



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

THESIS

**INFLUENCE OF THE TRADITIONAL DIDACTICS ON
THE DEVELOPMENT OF THE ENGLISH LANGUAGE
SKILLS IN THE “MANUEL BENJAMIN CARRIÓN” HIGH
SCHOOL. YANGANA PARISH. LOJA CANTON. DURING
THE SCHOOL YEAR 2009-2011.**

Thesis previous to obtain the
Licentiate's Degree in Sciences
of Education. English Language
Specialization

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2010

CERTIFICATION

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NATIONAL UNIVERSITY OF LOJA**

CERTIFIES:

That the work: INFLUENCE OF THE TRADITIONAL DIDACTICS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS IN THE “MANUEL BENJAMIN CARRIÓN” HIGH SCHOOL. YANGANA PARISH. LOJA CANTON. DURING THE SCHOOL YEAR 2009-2011., under the responsibility of the undergraduate: Elsa Margarita Guanuche, has been directed and corrected in all its parts. Therefore, I authorize its presentation.

Loja, September 2010

Mg. Sc. Carmen Dávila Vega

DIRECTOR

AUTHORSHIP

The results of the research work, the criteria, analysis and conclusions and the recommendations exposed in the present thesis, are of the authoress exclusive responsibility. They can be used as a resource for any kind of research.

Elsa Margarita Guanuche S.

ACKNOWLEDGMENTS

My sincerethanks, first to the National University of Loja,next to the English Language Career, its coordinator and teachers who gave me the opportunity to study and finish our studies,my truthful gratitude to Mg. Sc. Carmen Dávila Vega, Who has given me, all her support as a Director of Thesisso that I have been able to finish this research work.

The authoress

DEDICATION

First, I want to dedicate this work to my parents because they have given me all their support to finish it. Next, to my family who have been with me in all the moments that I have needed to finish one of the main goals in my life.

ELSA

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SUMMARY

The present research work entitled: INFLUENCE OF THE TRADITIONAL DIDACTICS ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS IN THE “MANUEL BENJAMIN CARRION” HIGH SCHOOL. DURING THE SCHOOL YEAR 2009-2010., has been made with the purpose of knowing the influence of the traditional didactics on the development of the English language skills?.

In the development of the work, it has been used the scientific method as a general one which has helped to find the true about the researched object. And as particular methods, it has been used the descriptive to describe the data, the analytic-synthetic to analyze the results and the explicative to explain the phenomenon and to elaborate the report.

In the field work it was applied the instrument of the survey to the teachers as well to the students and we worked with all the population of students in order to get more valid and reliable results. The information was processed through a logical analysis with descriptive statistics that helped us to describe the results in tables and graphs.

Among the main results of the research it has been found that the methodology that teachers use is characterized as part of the traditional didactics and that the techniques applied into the English language teaching process, are not appropriate to develop the English language skills for that reason the students have not got a good management of the target language.

Consequently in the researched institution there are serious problems with the teachers and students because of the application of traditional didactics into the English language teaching learning process. Therefore the traditional didactics influence on the development of the English language skills in the researched High School.

RESUMEN

Identificar el tipo de metodología que el docente usa para desarrollar las destrezas del idioma inglés en los estudiantes del Colegio “Manuel Benjamín Carrión” periodo 2009-2010. Determinar las técnicas y su relación con el desarrollo del Idioma inglés en los estudiantes del Colegio “Manuel Benjamín Carrión” periodo 2009-2010. Para el desarrollo del presente trabajo se ha usado el método científico, descriptivo, analítico-sintético y explicativo. Entre las técnicas usadas fueron la observación, y las encuestas, estas fueron aplicadas en el mes de marzo a tres maestros y a 100 estudiantes del colegio Manuel Benjamín Carrión del año lectivo 2009-2010. Se concluye que la metodología que los maestros usan se caracteriza como parte de la didáctica tradicional, Otro factor de interés que se pudo encontrar dentro del estudio es que las técnicas que los maestros aplican para desarrollar las destrezas del idioma inglés no son apropiadas al desarrollo de las cuatro habilidades básicas que son: escuchando, hablando, escribir y leer es por ello los estudiantes no tienen un buen desarrollo del mismo.

1. INTRODUCTION

Learning a second language is a basic requirement nowadays because the society demands that people not only should be bilingual but they also should know three languages. So that how people learn a foreign or a second language is an aspect that has been studied for many years. It is said that, it depends a lot on the methodology that teacher uses, on the material, on the mean in which learners are involved, etc.

It is believed that, the didactics and the methodology that teachers use are essential, if you want to work on the development of every skill of a new language. It involves a complex process because there are specific techniques that support some subskills that at the same time serve to develop a major skill. It is important that teacher have a good management of a specialized methodology to teach a foreign language and this has been a big problem in secondary students. Most of them do not reach a basic knowledge of the English language during their school life.

For that reason, it has been considered convenient research about, "The Influence of the Traditional Didactics on the Development of the English Language Skills in the "Manuel Benjamin Carrion" High School. During the school year 2009-2010.; because, through this process, it has been possible to find some solutions about the didactics that the teachers are using to teach the English Language in the mentioned institution.

The theoretical frame of the present research has been made by means of a careful consultation of the existent bibliographical sources and in studies of quality that guarantees the truth of the scientific and operational conceptions of the topic and problematic categories.

The main problem of this work is, to know how traditional didactics influence on the development of the English language skills with the students because most of success in learning a foreign language depends on the teachers' methodology.

The subproblems that guided this work were: what kind of methodology do the teachers use to develop the English language skills with the students and how the teaching techniques are related to the development of the English Language skills with the students at "Manuel Benjamin Carrión" High School?. During the school year 2009-2010.

The reasons to develop this work were: that the methodology used by teachers into the English language process is most of the time, the traditional because it is memoristic, based on grammar patterns which do not let the students learn the language communicatively. On the other hand, learning a foreign language involves a process that is progressive and requires of a constant practice and the application of appropriate techniques to work on every skill of the Language.

The specific objectives of the present work have been to identify the kind of methodology that teachers used to develop the English language skills and to determine the teaching techniques and its relation with the development of the

English Language skills with the students at “Manuel Benjamin Carrión” High School. During the school year 2009-2010.

In coherence with the objectives I stated as general hypotheses that the,traditional didactics influence on the development of the English language skills with the students at “Manuel Benjamin Carrión” High School.During the school year 2009-2010.

The main method used in this work was: the scientific one, which oriented the systematic steps to explain logic relations of the researched object and to get the corresponding conclusions and recommendations. Some particular methods were also used: the descriptive to describe the obtained results in the field work; the analytic-synthetic that served to analyze critically the empiric information; and, the deductive one to interpret the logic implication of the hypothesis.

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

First, it has the introduction that presents the thesis work in its whole parts and it also describes the main problem that was the motivation to develop this research.

Then, it presents, the review of literature where the main categories of the variables mentioned in the hypotheses are synthesized and which served as indicators to prove through a logical analysis the stated hypothesis.

Next, it has the summary that describes briefly, clearly and in an effective way the pertinence of the research and it summarizes the main conclusions and outcomes that we got through this thesis work.

It also contains the materials and methodology used during the research process where also it is described the methods, techniques, procedures and instruments that have been used in the research process, and it also gives a reference about the researched population.

It presents the description of the results obtained in the research instruments. They are presented in tables and graphs to facilitate their interpretation and analysis of the data.

After that, it describes the discussion of the results, considering the ones that are the most representative and it also presents the verification of the stated hypothesis through a descriptive analysis.

It also refers to the conclusions which have been possible to draw after having contrasting the information of the different instruments applied, establishing the logical relation among them with the specific objectives stated in the project.

Finally, it includes the recommendations or possible solutions to the problematic found and which worth the whole process of research. They can be used to improve

the institutional weaknesses regard to the strategies and techniques used to develop the English language skills.

2. REVIEW OF LITERATURE

2.1. TRADITIONAL DIDACTICS

It is the transmission of knowledge from the teachers to the students. This didactics is selfish with the autonomy and participation of the learner. The teachers are the protagonist, the base and condition of the education success. They have to organize the knowledge and elaborate the subject that is going to be learnt. The students limit to accumulate and reproduce information, the memory has a decisive roll.

- a) “The **teachers** perform the protagonist role; they were the arbitrary and tyrant, for imposition and compulsion who didn't worry by the problems and difficulties that could affect to the students, neither for the resulting consequences.
- b) The **student** was the passive element, he was the receiver of the knowledge dictated by the teacher; the student only had to listen, repeat and obey slavishly, without try to reconstruct reflexively the knowledge that the teacher transmitted his/her.
- c) The **objective**. - The school tasks were not related directly with the student, neither with the present or future life of his/her. In the Traditional Didactics prevailed the routine of the repeated exercises and lessons.
- d) The **subjects** were an absolute and autonomous value with which the students should conform; they learned them letter by letter without more questions; the

own teachers were the Student's slaves, repeating them faithfully, without any alteration or critic revision.

- e) The **method** only referred to the matter, and it was the teacher problem who taught it and not of the student that learned it; the teacher didn't worry if the student didn't learn, the teacher only supervised his/her. The students had to study as they could; nobody guided them about studying and learning methods. The Method was only the way that the teacher had to organize and expose the subject in an abstract way, without taking in consideration its relationship with the individual person.

2.2. MODERN DIDACTICS

In the modern didactics the students are the protagonist of the Education .they are active. The teacher is stimulator and facilitator of the inter-learning and investigator of the new techniques of active learning.

The **students** are the decisive personal factor in the scholar situation; they are active. The school is organized for the students and the teaching is administered for they; the teachers are at the student service, they have to guide and motivate the student's Teaching Learning Process with the purpose to develop the student intelligence and to form his/her character and personality; there must exist an interaction and an active exercitation of his/her aptitudes and experiences for the real profit and value from the educational view point; The teacher acts as element that stimulates, guides

and controls the students learning , adapting the teaching to their real capacity, clarifying their doubts and helping in their difficulties, programming their works, accompanying them in the development of their study habits.

The **objective** is the decisive factor that energizes all the school work; giving it sense, value and address; the teacher's and student's work is developed in function of them, with view in the proposed and defined goals that they must be reached progressively, respecting the age in which the students are.

The **subject** is the specific reagent of the culture that the teachers use in their educational work; it is in function of the necessities and of the student's real capacity to learn; the student doesn't exist for the matter or subject.

The **method** becomes a learning problem and not directly of teaching; "the good method is the best way to make the student learns" and it doesn't allow that the teachers exhibits or organizes their knowledge to impose to their students inside the logical structures of the adults.

STUDENTS' ROLE

- Activate, reflective, critical, investigator, the student is the protagonist of the educational act.

TEACHERS' ROLE

- Kind, sincere, guider, stimulator and facilitator of the inter-learning, and investigator of new techniques of active

OBJECTIVES:

- Enunciated practical, valuable, it values the school work giving value sense and direction inter- learning.

METHOD:

- Completely active, participative. Application of technical groups, it is in relation to the student's interests.

SUBJECT:

- Reactivate, cultural and selected in function of the students and environment”¹

2.3. THE FOUR ENGLISH LANGUAGE SKILLS**2.3.1. WRITING SKILL**

It is related to reading. It demands knowledge of grammatical structure and understanding or orthographic symbols in order to produce writing and not only interpret it.

¹ BLACIO, Galo. DIDACTICA GENERAL. Didáctica Tradicional y Moderna. Editorial Universidad Técnica Particular de Loja. Loja-Ecuador. 1994 pp. 46-51

It is conceived as physical and mechanical act of penmanship and a complex process of composition.

This activity involves controlling syntax and vocabulary because it is primordial for introducing ideas in writing.

2.3.1.1. The Writing Techniques

- **“Brainstorming.”**-it consists in the logical interpretation, the students view point referring to any subject. In other words the students generate ideas for writing.
- **Free-writing.**-it consists in write the first words that come to the mind, and keep writing. Write as much as you can without correct the grammar, just keep writing.
- **Drafting.**-it is when the students produce the final copy to discuss with the teacher and write a final draft.
- **Editing.**-it refers to " what you write", so it is the content and the organization of the students ideas/ in other words the idea in this technique is to find and correct the mistakes in a text.
- **Re-reading.**-it is when the students proof their own work by re-reading their piece of writing. Make sure the work is free from errors.

- **Proof reading**.-it refers to check the following aspects: spelling, punctuation mistakes, grammar, subject and verb agreement.

READING SKILL

“This activity allows for vocabulary to be defined quickly and accurately while teacher make this activity. Likewise reading activity encourages students to organize knowledge, make connections, and think analytically.

Reading activity helps students to improve their reading comprehension and develop an ability to make inference, so they can increase and improve their vocabulary and knowledge about the English language.

2.3.2. READING TECHNIQUES

“Reading helps the learners extend their vocabulary and provides a variety of mode for their own written skills. Teachers are often reluctant to spend time on reading in class as they think it can be done at home, but it is important that we equip learners with the skills they need to be able to read widely outside class.

The first step to encouraging students to read more widely is to make them of how much or little they already read in English.

Try using a questionnaire with your students. You could do it in L1 if it is necessary. Ask them to tick the statements which are true for them and then to compare their .answers with a partner.

