropriate word stress and intonation. Eliciting can be done by many ways for instance: ask questions, realia, use visual aids, give definitions, use synonyms and antonyms, use gesture and mimes. (Qresh, 2007)

Making corrections when eliciting responses: When eliciting responses from learners do not be rigid or disapproving of how they answers, teachers should not reject and discourage the students attempts and anticipate what learners are going to make.

Restricted oral practice: learning a specific structure requires intensive practice and concentration. It is important to give a cue and or the model of the sentences before the teacher asks a particular student to respond. Teachers can use restricted oral practice during short periods in order to students formulate the responses mentally and do not be bored.

Repetition: repetition is useful to beginners and is not boring if it is done with attention to detail. It can be used to help learners improve their pronunciation as well as to correct common mistakes. Teacher can vary the repetition in choral and individual practice.

Echo questions: it is to make statements that have to be transformed into questions by a change intonation. This practice is useful because learners may often hear statements that they do not understand. The echo question is a way of getting clarification and/or confirmation.

Questions and answers: this type of practice can be used to follow up repetition practice.

Simple substitution: it requires more carefully listening by the students it can gradually be more difficult. This strategy can also be carried out in four-line; first establish a simple model in a situation, then continue the practice by substituting the underline words.

Chaining: it can be used when a phrase or sentences causes difficulty because of its pronunciation or length. It is advisable to divide the sentence into sense-groups and not odd word to make for easier pronunciation and to help the student's memory.

Develop oral fluency: teachers need to be clear about the goals and techniques that promote fluency in speaking practice and oral activities. First of all, decide whether the speaking activity promotes fluency or accuracy. Teachers cannot expect to develop learners' fluency if you are monitoring things like accurate grammatical rules, precise and appropriate

vocabulary choices or correct pronunciation. To encourage learners to communicate, you must adopt an attitude that encourages fluency development and saves accuracy for another lesson. Here there are some activities to develop oral fluency in a better way: choose high interest topic, pre-teach, and stimulate interest. Give students time to think and prepare and set the scene for discussion. (Ramon, B. Davila, C. & Ochoa, S., 2010)

Writing skill

Writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations.

For communication point of view the writing should be implicit, clear and in functional language. Un-necessary details should always be avoided. Sometimes a certain point or sub topic gets expands and expands and the core or main topic is over-sighted. Consequently the effectiveness of communication is affected adversely. Clarity is the fundamental requirement of a written work.

The writer should be very much clear with what he wants to communicate.

Each and every point should be explained explicitly, so as to ensure

effectiveness of his communication. The functional language is another basic need of writing skill. Relevant terms for the respective field should be used as and when required for having a firm grip on writing skill study of the work of competent, able and proficient writers is indispensable. Another important factor of an excellent writing skill is to develop stamina for carrying out reading and writing for a longtime at a stretch. (Muñoz, 2008)

A writer should be a good analyst as well. He should possess a fast power of conclusion for making speedy decisions.

Summing up the whole written work and making a summary of it is the beauty of writing skill. A student is always in need of improving his writing skills. Libraries can also help him a lot. However, he should be careful in selecting the books and other written material for study in order to get his faculties of heart and mind enlightened. Through extensive reading he can be a good writer in the times to come. (BBC World, 2005)

Strategies to Develop writing skill:

Guided writing tasks: it is writing done through the use of clues, information or guidelines. At the beginning and intermediate levels guided write is a helpful way for students to build confidence in their writing ability.

Form sentences: this strategy consists on the teacher gives clues or items to form sentences. With the clues students can form complete sentences.

Substitution tables: this type of table contains items that can substitute each other in a sentence. Students can go to the board and write at least ten correct sentences from the table.

Model text: it permits students follow a short model text with a specific topic. Students use as model for connecting words in a similar way.

Scrambled sequence: this strategy helps students to develop writing skill due to they create scrambled sequence in order to form a shot story.

Narratives: it is a simple way where students use sequences of pictures in order to write a simple narrative. (Ramon, B. Davila, C. & Ochoa, S., 2010)

Writing task by levels

Beginning and high-beginning level

Filling in forms: ask students to complete forms or application with correct details for example: names, addresses. Telephone, numbers and other personal information.