I read:

Magazines, textbook, songs, comics, labels, horoscope, graded readers, subtitles of film, CD covers, newspapers, computer screens, jokes. What do your students already read? Or ask your students to **BRAINSTORM** a list of things they read in English and things they read in Li. Use the [as the basis of your survey and get them to ask each other about their reading habits.

Do you read...? In English? Or Spanish

Get them to tick what they like reading in each language;

Do they like reading the same things in English as they do in their own language?

The class survey can also provide extra English practice. Students can write a summary of their findings: using: All of us ... Most of us, lots of us, etc. They are good at Math, they could work out the fractions and write about the results using: More than half of us ... Less than a quarter of us, etc.

a) In class

Now that you have found out what sorts of things students enjoy reading you can be able to extend the reading they do in class. You may also be able to give them choices about what they read as they are much more likely to enjoy something they have chosen with your students. If they like the idea, a CONCERT OF SONGS AND POEMS THEY like, as

well as ones they have produced themselves, gives them a real reason to improve their pronunciation skills.

To give the students the experience of being readers, they need tasks and activities which get them to do what good readers do.

As with listening, students often feel that they feel that they have to understand every word and that they are reading badly if they do not. They need to be more aware of different ways of reading. They also choose how they want to read a particular text. For example students can list three things they would like to find out from a text before they read it so they are setting they own task. This way they create their own reason for reading the text.

b) Time and speed reading

Students can become better readers by practicing timed and speed reading against the clock to get them beyond the level of reading and translating. They will probably enjoy trying to get faster and can check their understanding with self- marking comprehension questions. Look at the list of ideas. Tick the reading activities you already use in class which get your students doing what good readers do.

- Students stop reading at particular points a story and predict what a character will say or do next. They then read on to see if they were right.
- While they are reading, students tick everything they agree with an article.
- Students practise increasing their reading speed by looking at a chunk of text

for only a few seconds and writing down two things they can remember.

- Students look at the title of a text and predict three things that will be included or happen in it.
- Students read against the clock, for three minutes, for example, and then compare with a partner how much they have remembered.
- Students are asked to guess the meaning of unknown words from the context with questions like 'Do you think this is a good or bad thing?' 'Do you think this is something you eat or something you sit on?'

c) **READING OUTSIDE CLASS**

Once students develop some of the skills of good readers. They are more likely to enjoy reading outside class. Why not encourage them to keep a reading diary?

They could use a simple chart like the one below.

Reading diary

Date	What I read	I read it because	I thought it was

d) **READING PERIOD**

- If you do not already have one, you could introduce a reading period at the end of one of your lessons.

- If you have access to graded readers, students can choose which one they want to read.
- Students can bring in something they would like to read and this may stimulate other students to want to read it too.
- Students can build up their own class library and have a system of lending and borrowing things that they have enjoyed.
- Get students to bring in texts which they have enjoyed and to mount them on card to produce reading cards. They can write a comment about the text when they read it and compare their opinions with other students.

Class readers

You may decide to have a book that everyone is reading. If possible, let the class choose which one they would like to read. You could read aloud to students while they follow in the book. People usually associate this with younger Learners, but lots of older learners (including adults) enjoy being read to and it's a good way for Beginners to improve their reading speed. Many readers are accompanied by a cassette.

2.4. SPEAKING SKILL

“Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information, Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective

experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence"). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

2.4.1. WHAT A GOOD SPEAKER DOES

Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. For example, a learner involved in the exchange with the salesperson must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses.

The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following: producing the sounds, stress patterns, rhythmic structures, and intonations of the language.

Teachers should monitor learners' speech production to determine what skills and knowledge they already have and what areas need development”².

3.5.2. Public Speaking Tasks...

- a) **Brainstorming.** “It's essential that you have at least a basic ability to brainstorm and come up with creative ideas. There are many different methods of brainstorming out there. You can make lists, idea trees, creative visualization, random associations, mixing and matching different ideas and countless other forms of brainstorming.
- b) **Drafting and revision.** You should have a good grasp of the written word, grammar, editing, and last minute touch ups and revisions.
- c) **Rehearsal.** It takes a little effort and discipline to make sure that you schedule (and actually perform) practice runs and rehearsals. This part of the process is absolutely essential to delivering a clear and confident speech. You should just keep at it until you have a firm grasp on your content and confidence in your delivery.
- d) **Polishing.** Another important task in the speech preparation process is polishing the final product. It means the content, the delivery, visual aids, and supplemental

²www.ericdigests.org/2000-3/adult.htm

materials - everything that is a part of your speech. It requires attention to detail and a firm commitment to strive for excellence as opposed to mediocrity.

3.5.3. PUBLIC SPEAKING TECHNIQUES...

- a) **Creativity.** Effective and successful public speakers realize that creativity is a must for excellence. You must be able to look at old things through new eyes, new things through the eyes of experience and an innate ability to take yourself from impossible to reality both confidently and consistently.

- b) **Excellence.** It's so very important. You must not grow complacent. You must constantly strive to achieve more, do it smarter or do it on demand. There is always room for improvement. Excellence recognizes this truth and aspires accordingly.

- c) **Dedication.** No matter what challenges or obstacles you face, to succeed as a public speaker you mustn't ever give up. You need tenacity, faithfulness, patience and a thick skin. You have to remember that nothing is impossible and for every low there's an equal and opposite high.

- d) **Integrity.** Integrity means you strive to remain honest and true to your morals and principles. It means you check the facts, cite your sources and resist the temptation to engage in a "little plagiarism". It means your audience can trust you

to deliver the truth, and that they can safely rely on the information that you provide them with”³.

3.5.4. STRATEGIES FOR DEVELOPING SPEAKING SKILLS

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

a) Using minimal responses

One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

b) Recognizing scripts

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

³<http://www.speakingandspeeches.com/public-speaking-skills-tasks-and-techniques/>

c) Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels.

As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.⁴

2.5. LISTENING SKILL

Listening is more than merely hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages (Emmert, 1994). As such, it forms an integral part of the communication process and should not be separated from the other language arts. Listening comprehension complements reading comprehension. Verbally clarifying the spoken message before, during, and after a presentation enhances listening comprehension. Writing, in turn, clarifies and documents the spoken message.

Wolvin and Coakley (1992) identify four different kinds of listening:

Comprehensive (Informational) Listening.- Students listen for the content of the message.

⁴<http://www.ndrc.org/essentials/speakinQ/stratspeak.htm>

Critical (Evaluative) Listening.- Students judge the message.

Appreciative (Aesthetic) Listening.- Students listen for enjoyment.

Therapeutic (Empathetic) Listening-Students listen to support others but not judge them.

3.6.1. LISTENING STRATEGIES

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

- **Top-down strategies** are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include: listening for the main idea, predicting, drawing inferences, summarizing.

- **Bottom-up strategies** are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include: listening for specific details, recognizing cognates, recognizing word-order patterns.

3.6.2. THE LISTENING PROCESS

It is important for the teacher to provide numerous opportunities for Students to practice listening skills and to become actively engaged in the listening process. The

three phases of the listening process are: pre-listening, during listening, and after listening.

a) **Pre-listening.** - Before listening, students need assistance to activate what they already

know about the ideas they are going to hear. Simply being told the topic is not enough.

Pre-listening activities are required to establish what is already known about the topic, to build necessary background, and to set purpose(s) for listening.

b) **During Listening.** - Students need to understand the implications of rate in the listening

process. Nichols (1948) found that people listen and think at four times the normal conversation rate. Students have to be encouraged to use the "rate gap" to actively process the message.

c) **After Listening.** - Students need to act upon what they have heard to clarify meaning and extend their thinking. Well-planned post-listening activities are just as important as those before and during.⁵

3.6.3. TECHNIQUES OF LISTENING SKILL

- **“Remember** that you are there to listen and remind yourself of this, especially if you have a tendency to talk a lot yourself.

⁵<http://www.ndrc.org/essentials/listeninQ/stratlisten.htm>

- **Focus** on the train of thought of the person talking, avoid thinking about your response or other non-related things until after the person has finished speaking.
- **Paraphrase** what the person you're talking to has just said to be sure that you understand it correctly, and use this as the basis of questions.
- Try to **empathize** with the person that you're talking to. This does not mean that you have to agree with them, but it helps understanding to see it for a moment from their point of view.

4. RESOURCES AND METHODS

4.1. RESOURCES

4.1.1. Human

The resources that were part of this work are:

- The researcher who is Elsa Guanuche
- The students of “Manuel BenjamínCarrión” High School
- The English teachers of “Manuel BenjamínCarrión” High School

4.1.2. Material

The material resources that were used: office material, technical resources, bibliographical resources and others.

4.1.3. Institutionals

- NationalUniversity of Loja
- “Manuel BenjamínCarrión” High School
- Library of the National University of Loja
- Others

4.2. METHODOLOGY

4.2.1. DESIGN OF THE INVESTIGATION

This work is a kind of **descriptive research**, because it shows a problem related to education so it was developed observing the facts in the reality. The researcher did not have the chance to manipulate the variables of the work. A survey was applied to the teachers and students in order to get information and some documents were also studied to support the research process.

4.2.2. METHODS

As a general method it was used the scientific one, which let me develop a set of procedures oriented to discover, demonstrate and verify the stated hypotheses contrasting the theory with the real found problem. Through this method there were developed the phases of observation and questioning about the problem in the same way as it was in the reality and this was used to verify the hypotheses contrasting the variables with the collected empiric data and the theoretical referents. It also was useful to derive the conclusions supported in the theoretical referents and the tendencies of the obtained results in the field research.

As particular methods there were used: the **descriptive, analytic-synthetic and explicative** methods and it is important to mention that the descriptive statistics

served as a tool to represent the information in tables and graphs that facilitated the interpretation of the information easily.

The **descriptive method** was used to collect the information, describe the field data, obtained in the applied instruments and it let organize the information according to the hypotheses and the indicators that were stated for each one of the variables included in the research work.

It also let get enough information to demonstrate the meaning of the research, describe the problematic that the group found in the researched institution, the description of the variables the independent as well the dependant one and we described all the obtained results in the field work which also served as support to draw the respective conclusions in the thesis report. This method was used to describe the characteristics of the didactics that the teachers use to teach the English language.

The **analytic-synthetic** method, was used to analyze the empiric information data obtained in the applied instruments and therefore the derivation of the respective conclusions was possible, according to the tendencies of the results in the field work. It also was used to analyze the strategies and techniques that teachers apply to develop the four basic linguistic skills.

The **explicative method** was also used, in the explanation of the logical implications of the variables of every hypothesis and in this way it was possible to prove or deny

the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

4.2.3. TECHNIQUES, INSTRUMENTS AND PROCEDURES

4.2.3.1. TECHNIQUES AND INSTRUMENTS

To obtain the empiric information, a survey was applied to the teachers as well to the students of the researched high school. This let obtain enough data about the methodology and the technique that teachers apply to work on the development of the English language skills. It was also possible to know the students' learning in each of them and the relation with the before mentioned variables. It was applied with a previous elaborated questionnaire, as instrument, which contained different types of closed questions about the researched topic.

4.2.3.2. PROCEDURES

In order to develop the research process the group carried out the following steps:

- a) Tabulation

Once the survey was applied, the tabulation of the information in the field research was done and the descriptive statistics was used to interpret the closed questions. The criteria with the reasons or explanations of every question were given and the contrast of the information was developed from two different points of view.

b) Organization

Next the organization of the empiric information was done by classifying the questions that served to prove the first hypothesis and the ones used to prove the second hypothesis, keeping in mind the variables and the indicators that were used to support them. In this way it was possible to interpret and analyse each question easily and with enough information that let me its confirmation or denying.

c) Description

Then the description of the information was done in statistic tables where it is showed the obtained data from teachers and students which also included the frequency and the percentage of the obtained indicators in the applied instruments and this facilitated the interpretation of the information.

d) Graphic Representation

After describing the data, it was represented graphically, so it facilitated the interpretation and consequently the critical analysis of every question. Bar diagrams were used to show this information.

e) Interpretation and analysis

Once the information was presented in tables and graphs, it was interpreted according to the obtained percentages and it was analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypotheses.

f) Hypotheses verification

The hypotheses were verified or denied through a descriptive process supported by a logical analysis of the field work whose final results were expressed in a descriptive way.

g) Formulation of conclusions and elaboration of the report

The conclusions were drawn based on a specific analysis of the results and they served to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

Finally the elaboration of the final report was designed according to the regulations established in the “Reglamento de Régimen Académico” that the National University of Loja has.

4.3. POPULATION AND SAMPLE

The population of students was constituted by all the students of “Manuel Benjamin Carrión” High School of Yangana Parish, that were one hundred and the teachers who were three.