Dictation: this reinforces information learned from text already read and understood.

Short description: ask students to write short descriptions of subjects, they can easily relate to for example their family, themselves. Teacher can give the number of the words.

Combining sentences: combining sentences teach students to use specific information such as linking words.

Substitution tables: this provides material for students to use in writing connected sentences. (Ramon, B. Davila, C. & Ochoa, S., 2010)

Intermediate level:

Letter writing: a fan way to use letter writing is to give students an advertisement to answer. Examples can be taken from newspaper, just make sure they are short and understood.

Note-taking: ask students to listen carefully and make notes of the most important facts. The listening can be a tape recording of a weather forecast, a brief extract from the news or whatever topic that students want.

Biography writing: give students some facts about who died recently, and then ask them to write a paragraph on the person. Question about the celebrity will help students to remember the facts and put them in order.

Picture writing: ask students to compare two photographs. Then they must note the differences and similarities in order to do a short writing. (Ramon, B. Davila, C. & Ochoa, S., 2010)

Advanced level:

Writing letter: it is not difficult to prepare yourself and students to write letters. Most people sometimes in their lives need to write a letter with different purposes. The preparation for writing such letters can involve discussion with other students or brainstorming for ideas. Suggest that students look up the subject in the library or recommend relevant books, articles, or encyclopedias.

Group writing projects. These projects involves high level of writing due to the project should have coherence and sequence, with an excellent spelling and grammar. It difficult to write a project, but it is a good way to develop and improve writing skill.

Fluency development and free writing: to help students get beyond the beginning stages and become fluent writers of English, they eventually

need tasks that encourage creative or free writing. The language learner often has a mental block when asked to write freely, even when he or she has enough knowledge of the language to deal with the task.

Postcards: postcards work well as a limited writing format that encourages students to write freely. Collect tourist postcards, cut blank pieces of paper to postcard-size and stick them over the backs of the cards.

Diary writing: ask students to write down daily experiences in a notebook or keep record of their language learning. With diary writing, do not expect too much; the important thing is to get students into the habit of writing something, no matter how brief, every day. Monitor the diaries once a week, but do not correct mistake.

Writing games: games add a fun dimension to writing. The use of games for writing is most often to practice fluency. Students should be encouraged to write quickly and not be too concerned about being accurate. (The productive skills. Speaking and Writing., 2004)

HYPOTHESES

1. General Hypothesis

The traditional English teaching methodology influences in the development of the productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.

2. Specific Hypotheses

- The use of traditional English teaching methodology does not contribute to develop productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.
- The strategies used by the teachers are not supporting the development of productive skills with students of 10th year of basic education at "Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014

f. METHODOLOGY

Design of the Research

This a non-experimental research work, because the researcher does not manipulate variables and this design will help me to describe the obtained results through a logical analysis.

To develop the research project about "The traditional English teaching methodology and the development of productive skills with students of 10th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014" the researcher has considered using the following methods which contributed with the developing of the research project. Therefore it is necessary to highlight each of them.

Methods, techniques and Instruments

Methods

 Scientific method: this method will be applied to recognize the principle research problem and it supports and reinforces the research project.

- O Descriptive Method: this method will be applied through the surveys and observations in order to gather information which will help to carry out the developing of the research project.
- Historical Method: it will use to investigate the general results that traditional method has had in the learning.
- Statistics Method: the researcher will use this method in order to present information through graphic organizers with the purpose to understand the data easy.
- Deductive method: it will be used to form knowledge from the general to particular fact. The researcher will use this method to generalize the hypothesis established, in this way; I can look for more information and provide it.
- o *Inductive Method:* this method will be used to form knowledge from the particular to general facts and it allows me to make up recommendation and conclusions to the problem.

Techniques and Instruments

Surveys: it is technique which consists in research personal opinions in right way. The questionnaire will be applied to English teachers and students of the Educational establishment.

Procedures

- Tabulating: Once the questionnaire will be applied, the tabulation of the information will be done through the statistics method to interpret the closed questions. The criteria, opinions or explanation of each question will be developed from two points of view.
- Organization: the organization of the information collected, will be done by classifying the questions that help prove the hypotheses. In this way it is possible to interpret and analyze each question easily with sufficient information that let me confirm or deny the hypotheses.
- Graphic Representation: after analyze the data collected; it will be represented graphically, so it will facilitate the interpretation and consequently the critical analysis of every question.
- Logical Analysis: once the information will be presented in tables and graphs, it will be interpreted according to the percentages obtained and analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variable of the specific hypotheses.
- Hypotheses Verification: the hypotheses will be verified or denied through a descriptive process supported by a logical analysis.

o Conclusions and Recommendations: the conclusions will be drawn based on a specific analysis of the results they will serve to give recommendation to the authorities of the researched institution and also to the teachers and students in order to contribute a good development of the teaching learning process.

Population and Sample

The population of this research work is represented by students from ten year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja, total 783 students. The researcher will take a sample from the population. It will be taken 132 students of all parallels A, B. C and D from ten year of basic education. The researcher will work with 5 English teachers of this Institution.

The chart demonstration will be illustrated bellow:

COURSE	P	PARA	LLELS	3	TOTAL
10 TH YEAR OF	Α	В	С	D	100
BASIC EDUCATION	31	32	34	35	132
TEACHER'S				ı	
POPULATION					5

g. TIME TABLE

YEAR																2	013																												- 1	2014	i										
MONTHS			ıne				Ju				A	lugu	st			Sep	ten	1.				tobe					emb				cen				lanua			F	ebr				Mar					pril				May				Juni	
Activities	1	2	3	4	1		2	3	4	1		2	3	4	1	2	3		4	1	2	3	4	ŀ	1	2	3	4	1	2	:	3	4	1	2 :	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	7	2 3	3 4	4	1	2	3 4
Presentation of the project			X																																																						
Revision of the project					1	X	X	X	X											X	X	X	χ	(X	X	X	X	X	Х																											
Checking the redesign of the research instruments)	X	X	X	X	K																					
Application of the research instruments																																					X	X																			
Processing of the researched																																							X	X	X	X	X														
Drawing conclusions																																												X	Х	X											
Development of the report																																															X	X	X								
Private qualification of the thesis																																																		Х	()	()	(
Write the recommendations																																																					1	X	X		
Public defense and graduation																																																								X	X

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

Human

Researcher: Elsa del Rocío Sánchez Poma

Teachers: Five English teachers from the Unidad Educativa Anexa a la

Universidad Nacional de Loja.

Students: 132 students from the ten year of basic education at Unidad

Educativa Anexa a la Universidad Nacional de Loja.

Material

- Copies - Copies

- Books - Internet

- Special Bibliography

2. BUDGET:

ITEMS	COST
Internet	150, 00
Copies	150, 00
Desk material	30, 00
Instruments of research	30, 00
Transportation	80, 00
Print of final work	250, 00
Unexpected	100, 00
TOTAL	790, 00

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UNIVERSIDAD NACIONAL DE LOJA AREA DE LA EDUCACION EL ARTE Y LA COMUNICACION ENGLISH LANGUAGE CAREER

Teacher's survey

Dear teacher: this research is about the traditional English teaching methodology and the development of productive skills that will be analyzed by the researcher of the English language career; therefore it is requested to answer these questions with all the sincerity and honesty.

1. -What is methodology for you?