STUDENTS	TEACHERS
100	3
100	3

5. RESULTS

5.1. SURVEY APPLIED TO THE TEACHERS

1. What kind of methodology do you use to teach English?

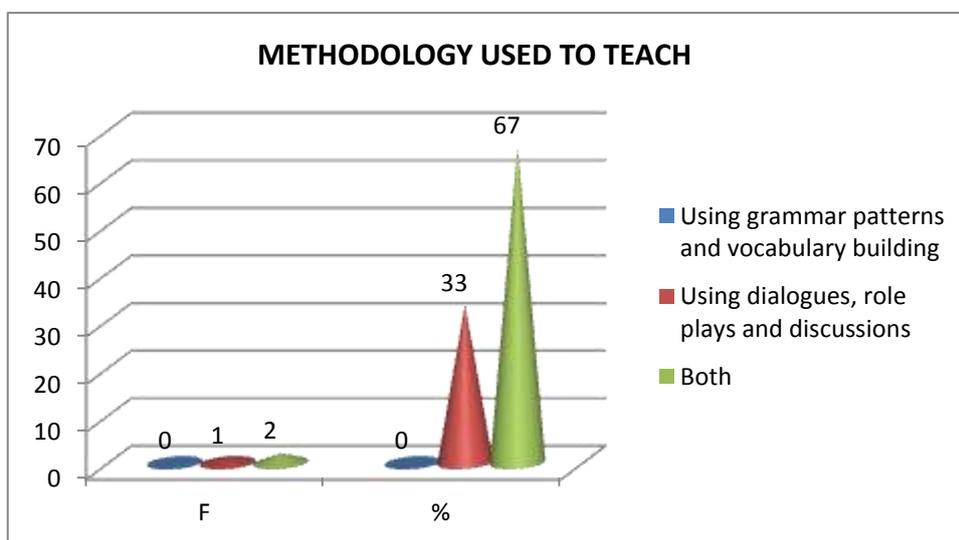
a) Statistics Table

METHODOLOGY USED TO TEACH	F	%
Using grammar patterns and vocabulary building	0	0
Using dialogues, role plays and discussions	1	33
Both	2	67
TOTAL	3	100

Source: Teachers' survey

Responsible: The researcher

b) Graph



c) Interpretation and analysis

According to the results 67% of teachers answered that they use both kinds of methodology, that is to say, through grammar patterns and vocabulary building and using dialogues, role plays and discussions, while 33% of them indicated that they only use dialogues, role plays and discussions.

The theory shows that when a teacher uses grammar patterns and vocabulary building. These activities are related to the grammar translation method, and it has characterized as part of the traditional didactics. When the teacher uses dialogues, role plays and discussions it is identified as part of the communicative methodology or modern didactics. So that, based on the results of major tendency, the methodology used by teachers is mixed they apply some of the traditional one and some of the modern didactics. This means that teachers are aware about the methodology that they are using into the English Language teaching learning process and this is good because teachers are starting to change their mind.

2. What kind of methods do you use to teach the English Language?

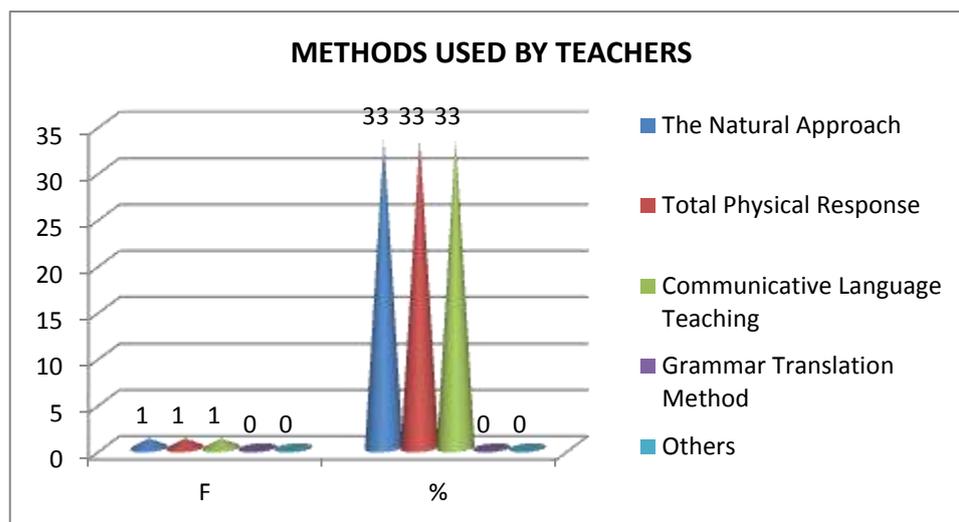
a) Statistics Table

METHODS USED BY TEACHERS	F	%
The Natural Approach	1	33
Total Physical Response	1	33
Communicative Language Teaching	1	33
Grammar Translation Method	0	0
Others	0	0
TOTAL	3	100

Source: Teachers' survey

Responsible: The researcher

b) Graph



c) Interpretation

The graph shows that 33% of teachers use the natural approach method, 33% use the total physical response and 33% of them said that they work with the communicative language teaching.

The natural approach method according to Krashen and Tracy is identified with communicative activities focusing on a wide range of activities including games, roleplays, dialogs, group work and discussions.

The total physical response method is also an active methodology because here the learner appropriates "listening" and "comprehension" period, and after responds using right-brain motor skills rather than left-brain language "processing". It emphasizes on oral production and the imperative mood is the most common language function employed; and the communicative language teaching is a methodology where the teacher teaches through communicative interaction in the target language where the learner is provided of many authentic learning situations. All of these kinds of methodologies appeared in the eighties as opposite of the grammar translation method where classes were taught in the mother tongue, student just memorized a list of isolated words and the grammar was given through patterns and rules.

Based on these results, we can say that teachers are using the modern didactic on teaching, because the three methods used are part of the communicative methodology which always assure good results on learning a foreign language.

3. What is the students' role in class?

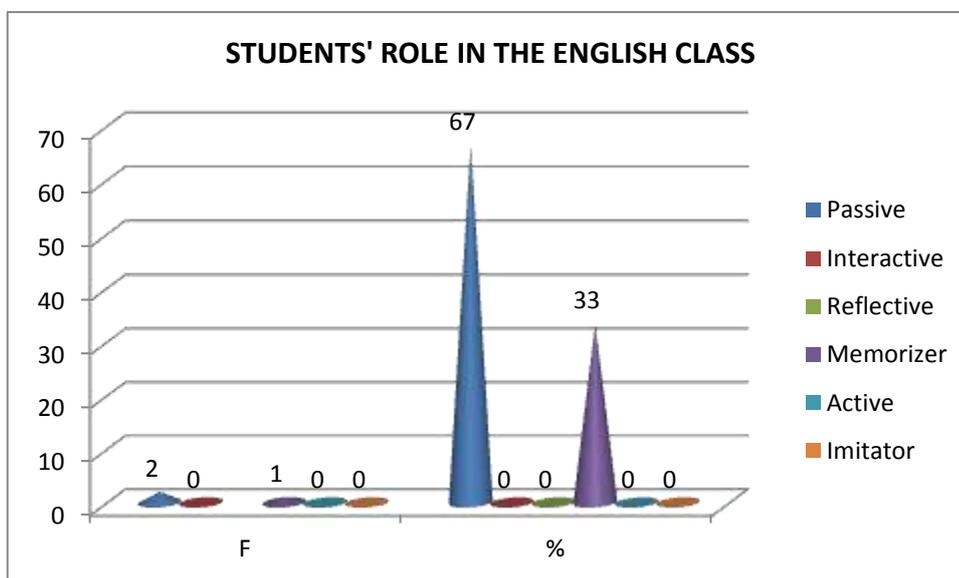
a) Statistics Table

STUDENTS' ROLE IN THE ENGLISH CLASS	F	%
Passive	2	67
Interactive	0	0
Reflective	0	0
Memorizer	1	33
Active	0	0
Imitador	0	0
TOTAL	3	100

Source: Teachers' survey

Responsible: The researcher

b) Graph



d) Interpretation

As we can see in the graph according to teachers' opinion 67% of students play a passive role in the English class and 33% of them also is memorizer.

One of the most relevant characteristic of the traditional didactics is the passive role that students have in the class. In a typical class the teacher is who exposes the contents and is the protagonist while students just have to memorize what the teacher teaches them.

There is a contradiction because if teachers said that they work with communicative methodology, students should fulfill an active role and be part of their learning. But, if students have a passive and memorizer role, we can say that teachers' methodology still have some characteristics of the traditional didactics.

4. How do you explain to your students the meaning of the new words in the English class?

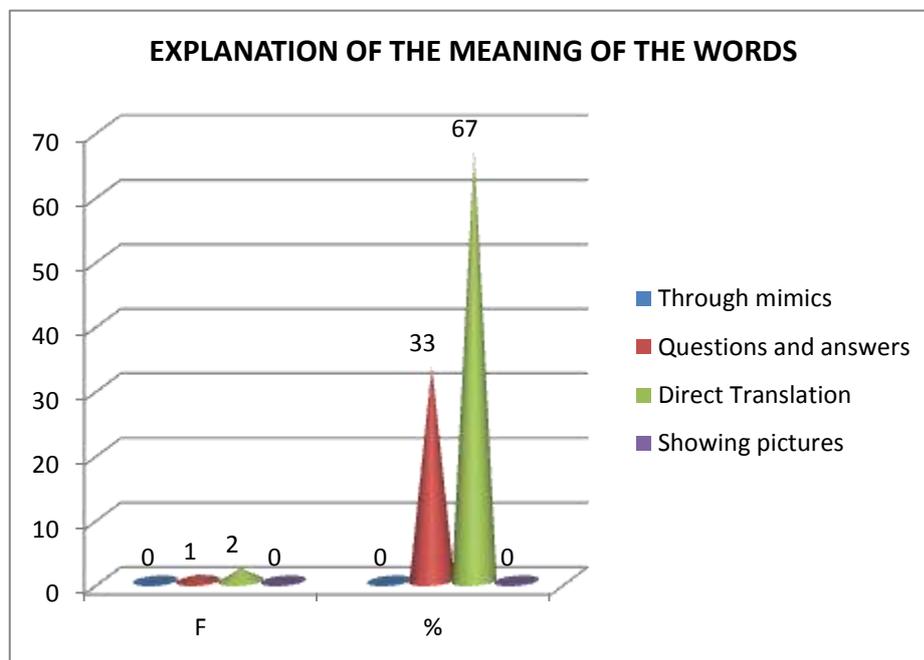
a) Statistics Table

EXPLANATION OF THE MEANING OF THE WORDS	F	%
Through mimics	0	0
Questions and answers	1	33
Direct Translation	2	67
	0	0
TOTAL	3	100

Source: Teachers' survey

Responsible: The researcher

b) Graph



c) Interpretation

67% of teachers indicated that they give the meaning of the words through direct translation and 33% of them answered that they teach the meaning of the words by using questions and answers.

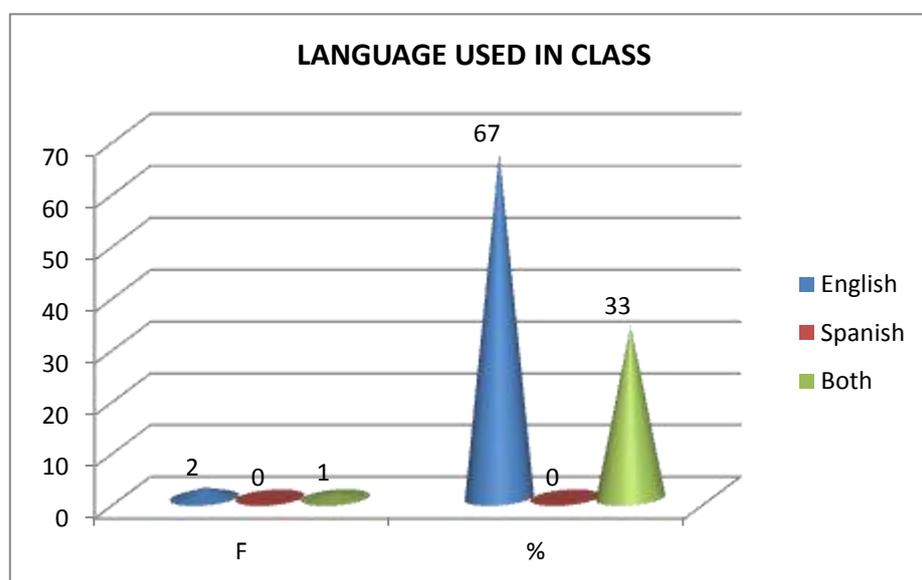
In the grammar translation method, classes are taught in the mother tongue, with little active use of the target language. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue which means that teachers are using the traditional methodology in the English teaching learning process. If teachers teach their students the new words by giving them direct translation, students do not make any effort to understand the words in context and it is obviously part of the traditional didactics.

5. When you want to say something in class. What language do you use?

a) Statistics Table

LANGUAGE USED IN CLASS	F	%
English	2	67
Spanish	0	0
Both	1	33
TOTAL	3	100

b) Graph



c) Interpretation

67% of teachers told that they use the English language to teach while 33% of them said that they use both languages to teach.

When people are learning a foreign language, it is so important that the teacher uses the target language to teach because it helps to give a lot of input through listening before producing something. Even, when most teachers said that they use English language to teach, we have to consider the percentage

that affirms that teachers use both languages in class. We know that it is not recommendable to teach a foreign language by using the native one because this methodology is considered as traditional and it is already out of use because its weak results.

6. Which of the following aspects of the language do you emphasize more?

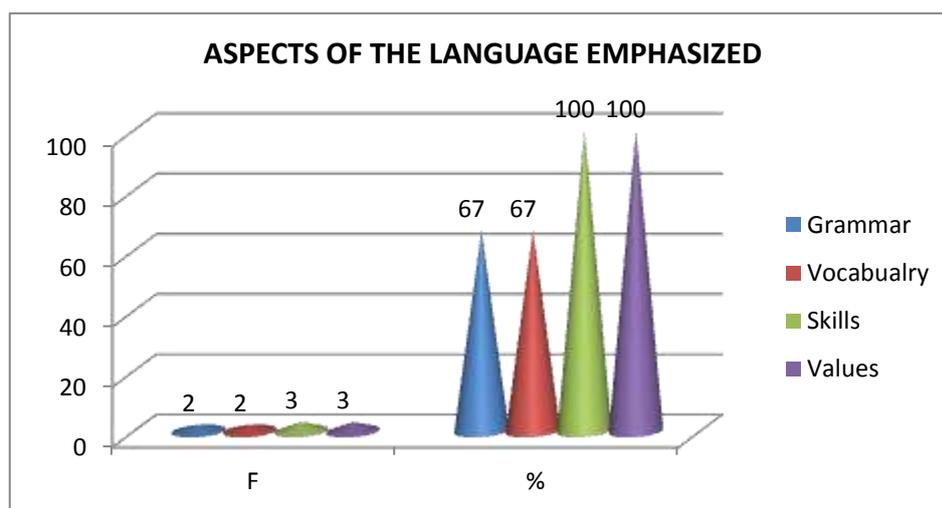
a) Statistics Table

ASPECTS OF THE LANGUAGE EMPHASIZED	F	%
Grammar	2	67
Vocabualry	2	67
Skills	3	100
Values	3	100

Source: Teachers' survey

Responsible: The researcher

b) Graph



c) Interpretation

100% of the surveyed teachers answered that they emphasize the skills and the values and 67% of them matched that they put emphasis on grammar and vocabulary as the most relevant aspects of the language.

The traditional didactics focus on the grammar and vocabulary teaching while modern methodology clearly makes relevant the development of the skills which are: listening, speaking, reading and writing into the English language teaching learning process. If most of the teachers are really working emphasizing the skills we can say that they are doing the right things trying to use the methodology of the modern didactics.

7. How often do you practice listening and reading in class?

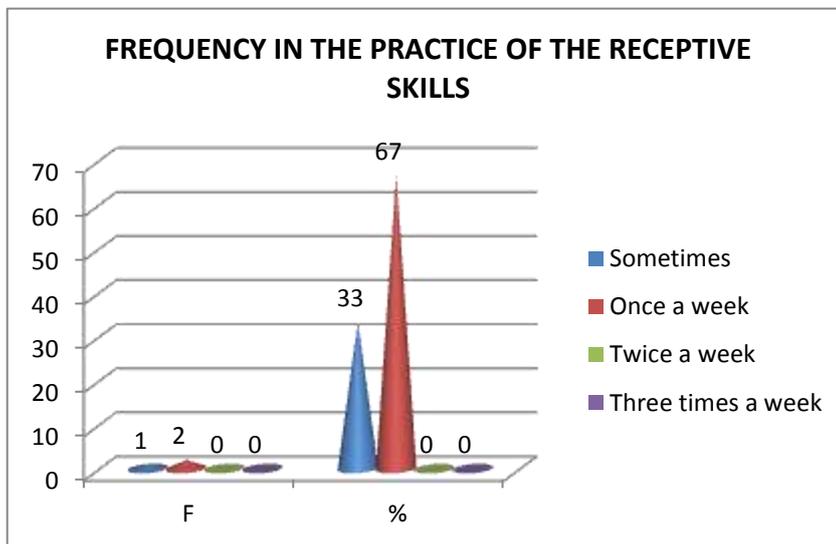
a) Statistics Table

FREQUENCY IN THE PRACTICE OF THE RECEPTIVE SKILLS	F	%
Sometimes	1	33
Once a week	2	67
Twice a week	0	0
Three times a week	0	0
TOTAL	3	100

Source: Teachers' survey

Responsible: The researcher

b) Graph



c) Interpretation

67% of teachers said that they practice receptive skills once a week and 33% of them answered that they sometimes work with the receptive skills in class. The receptive skills are listening and reading and they are essential at the beginning of the learning a foreign language because through them learners receive enough input, that are necessary before a learner can produce the language. However, the results show that these skills are practiced in class just once a week or sometimes. It is not enough for students to get a good learning and the development of the before mentioned skills. It is necessary to work on intensive and extensive listening and reading through a process of frequent practice and this can help students in the language acquisition.

8. How often do your students practice speaking and writing in class?

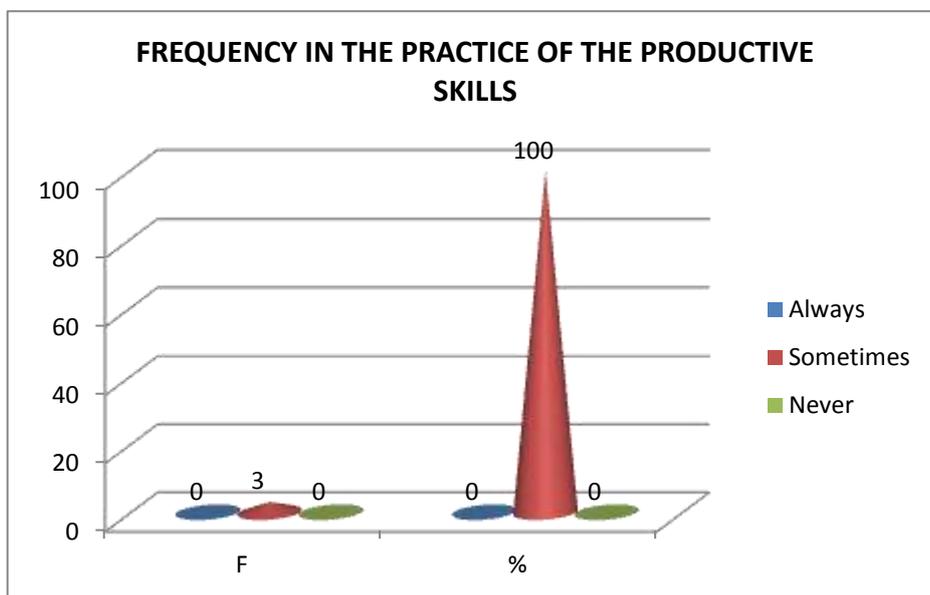
a) Statistics Table

FREQUENCY IN THE PRACTICE OF THE PRODUCTIVE SKILLS	F	%
Always	0	0
Sometimes	3	100
Never	0	0
TOTAL	3	100

Source: Teachers' survey

Responsible: The researcher

b) Graph



c) Interpretation

The graph indicates that 100% of teachers practice sometimes the productive skills in the development of the English class.

The development of the speaking and writing skills involves a complex process. They must be developed through a lot of communicative practice that requires the application of appropriate specific techniques by part of the teacher and an active participation of the learners.

According to the results these skills are sometimes practiced in class and this is not enough to get good results into the English language learning process. The communicative methodology is related to the frequent interaction and the direct contact with the target language. Therefore, if learners are not in this context, they will not become fluent in the English language.

9. Which of the following methodological strategies do you use to develop the speaking skill?

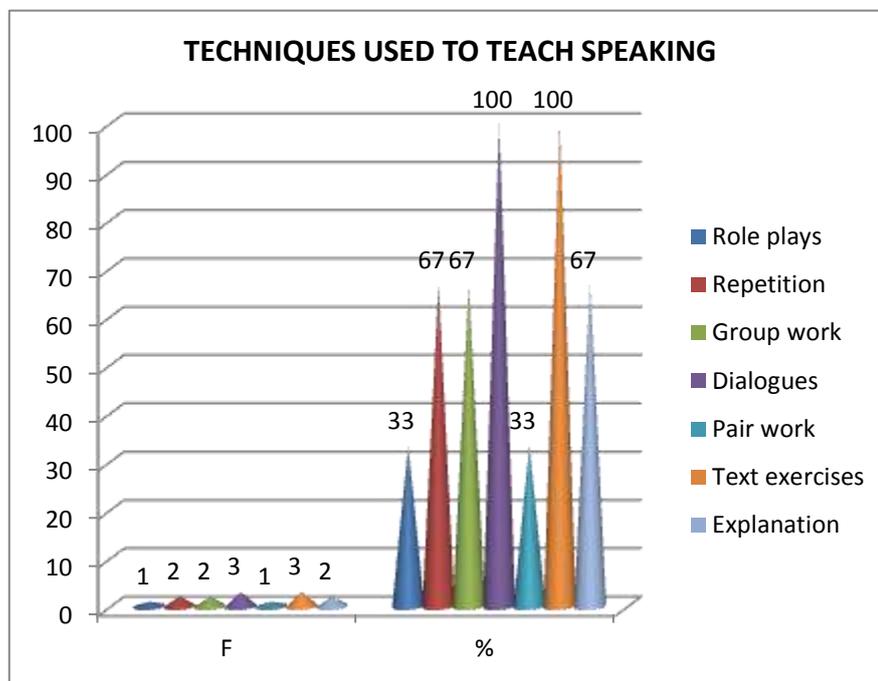
a) Statistics Table

TECHNIQUES USED TO TEACH SPEAKING	F	%
Role plays	1	33
Repetition	2	67
Group work	2	67
Dialogues	3	100
Pair work	1	33
Text exercises	3	100
Explanation	2	67

Source: Teachers' survey

Responsible: The researcher

b) Graph



c) Interpretation

100% of teachers answered that they use dialogues and the text exercises to work with the speaking skill, 67% said that they use repetition, group work and explanation and 33% manifested that they work with role plays and pair work.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communicative situations. To help students develop communicative efficiency in speaking, instructors can use a balanced set of activities that combines language input, structured output, and communicative output. Effective instructors teach students speaking strategies, using minimal responses, recognizing scripts, and using language

to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it.

On the other hand, the results show that teachers work with dialogues and the book exercises, which means that students do not receive enough practice in communicative skills. Because, when teacher just work with the book activities, it is not enough to get students involved in interaction patterns that let them be involved in a favorable environment to learn the target language.

10. Which of the following methodological strategies do you use to develop the writing skill?

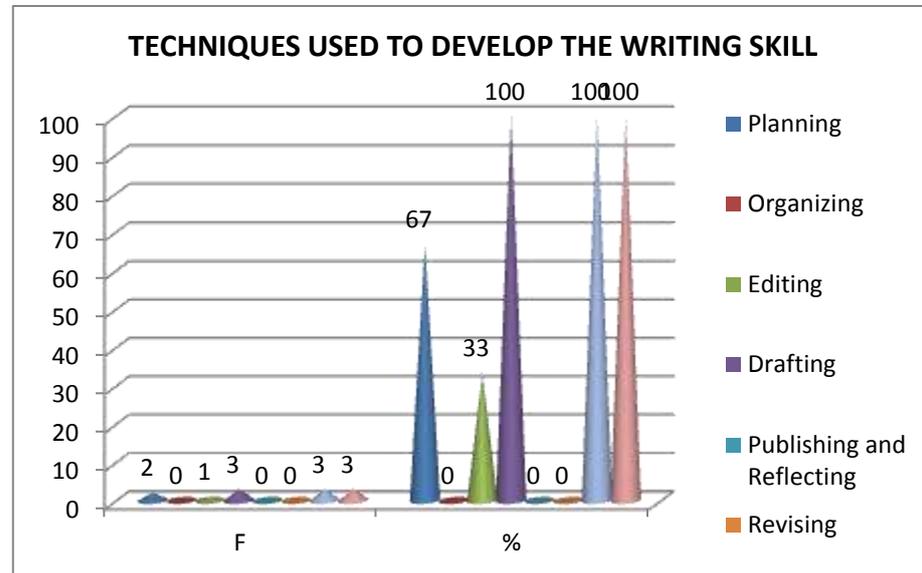
a) Statistics Table

TECHNIQUES USED TO DEVELOP THE WRITING SKILL	F	%
Planning	2	67
Organizing	0	0
Editing	1	33
Drafting	3	100
Publishing and Reflecting	0	0
Revising	0	0
Predicting	3	100
Writing	3	100

Source: Teachers' survey

Responsible: The researcher

b) Graph



c) Interpretation

In relation to the results 100% of teachers answered that they work with drafting, predicting and writing, 67% of them told us that they use planning and other 33% of them indicated that they use editing to develop the writing skill.

When people write, they produce a sequence of sentences arranged in a particular order and linked. The sequence may be very short-perhaps only two or three sentences- but, because of the way the sentences have been put in order and linked together, they form a coherent whole. Adolescents' writing abilities develop gradually with incremental and uneven progress. In order to become empowered in writing, students need concentration, instruction, practice, and patience. It is a process that involves 5 steps: pre-

writing where the students plan, organize and apply the brainstorming technique, then they have drafting where the learner writes as much as possible, after editing where the learner proofread and reread to check the mistakes and finally publishing and reflecting steps, where they present the text as a whole.

The results show that teachers have pointed out predicting as a writing technique so it is believed that they are confused about it, because it is a reading technique. On the other hand if teachers just make students to draft and they do not work on the writing process they will not get a good learning of the language.