It is the road to get objectives ()
It is a position and believes about natural
language ()
It is a set of methods based on the same rule
and having a common aim. ()
A set off activities for teaching language ()

2. [o you agree "teaching	is deeply teach	er-centered	"?
	Yes ()		No	()
Wh	y			
3. V	Vhen you teach you foo	cus on:		
•	Grammatical structures	()		
•	Speaking and Writing	()		
•	Items of vocabulary	()		
•	Reading and Speaking	()		
4. C	Ouring a class is the tea	acher a source	of knowledg	je while learners
are	passive receivers?			
	Yes	()	No ()	
Wh	y			
5. C	o you use any method	to teach Englis	h during the	class?
	Yes	()	No	()
Cho	oose which of them:			
•	The target language is ta	aught as the natu	ıral way that	humans learn the
first	language.		())

•	It encourage	es learne	rs to re	spond us	ing right	-brain motor	skills than
lef	t-brain langua	age.				()	
•	Students are	e learners	-clients	and the te	eachers a	as a teacher-c	ounselor.
						()	
•	This method	d instructs	s stude	nts in gra	ımmar aı	nd provides v	ocabulary
wi	th direct trans	slation to r	memoriz	ze.		()	
6.	While the tea	acher exp	olains a	n English	n class tl	he students a	are:
•	Passive rece	eivers			()		
•	Active receiv	/ers			()		
W	hy						
7.	- What langu	age doe	s the te	acher use	e during	a class?	
	Spanish	()		English	()	Both	()
W	hy						
8.	-Do the stud	dents pra	ctice p	ronunciat	ion in E	nglish class?	
		Yes	()		No	()	
W	hy						

9. – How of	ften do	you use	the s	peaking stra	tegies in	to the class?
Once	()	twice	()	three times	()	every class ()
10 Mark t	the spea	aking str	ategie	es do you us	e in an E	English class?
■ Use wh	questio	ns rather	than	yes/ no quest	ions	()
Ask stud	dents to	memoriz	e con\	ersation and	dialogue	es ()
Use only	y the rep	etition				()
Motivate	es stude	nts to spe	eak in	front the clas	S	()
Use ges	tures ar	nd mimes	;			()
11. – Acco writing skil Grammar ru	II.	o your o	pinio	n, choose th	e micro	-skills to develop
Vocabulary		()				
Pronunciation	on	()				
Spelling		()				
strategies.	•	evelop v				class? Tick the
Ask stud	dents to	write sho	ort para	agraphs		()
■ Give clu	es to foi	m sente	nces			()

Fill in the blanks of students's book ()									
• Fill the exercise of t	he workbook		()						
Students write a sir	nple narrative	s based on pictures or ca	rtoon ()						
 Use magazines, ne 	wspaper or a	ds as model text	()						
13. Choose the best	strategies w	hich are suitable to dev	elop writing						
skill.									
Writing tasks	()	Echo question	()						
Model text	()	Dairy writing	()						
Note taking	()	Dictation	()						
Eliciting	()	Substitution tables	()						
Picture writing	()	Repetition	()						

THANKS FOR YOUR COLABORATION.



UNIVERSIDAD NACIONAL DE LOJA AREA DE LA EDUCACION EL ARTE Y LA COMUNICACION ENGLISH LANGUAGE CAREER

Student's survey

Dear students: this research is about the traditional English teaching methodology and the development of productive skills that will be analyzed by the researcher of the English language career; therefore it is requested to answer these questions with all the sincerity and honesty.

1. -What is methodology for you?

It is the road to get objectives ()
It is a position and believes about natural
language ()
It is a set of methods based on the same rule
and having a common aim. ()
A set off activities for teaching language ()

2. Do you a	gree "teac	hing is	deeply to	eacher-c	entered	"?	
	Yes	()		No		()	
Why							
3. When yo	u teacher	teaches	s he/she f	ocus on	:		
Gramma	tical structi	ıres		()			
 Speaking 	g and Writir	ng		()			
Items of	vocabulary	,		()			
Reading	and Speak	ing		()			
4. During a	class is th	ne teac	her a sou	rce of kr	nowledg	ge while lea	rners
are passive	receivers	?					
	Yes	()		No ()		
Why							
5. Does yo	ur teacher	use ar	y method	l to teacl	n Englis	sh?	
	Yes		()		No	()	
Choose which	ch of them:						
■ The targe	et language	e is tau	ght as the	natural w	ay that	humans lear	n the
first languag	je.				()	

•	It encourage	es learne	rs to resp	ond us	ing right	-brain motor	skills than
lef	ft-brain langua	age.				()	
•	Students are	e learners	s-clients ar	nd the te	eachers a	as a teacher-	counselor
						()	
•	This method	d instruct	s students	in gra	ımmar aı	nd provides	vocabulary
wi	th direct trans	slation to	memorize.			()	
6.	While the tea	acher ex	plains an	English	n class t	he students	are:
•	Passive rece	eivers			()		
•	Active receiv	vers			()		
W	hy						
7.	- What langu	uage doe	s your tea	icher u	se durin	g a class?	
	Spanish	()	Е	nglish	()	Both	()
W	hy						
8.	–Do you pra	ctice pro	nunciatio	n in En	ıglish cla	ass?	
		Yes	()		No	()	
W	hy						

9. –How o	ften doe	es your t	eache	er use the sp	eaking st	rategies into the
class.?						
Once	()	twice	()	three times	()	every class ()
10 Mark	the spe	aking str	ategi	es does you	r use in aı	n English class?
Use wh	questic	ons rathei	than	yes/ no ques	tions	()
 Ask stud 	dents to	memoriz	e con	versation and	dialogues	; ()
Use onl	y the rep	etition				()
Motivate	es stude	nts to sp	eak in	front the class	SS	()
Use ges	stures ar	nd mimes	;			()
11. – Acco	ording t	o your c	pinio	n, choose th	ne micro-	skills to develop
writing ski	II.					
Grammar r	ules	()				
Vocabulary	,	()				
Pronunciat	on	()				
Spelling		()				
12. – Does	you te	acher de	evelo	o writing ski	lls during	the class? Tick
the strateg	jies.					
`	res ()	No (()	Sometim	es ()
 Ask stud 	dents to	write sho	ort par	agraphs		()
 Give clu 	ies to fo	rm sente	nces			()

Fill in the blanks	of studen	ts's book	()
• Fill the exercise	of the wor	kbook	()
 Students write a 	simple na	arratives based on pictures o	or cartoon ()
 Use magazines, 	newspape	er or ads as model text	()
13. Choose the be	st strateg	gies which are suitable to	develop writing
skill.			
Writing tasks	()	Echo question	()
Model text	()	Dairy writing	()
Note taking	()	Dictation	()
Eliciting	()	Substitution tables	()
Picture writing	()	Repetition	()

THANKS FOR YOUR COLLABORATION

CONSISTENCY MATRIX

THEME: "THE TRADITIONAL ENGLISH TEACHING METHODOLOGY AND THE DEVELOPMENT OF PRODUCTIVE SKILLS WITH THE STUDENTS OF 10TH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA.ACADEMIC PERIOD 2013 – 2014"

PROBLEM	OBJECTIVES	HYPOTHESES	VARIABLE	INDICATORS
How is the traditional English teaching methodology used in the development of the productive skills with students of 10 th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic period 2013-2014.	traditional English teaching methodology is used to develop productive skills with students of 10 th year of basic education at Unidad Educativa Anexa a la Universidad	teaching methodology influence in the development of the productive skills with students of 10 th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja.		

Sub problems	Specific objectives	Specifics hypotheses		Traditional
Does the traditional English teaching methodology contribute to the development of productive skills with students of tenth year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic period 2013-2014	To define if the traditional English teaching methodology contributes to the development of productive skills with students of 10 th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014.	methodology does not contribute to develop productive skills with students of 10 th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-	INDEPENDENT The traditional English teaching methodology	methodology Grammar translation method. Direct method Audio-lingual method. Community language learning. Total physical response Speaking skill Eliciting Restricted oral practice
What kind of strategies do the teachers apply to develop productive skills with students of tenth year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja? Academic period 2013-2014.	To verify if the strategies used by the teachers are supporting the development of productive skills with students of 10 th year of basic education at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2013-2014	the teachers are not supporting the development of productive skills with students of 10 th year of basic education at "Unidad Educativa Anexa a la Universidad Nacional de Loja.	DEPENDENT Productive skills Speaking and Writing	 Repetition Echo questions Questions and answers Writing skill Form sentences Model text Narratives Dictation Letter writing Note taking Dairy writing

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