11. Which of the following techniques do you use to develop the reading skill?

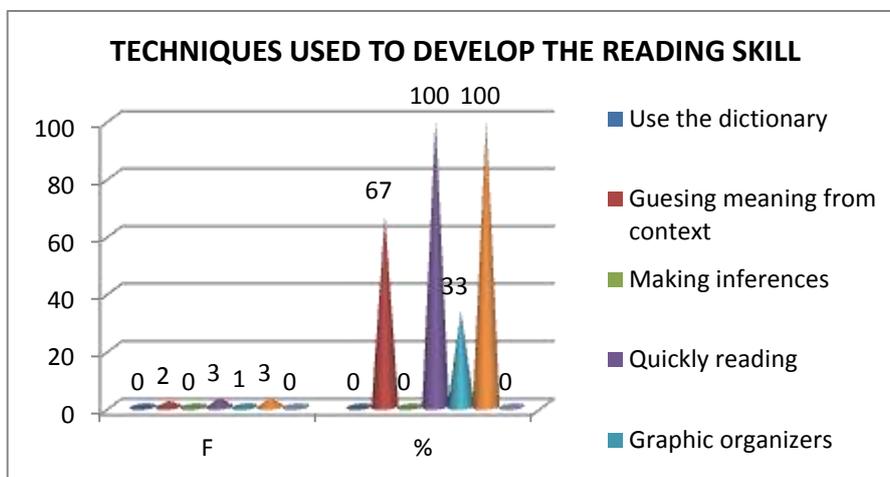
a) Statistics Table

TECHNIQUES USED TO DEVELOP THE READING SKILL	F	%
Use the dictionary	0	0
Guesing meaning from context	2	67
Making inferences	0	0
Quickly reading	3	100
Graphic organizers	1	33
Predicting	3	100
Graded readers	0	0

Source: Teachers' survey

Responsible: The researcher

b) Graph



c) Interpretation

100% of the surveyed teachers answered that they use quickly reading and predicting techniques to develop the reading skill, 67% of them mentioned the technique guessing meaning from the context and 33% pointed out the graphic organizers.

The development of the reading skill also requires a complex process that involves three steps: **before reading**, the teachers set a purpose or decide in advance what to read for, decide if more linguistic or background knowledge is needed, determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases); **during reading** teachers verify predictions and check for inaccurate guesses, decide what is and is not important to understand, reread to check comprehension and ask for help; and, **after reading** they evaluate comprehension in a particular task or area, evaluate overall progress in reading and in particular types of reading tasks, decide if the strategies used were appropriate for the purpose and for the task and modify strategies if necessary.

The results show that teachers apply pre-reading techniques most of the time which could help students but if they do not complement the process with reading and post-reading techniques the process will not be thriving. It is important to mention that there is a contradiction in the teachers' answer because in the question about the meaning of the words they said that they give direct translation of unknown words. However, in this question the reading technique, guessing meaning from context is with a high percentage.

12. How do you consider your Students' learning level of the English language?

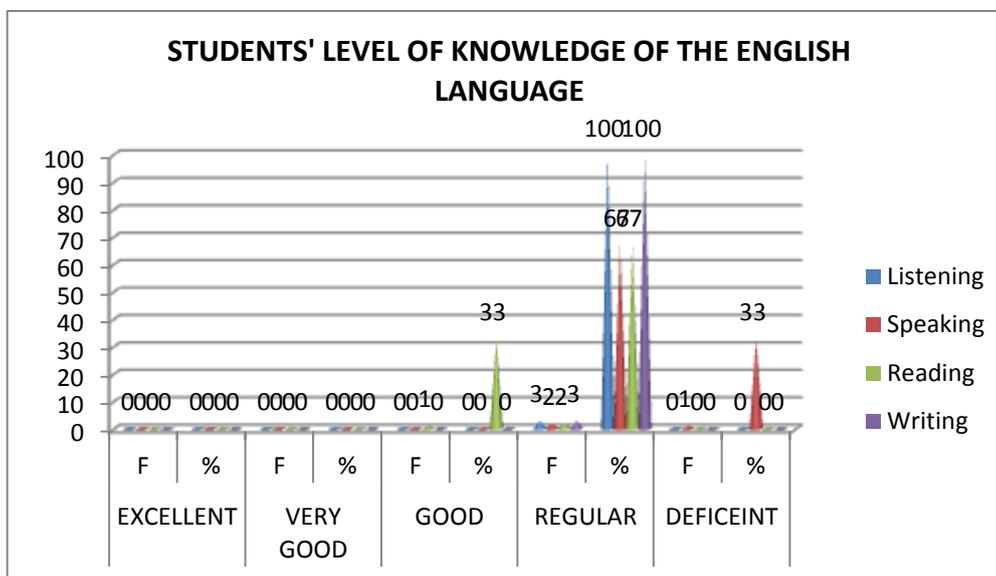
a) Statistics Table

STUDENTS' LEVEL OF KNOWLEDGE IN THE ENGLISH LANGUAGE	Excellent 20-19		Very Good 18-17		Good 16-15		Regular 14-13		Deficient 12-0	
	F	%	F	%	F	%	F	%	F	%
	Listening	0	0	0	0	0	0	3	100	0
Speaking	0	0	0	0	0	0	2	67	1	33
Reading	0	0	0	0	1	33	2	67	0	0
Writing	0	0	0	0	0	0	3	100	0	0

Source: Teachers' survey

Responsible: The researcher

b) Graph



c) Interpretation

The results show that 100% of teachers think that their students are regular in the listening and writing skills, 67% of teachers placed their students' level of knowledge in regular in the speaking and reading skills, 33% of them said that their students are good in reading and other 33% of them told us that their students are deficient in speaking.

The level of knowledge of the English language in the four linguistic skills of most of the students is placed in regular and the unique explanation is that, the didactics that the teachers apply is not effective. Many people, who have learned foreign languages in ancient times, remember that the traditional methodology is not appropriate because it uses the native language to teach which is not recommendable.

Nowadays there are new methodologies and theories that can be practiced by the teachers if they want to enable the students to speak the English Language. It is important to analyze that according to teachers' opinion students have a weak level in listening and writing and they have also a weaker level in speaking but they show certain strength in the reading skill. It could be because of the frequent reading activities that the book "Our World Through English" presents in the process.

5.2. SURVEY APPLIED TO THE STUDENTS

1. What kind of methodology does your teacher use to teach English?

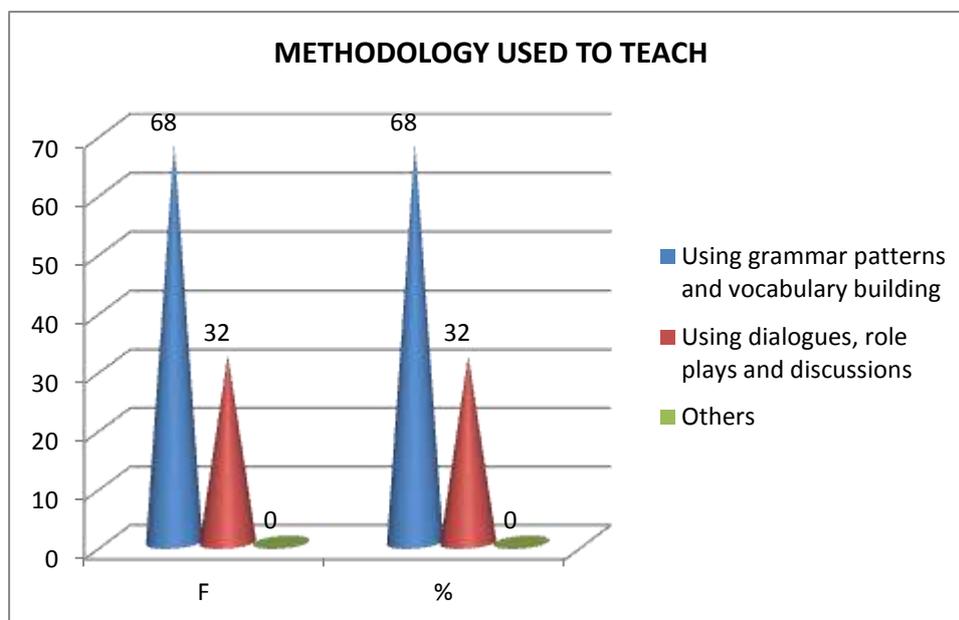
a) Statistics Chart

METHODOLOGY USED TO TEACH	F	%
Using grammar patterns and vocabulary building	68	68
Using dialogues, role plays and discussions	32	32
Others	0	0
TOTAL	100	100

Source: Students' survey

Responsible: The researcher

b) Graph



c) Interpretation

According to the graph 68% of students answered that their teachers teach them by using grammar patterns and building vocabulary while 32% of them said that they use dialogues, role plays and discussions.

The didactics that the teachers use have characteristics of the traditional methodology into the English teaching learning process because the students identified the teachers' methodology with grammar patterns and vocabulary building. Although there is a considerable percentage that also uses the communicative methodology which is a good starting to change and innovate the traditional didactics.

2. Which of the following methods do you identify the teachers' methodology to teach English with?

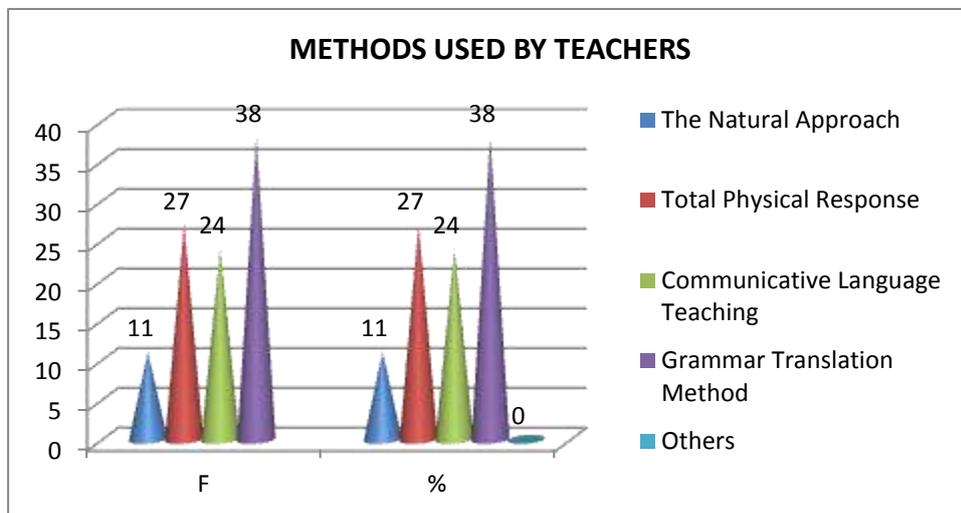
a) Statistics Table

METHODS USED BY TEACHERS	F	%
The Natural Approach	11	11
Total Physical Response	27	27
CommunicativeLanguageTeaching	24	24
GrammarTranslationMethod	38	38
Others	0	0
TOTAL	100	100

Source: Students' survey

Responsible: The researcher

b) Graph



c) Interpretation

The graph describes that 38% of students matched the use of the grammar translation method, 27% of students identified the total physical response, 24% of them indicated the communicative language teaching and 11% told us that their teachers uses other methods in the teaching learning process of the English language.

The methodology that teachers use in the researched high school is identified with the grammar translation method, which is considered as traditional because it uses the mother tongue in the explanations and the language is taught through long explanations of grammar rules and the memorization of isolated words to build vocabulary. Grammar translation methodology is part of a cancelled teaching practice that must be replaced by a communicative methodology if teachers want to improve the English teaching learning process.

3. What is your role in class?

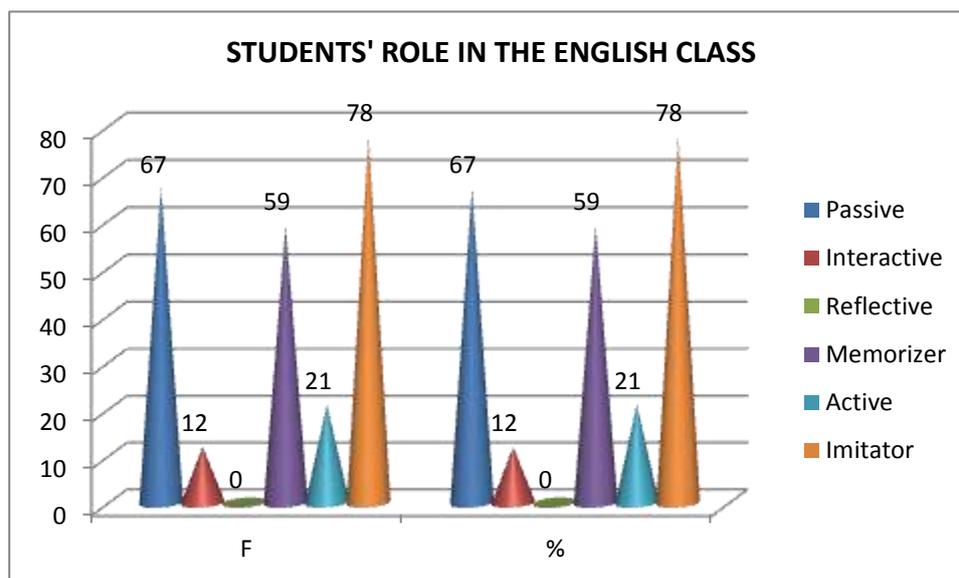
a. Statistics Table

STUDENTS' ROLE IN THE ENGLISH CLASS	F	%
Passive	67	67
Interactive	12	12
Reflective	0	0
Memorizer	59	59
Active	21	21
Imitator	78	78

Source: Students' survey

Responsible: The researcher

b. Graph



c. Interpretation

78% of students answered that they are imitator in class, 67% of them matched that they are passive, other 59% of them told us that they are memorizer, 21% pointed out the active role and 12% manifested that they are interactive.

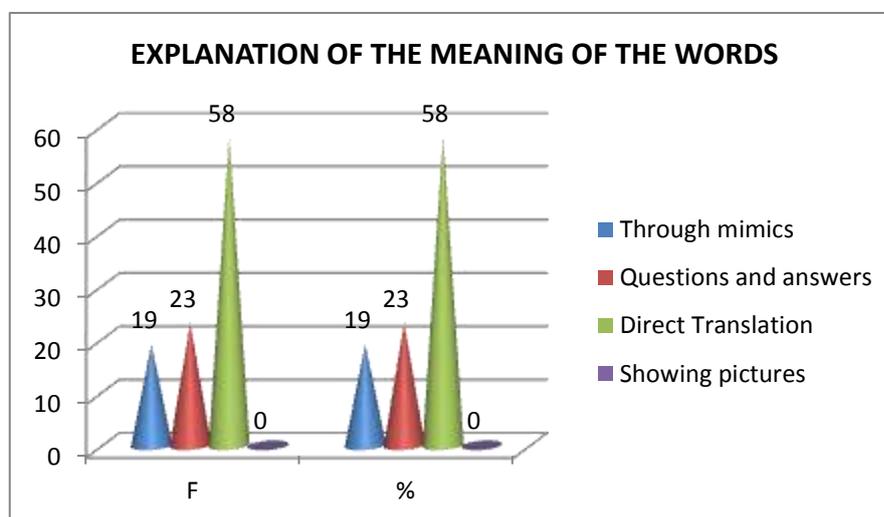
The results show that students' role into the traditional didactics is passive, imitator and memorizer because the teacher is who knows and who teaches the language. It is a bad philosophy of the traditional didactics. Modern didactics points out that the students' role is active, interactive and reflective because they are the builder of their own learning. Teachers should make students aware about their new active role and their responsibility in their learning construction.

4. How does your teacher explain the meaning of the new words in the English class?

a) Statistics Table

EXPLANATION OF THE MEANING OF THE WORDS	F	%
Throughmimics	19	19
Questions and answers	23	23
DirectTranslation	58	58
Showingpictures	0	0
TOTAL	100	100

b) Graph



c) Interpretation

58% of students said that their teachers teaches the meaning of the words through direct translation, 23% of the indicated that the words' meaning is given through questions and answers and 19% of them told us that it is given through mimics.

The communicative methodology always uses the mimics or graphs to show the meaning of the words because the students need to understand the meaning of the words through the context. However, most of students indicated that their teachers just translate them when they do not understand the meaning of the words and this connects them with the use of traditional didactics. It will not let them improve the students' learning of the English language because students do not make any effort to learn.

5. When the teacher say something in class. What language does he/she use?

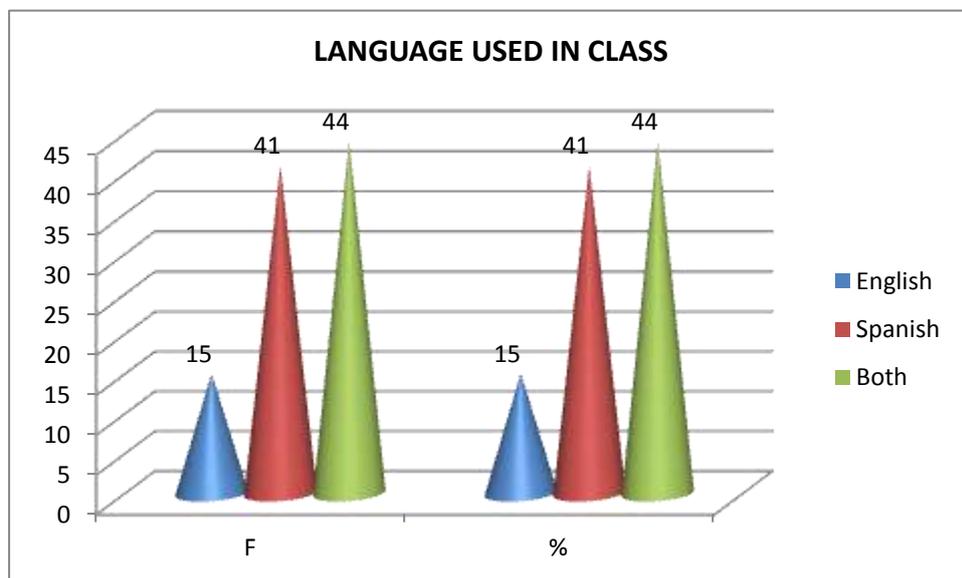
a) Statistics Table

LANGUAGE USED IN CLASS	F	%
English	15	15
Spanish	41	41
Both	44	44
TOTAL	100	100

Source: Students' survey

Responsible: The researcher

b) Graph



c) Interpretation

44% of students said that the teachers use both languages in the English class, 41% of them matched the Spanish as the language most used and 15% of students indicated that their teachers use the English to develop the English class.

In traditional methodology classes are taught in the mother tongue, with little active use of the target language. So that the students are not used to listen to the English language during the class neither they have the chance to use it communicatively. They do not keep in touch with native speakers or an environment that let them enough practice of the language. For this reasons it is so important that teachers use only the target language in class. If they do not give enough input by speaking they will not get a good level of learning the English language.

6. Which of the following aspects of the language does your teacher emphasize more?

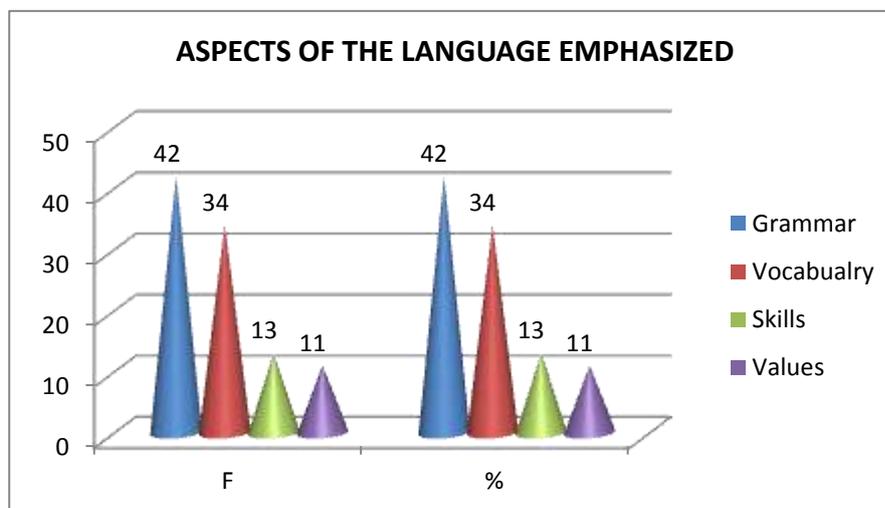
a) Statistics Table

ASPECTS OF THE LANGUAGE EMPHASIZED	F	%
Grammar	42	42
Vocabualry	34	34
Skills	13	13
Values	11	11
TOTAL	100	100

Source: Students' survey

Responsible: The researcher

b) Graph



c) Interpretation

The surveyed students, regards to the aspects of the language most emphasized 42% matched the grammar, 34% vocabulary, 13% skills and 11% the values.

In traditional didactics grammar is the main aspect emphasized and it is proved that students do not learn through rules. Meanwhile the

communicative methodology emphasizes the use of the language in real situations communicatively in order to develop the four basic linguistic skills. Even when, in the teachers' survey, most of them said that their methodology is communicative the results show that their methodology still has traditional characteristics because the language aspects more emphasized are grammar and vocabulary.

7. How often do you practice listening and reading in class?

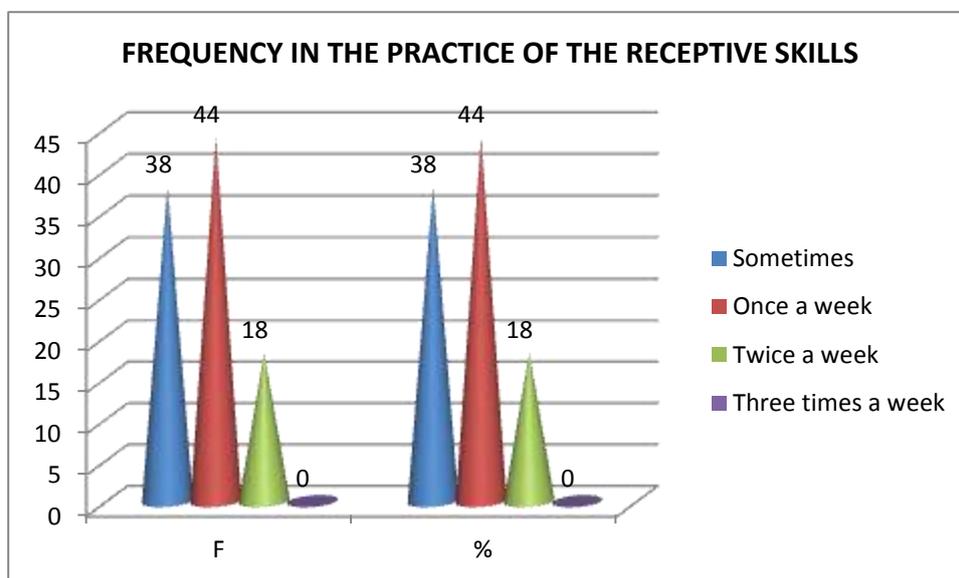
a) Statistics Table

FREQUENCY IN THE PRACTICE OF THE RECEPTIVE SKILLS	F	%
Sometimes	38	38
Once a week	44	44
Twice a week	18	18
Three times a week	0	0
TOTAL	100	100

Source: Students' survey

Responsible: The researcher

b) Graph



c) Interpretation

Regarding to the listening practice in the results according to students' opinion we have that 44%, mentioned that they practice listening once a week, 38% sometimes and 18% twice a week.

The traditional methodology states that listening to and speaking skills must be developed through listening to their own voices on the tape in a relaxed and reflective environment and the students work in small groups to create new sentences using the transcript, afterwards sharing them with the rest of the class. However, through this methodology the students do not have the opportunity to be exposed to real and authentic language where they can recognize other accents of the English language in other contexts. The

practice of these skills must be through extensive input by using audiovisual material. But according to the results teachers just sometimes work on these skills and students do not get enough practice that let them become usual users of the language and they can be involved in a context of meaningful learning of the English language.

8. How often do you practice speaking and writing in class?

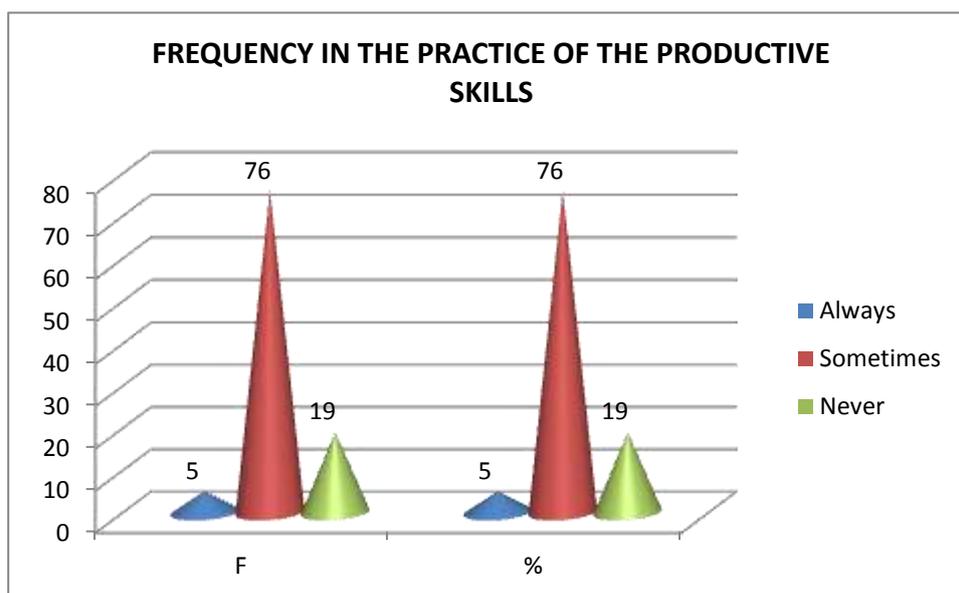
a) Statistics Table

FREQUENCY IN THE PRACTICE OF THE PRODUCTIVE SKILLS	F	%
Always	5	5
Sometimes	76	76
Never	19	19
TOTAL	100	100

Source: Students' survey

Responsible: The researcher

b) Graph



c) **Interpretation**

About the frequency in the practice of the productive skills, the results show that 76% answered that they practice sometimes and 19% told us that these skills are never practiced.

The development of the productive skills is due to the communicative methodology in modern didactics. It is evident that the most relevant characteristics of the teachers' methodology is the grammar and not the productive skills that must be developed through a communicative process that let the students manage the language in real situations and exchanging ideas with native speakers. This process requires a frequent practice of the communicative skills with the use of appropriate group work techniques that let students to interact with others.

9. Which of the following methodological strategies does your teacher use to develop the speaking skill?

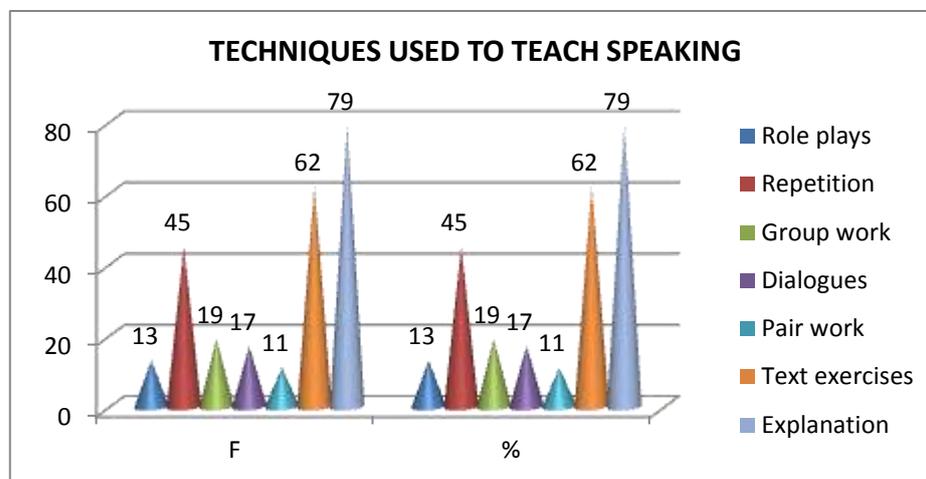
a) **Statistics Table**

TECHNIQUES USED TO TEACH SPEAKING	F	%
Role plays	13	13
Repetition	45	45
Groupwork	19	19
Dialogues	17	17
Pairwork	11	11
Text exercises	62	62
Explanation	79	79

Source: Students' survey

Responsible: The researcher

b) Graph



c) Interpretation

In relation to the techniques applied to work on the development of the speaking skills according to the students opinion they matched the following: 79% explanation, 62% text exercises, 45% repetition, 19% group work, 17% dialogues, 13% role plays and 11% pair work.

The techniques most used by the teachers in the researched High School are: the teachers' explanation, the text exercises and repetition, which are typical of the traditional methodology because it requires few specialized skills by part of teachers. They do not need knowledge of diverse techniques to teach the language because the process of learning is common and repetitive every day. However, we can say that it is not recommended to teach students through this methodology because it does not consider the different learning styles of the students neither their necessities of learning. Students to learn a foreign language need to be in contact with it by giving them a lot of input by listening and reading the

language which requires the application of communicative techniques of the modern didactics.

10. Which of the following methodological strategies does your teacher use to develop the writing skill?

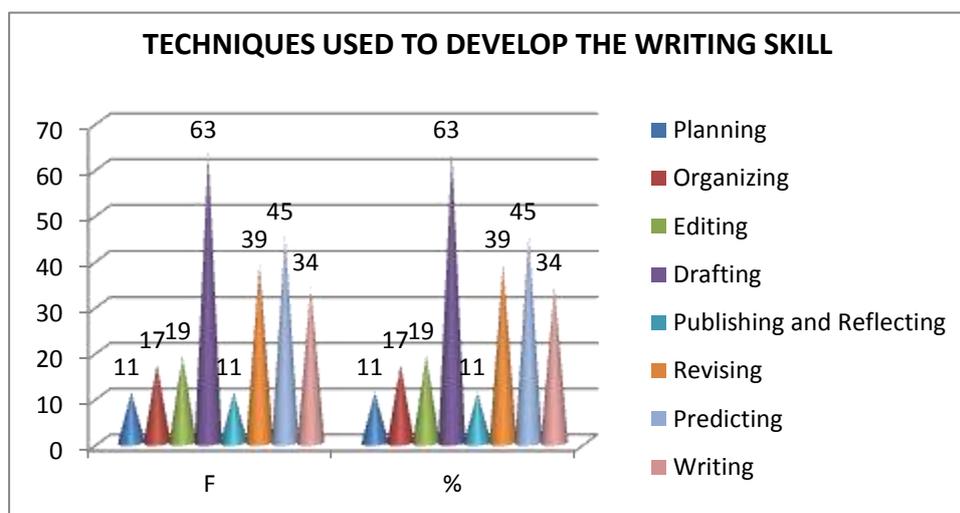
a) Statistics Table

TECHNIQUES USED TO DEVELOP THE WRITING SKILL	F	%
Planning	11	11
Organizing	17	17
Editing	19	19
Drafting	63	63
Publishing and Reflecting	11	11
Revising	39	39
Predicting	45	45
Writing	34	34

Source: Students' survey

Responsible: The researcher

b) Graph



c) Interpretation

In relation to the techniques used by the teachers to work on the development of the writing skill according to the students' opinion we have the following results: 63% drafting, 45% predicting 39% revising, 34% writing, 19%, editing, 17% organizing and 11% planning and publishing and reflecting.

The common or typical techniques closely associated with the traditional methodology are: repetition drills and memorization of lists of isolated words, long elaborated explanations of the grammar through rules for putting words together, and instruction often focuses on the form and inflection of words. However, the development of the writing skill requires a process that starts with pre-writing stage, then it continues with drafting, after that, the students must edit the text applying the proof-reading and re-writing technique and finally they can publish and reflect the written production. It is a process where teachers need to apply specific techniques to develop the writing skill.

But, in the results we notice that the most used techniques are drafting and predicting which are not enough to develop speaking and writing skills that are essential into the English Language teaching learning process.

11. Which of the following techniques does your teacher use to develop the reading skill?

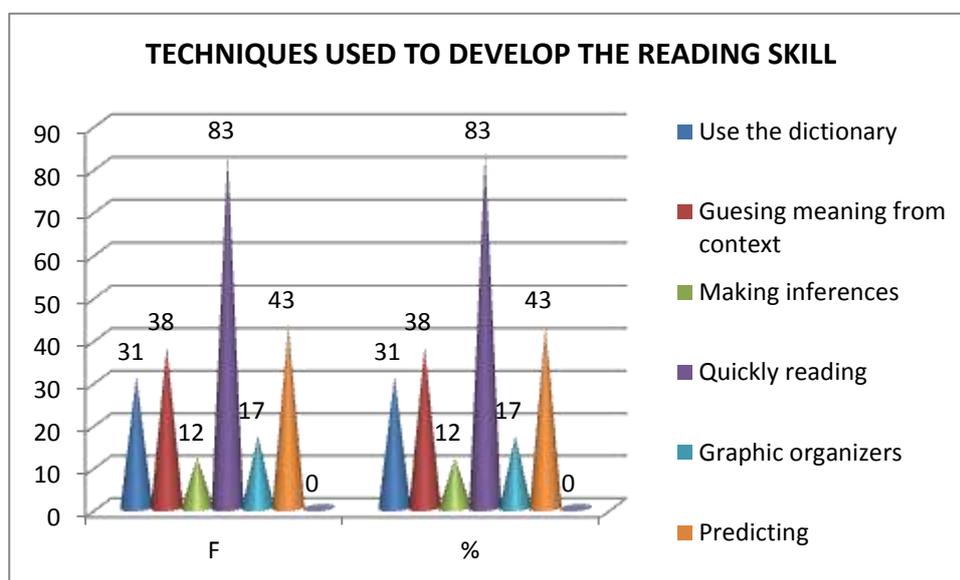
a) Statistics Table

TECHNIQUES USED TO DEVELOP THE READING SKILL	F	%
Use the dictionary	31	31
Guesing meaning from context	38	38
Making inferences	12	12
Quickly reading	83	83
Graphic organizers	17	17
Predicting	43	43
Graded readers	0	0

Source: Students' survey

Responsible: The researcher

b) Graph



c) Interpretation

About the techniques used by the teachers to develop the reading skill in relation to the students' opinion, they answered the following: 83% quickly

reading, 43% predicting, 38% guessing meaning form context, 31% use the dictionary, 17% graphic organizers and 12% making inferences.

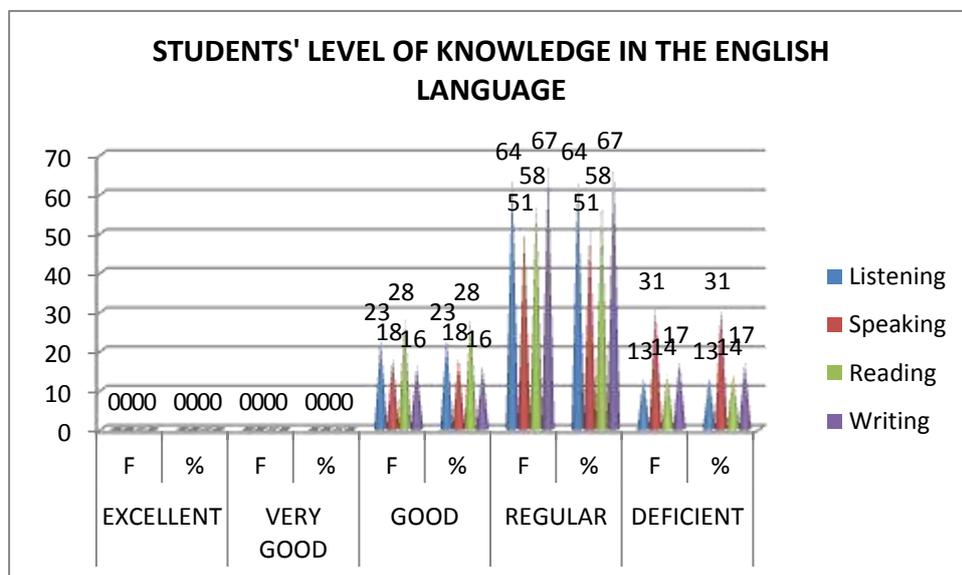
It is evident that the most relevant characteristics of the teachers' methodology is the grammar and not the reading because the traditional didactics states the learning of the English language through the reading of difficult classical texts at early reading comprehension questions for example, finding information in a passage, making inferences and relating to personal experience. So that, teachers must be aware that reading is a skill that requires active engagement, and by explicitly teaching reading strategies. Teachers can help students become good readers by teaching them how to use strategies before, during, and after reading.

12. How do you consider your learning level of the English language?

a) Statistics Table

STUDENTS' LEVEL OF KNOWLEDGE IN THE ENGLISH LANGUAGE	F	%	F	%	F	%	F	%	F	%
	Excellent 20-19		VeryGood 18-17		Good 16-15		Regular 14-13		Deficient 12-0	
Listening	0	0		0	23	23	64	64	13	13
Speaking	0	0		0	18	18	51	51	31	31
Reading	0	0		0	28	28	58	58	14	14
Writing	0	0		0	16	16	67	67	17	17

b) Graph



b) Interpretation

The data show that the following percentages of students placed themselves in a **good** level of the English language: 28% reading, 23% listening, 18% speaking and 16% writing.

While the major percentages were placed in **regular** as follows: 67% in writing, 64% in listening, 58% in reading and 51% in speaking.

Regards to the deficient level we got: 31% in speaking, 17% in writing, 14% in reading and 13% in listening.

According to the results most of the students in the researched high school placed themselves in a regular level of knowledge in the different skills of the English language. That is why, the group believes that the techniques

that teachers are using are not in relation to the development of the English language basic skills with the students of the “Manuel Benjamin Carrión” High School of the Yangana Parish.

6. DISCUSSION

6.1. HYPOTHESIS ONE

➤ STATEMENT

The methodology used by the English teachers is characterized as part of the traditional didactic what limits the development the English language skills with the students at “Manuel Benjamin Carrión” High School. Yangana Parish. During the school year 2009-2010.

➤ DEMONSTRATION

This hypothesis has been proved through the following questions:

In the question number **ONE**, 67% of teachers and 68% of students answered that the teachers' methodology includes the use of grammar patterns and vocabulary building, aspects that are identified with the traditional didactics.

In the question number **TWO**, where we asked about the methods most used to teach the English classes, even when 33% of the teachers matched the communicative method and other 33% of them pointed out the natural approach one; 38% of students indicated that the teachers methodology is recognized as part of the traditional methodology.

In the question number **THREE**, 67% of teachers said that the students' role in class is passive and 78% of students answered that their role is imitator,

67% passive and 59% memorizer those aspects are part of the traditional didactics or methodology into the English Teaching learning process.

The question number **FOUR**, was done to notice how the teachers give the meaning of new words and 67% of teachers and 58% of students said that it is given through direct translation of the teacher which confirms that the methodology used by the teachers has characteristics of the traditional didactics.

In the question number **FIVE**, where we asked about the language used to develop the class and 67% of teachers said that they give the class in English while 44% of students answered that teachers use both languages English and Spanish to develop the class, which verifies our hypothesis that the teachers use traditional methodology to teach the English language in the researched high school.

In the question number **SIX**, which was about the aspects of the language more emphasized we got that 100% of teachers said that are skills but 42% of students matched that grammar is more worked by the teachers. Therefore we can verify that the teachers' methodology has characteristics of the traditional didactics.

➤ **DECISION**

According to the results and analysis done in the before questions the first hypothesis is verified because the methodology used by the English teachers is characterized as part of the traditional didactic what limits the development of the English language skills with the students at “Manuel Benjamin Carrión” High School. Yangana Parish. During the school year 2009-2010.

6.2. HYPOTHESIS TWO

➤ **STATEMENT**

The teaching techniques are not in relation with the development of the English Language skills with the students at “Manuel Benjamin Carrión” High School. During the school year 2009-2010.

➤ **DEMONSTRATION**

The question number **SEVEN**, that refers to the practice of the receptive skills 67% of teachers and 44% of students answered that they practice these skills once a week. Which is not enough to develop them though a progressive process that requires a lot of practice.

In the question number **EIGHT**, was also about the frequency in the practice of the productive skills and 100% of teachers and 76% of students answered that they are sometimes practiced in class. So that the students do not have

enough management of the language to develop the productive skills of the English subject.

In the question number **NINE**, we asked about the techniques that the teachers use to work on the speaking skill we have that 100% of teachers mentioned the dialogues and the text exercises while 79% of students matched the teachers' explanation and 62% agreed in the text exercises, techniques that are in relation with the process that requires the development of the speaking skill.

In the question number **TEN** we asked about the techniques used to develop the writing skill and we got that 100% of teachers mentioned the drafting, predicting and writing while 63% of students matched drafting, 45% predicting and 39% revising; which means that teachers do not follow an organized process to work on the writing skill.

The question number **ELEVEN**, was about the techniques used in the reading skill and we have that 100% of teachers pointed out quickly reading and predicting while 83% of students agreed with the first one and 43% of them also agreed with the second one, which results show that the techniques applied are weak to develop effective readers.

In the question number **TWELVE**, we asked about the learning level of the English language with the students and 100% of teachers and 67% of the

students placed the level of English in the receptive and productive skills in a regular level so that, we can say that the techniques that teachers are using are not in relation with the development of the four basic skills of the English language.

➤ **DECISION**

The reached results force us to accept the second hypothesis which says that The teaching techniques are not in relation with the development of the English Language skills with the students at “Manuel Benjamin Carrión” High School. Yangana Parish. During the school year 2009-2010

7. CONCLUSIONS AND RECOMMENDATIONS

7.1. CONCLUSIONS

- ✓ The methodology used by the teachers has characteristics of the traditional didactics because they teach through grammar patterns and memorizing vocabulary without considering the English language skills.

- ✓ The students do not play an active role in the development of the English classes their role is rather passive, imitator and memorizer which is not helping them to learn the English language because this methodology is not supporting the learning process.

- ✓ Teachers use the both languages to teach the English class, which is not advisable because the students are not exposed to the target language to receive enough input and it is categorized as an aspect of the traditional methodology that does not give good results.

- ✓ The students practice the receptive skills just sometimes and almost never they work on the productive skills. We know that the learning of a foreign language requires a lot of practice creating real situations to involve the students in a communicative environment but it is not possible with little practice of the four basic linguistic skills of the English language.

- ✓ The techniques that the teachers apply to teach the English language are not in relation to the development of the four basic skills that are: listening, speaking, reading and writing because they are applied through a process that let the students improve their knowledge progressively.

- ✓ The level of the English learning in each of the four basic skills of the English language in the researched high school is placed in a regular level which evidences that the teachers are not applying appropriate techniques to develop the four linguistic skills.

7.2. RECOMMENDATIONS

- ✓ That the teachers of the researched high school receive training about the last trends in methodological strategies to teach the English language with a communicative focus.

- ✓ That teacher's find out the best motivational strategies that let them change the role of the students in the English language classes so that students can feel motivated to participate and play an active role in their learning.

- ✓ That authorities of the researched high school hire a native speaker and assign a determined time to train the teachers with the language practice so that, they can get a certain degree of fluency and improve the English language teaching learning process.

- ✓ That teachers look for opportunities to make students interact and expose them to the target language in real situations with native speakers or they can create spaces to make students practice the four basic linguistic skills of the English language in an integrative way.
- ✓ That teachers train themselves through internet in specific techniques that they must follow to develop each of the receptive and productive skills of the English language so that, they can work on them integrating process that assures their development progressively.
- ✓ Teachers and authorities must reflect about the students' knowledge of the English language in the researched high school and look for some strategies that let them improve it by implementing modern methodology that is more effective to learn a foreign language.

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9. ANEXES

PROJECT

1 THEME

INFLUENCE OF THE TRADITIONAL DIDACTICS IN THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS IN THE “MANUEL BENJAMIN CARRION” HIGH SCHOOL AT THE MORNING SECTION, DURING THE SCHOOL YEAR 2009-2010.

2. PROBLEM STATEMENT

2.1. Background

In order to develop this research work, is convenient to locate the Educational Institution where it will be perform and work. This is necessary, since a lot of aspects are in relation to the type of high school, the amount of students, budget, and background in the Education field.

The "Manuel Benjamin Carrion" high school is located to south west of Yangana Parish of Loja City.

The Manuel Benjamin Carrion High school was founded on January 25th of 1978 by ministerial Decree Nro.3184, with the following specialization "Chemistry-Biology".

The Benjamin Carrión High School, is a democratic institution, has an excellent organization, enough infrastructure, functional classrooms, laboratories, library and technological resources, with teachers very well trained, excellent interpersonal relationships and free of conflicts, with Students with a good development of its self-esteem and capacity to continue their superior studies and to contribute to the social and productive, local, provincial and national development.

The mission of this institution is formed students in the specialization of “chemistry-Biology”, this institution is to the service of the youth of the YanganaParish, and intends to offer an education based on the development of cognitive capacities in the practice of values, democratic participation and the construction of autonomous learning.”⁶

2.2. CURRENT SITUATION OF THE RESEARCH PROBLEM

The English Language, among other significative learning is a fundamental way of Universal Communication for the development of the science and technology to contribute to the education in its integral development.

The Ecuador Education must respond to the demands of the National and World development according to economic, social and cultural reality of our country.

For that reason the English Teaching Learning process is very important into the curriculum which has as purpose to improve the quality of education in our country¹.

One of the problems that affect the learning of the English Language is that the teachers use only the book as a didactic material and do not use extra

⁶Proyecto Académico Institucional 2005- 2010 p. 2-10

materials for motivating students interest and get from them the improvement of the English Level.

Other problem is that teachers do not use the modern methods and techniques during the Teaching – Learning Process of the English Language, It is bad because affect to the students' academic achievement.

Moreover the English teachers in spite of receive training by the project CRADLE, they do not improve their methods and teaching strategies, so the students have a lot of deficiency in the Knowledge of the English Language.

Due to the before mentioned problem, It ´s necessary to research the problem.

2.3. RESEARCH PROBLEM

HOW DOES THE TRADITIONAL DIDACTICS INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS WITH THE STUDENTS AT "MANUEL BENJAMIN CARRIÓN" HIGH SCHOOL. DURING THE SCHOOL YEAR 2009-2010?

2.4. DELIMITATION OF THE RESEARCH

a. TEMPORAL

The present research work will be done during the school year 2009-2010.

b. SPATIAL

The present research work will be done in the “Manuel Benjamin Carrión” High School at the Morning section.

c. OBSERVATION UNITS

- Two English teachers of “Manuel Benjamin Carrión” High School at the Morning section.
- One hundred Students of “Manuel Benjamin Carrión” High School at the Morning section.

d. SUB PROBLEMS

- **What kind of methodology do the teachers use to develop the English language skills with the students at “Manuel Benjamin Carrión” High School. During the school year 2009-2010?**
- **How the teaching techniques are related to the development of the English Language skills with the students at “Manuel Benjamin Carrión” High School. During the school year 2009-2010?**

JUSTIFICATION

The learning of the English Language is very necessary because if we know this language, we will have many opportunities to work in different areas such as: social, cultural, laboral, etc, in and out of our country.

For that reason is very important the use of adequate methods, techniques and strategies, which contribute to improve the develop of the four English Language skills in a fun and easy way, allowing that the students be the protagonist of the educative act, being active and collaborative, likewise the teachers be guide and motivate the students learning, clarifying their doubts and helping them when it be necessary.

In addition, the present research work will contribute to improve the develop of the English Language skills into the Teaching Learning Process, especially in the “Manuel Benjamin Carrion” High School.

Moreover, it is very necessary to carry out this research work in order to know the kind of Didactics that the teachers use to develop the four English Language Skills (Listening, Speaking, Reading and Writing) in the “Manuel Benjamin Carrion” High School.

This will let to look for some strategies, methods and techniques that will help to the researched Institution and to solve the before mentioned trouble.

Based on the before mentioned problems the research will be do it thoughtproblem:

HOW DOES THE TRADITIONAL DIDACTICS INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS WITH THE STUDENTS AT "MANUEL BENJAMIN CARRIÓN" HIGH SCHOOL. DURING THE SCHOOL YEAR 2009-2010?

The present research work is original and an important theme that has all the necessary resources to make it, so that the obtained results will permit me to know the influence of the traditional didactics in the development of the four language skills in the tenth year of basic education at the "Manuel Benjamin Carrion" high school at the morning section, during the school year 2009-2010.

Eventually the present research work is a previous requirement to obtain the Licentiate's Degree in Sciences of Education, English Language Specialization; In addition as undergraduators of the English Language Career I am able to make it.

3. OBJECTIVES

4.1 GENERAL

- **To know the influence of the traditional didactics on the development of the English language skills with the students at “Manuel Benjamin Carrión” High School. During the school year 2009-2010.**

4.2 SPECIFICS

- To identify the kind of methodology that is used by the teachers to develop the English language skills with the students at “Manuel Benjamin Carrión” High School. During the school year 2009-2010.
- To determine the teaching techniques and its relation with the development of the English Language with the students at “Manuel Benjamin Carrión” High School. During the school year 2009-2010.

5. THEORETICAL FRAMEWORK

5.1. TRADITIONAL AND MODERN DIDACTICS

5.1.1. The traditional didactics. - is the transmission of knowledge from the teachers to the students. This didactics is selfish with the autonomy and participation of the learner. The teachers are the protagonist, the base and condition of the education success. They have to organize the knowledge and elaborate the subject that is going to be learnt. The students limit to accumulate and reproduce information, the memory has a decisive roll.

f) “The **teachers** perform the protagonist role; they were the arbitrary and tyrant, for imposition and compulsion who didn't worry by the problems and difficulties that could affect to the students, neither for the resulting consequences.

g) The **student** was the passive element, he was the receiver of the knowledge dictated by the teacher; the student only had to listen, repeat and obey slavishly, without try to reconstruct reflexively the knowledge that the teacher transmitted his/her.

h) The **objective.** - The school tasks were not related directly with the student, neither with the present or future life of his/her. In the Traditional Didactics prevailed the routine of the repeated exercises and lessons.

- i) The **subjects** were an absolute and autonomous value with which the students should conform; they learned them letter by letter without more questions; the own teachers were the Student's slaves, repeating them faithfully, without any alteration or critic revision.

- j) The **method** only referred to the matter, and it was the teacher problem who taught it and not of the student that learned it; the teacher didn't worry if the student didn't learn, the teacher only supervised his/her. The students had to study as they could; nobody guided them about studying and learning methods. The Method was only the way that the teacher had to organize and expose the subject in an abstract way, without taking in consideration its relationship with the individual person.

5.1.2. Traditional School.The teacher simplifies, prepares, organizes, and orders. The teacher is the guide. The mediator between the models and the student. Through the school exercises the students acquire some physical dispositions and intellectuals to enter in contact with the models. The school discipline and the punishment continue being fundamental. Accepting the norms and rules is the access form to the values. The teachers should keep a distant attitude with their students. The philosophy of the Traditional School, considers that the best way of preparing the students for the life is forming their intelligence and capacity to solve problems. This philosophy lasts at

the present time in the education given with the following denominations:

5.1.3. Characteristic of the Traditional School.

“The Traditional School of the XVII century means Method and Order. Following this principle, we identify the following aspects that characterize to this school:

Magistrocentrism

The teacher is the base and condition of the success of the education. He should organize the knowledge and to elaborate the topic that will teach, and to impart it to their students. The teacher is the pattern and the guide, whom the students should imitate and to obey.

The discipline and the punishment are considered fundamental, the discipline and the school exercises are enough to develop the human virtues in the students. The verbal or physical punishment stimulates the student's progress constantly.

Encyclopedism

The class and the collective life are organized, orderly and programmed. The school manual is the expression of this organization, order and programming;

everything that the students have to learn, are graduated and elaborated, if one wants to avoid the distraction and the confusion shouldn't be looked for outside of the manual.

Verbalism and Passivity

The teaching method will be the same for all the students and in all the occasions. The review understood as the repetition of what the teacher has just said, has a fundamental paper in this method"⁷.

5.2. IN THE MODERN DIDACTICS

In The modern didactics the students are the protagonist of the Education .they are active. The teacher is stimulator and facilitator of the inter-learning and investigator of the new techniques of active learning.

a) The students are the decisive personal factor in the scholar situation; they are active. The school is organized for the students and the teaching is administered for they; the teachers are at the student service, they have to guide and motivate the student's Teaching Learning Process with the purpose to develop the student intelligence and to form his/her character and personality; there must exist an interaction and an active exercitation of

⁷<http://www.monografias.com/trabajos//proe/proe.shtml>

his/her aptitudes and experiences for the real profit and value from the educational view point; The teacher acts as element that stimulates, guides and controls the students learning , adapting the teaching to they real capacity, clarifying their doubts and helping in their difficulties, programming their works, accompanying them in the development of their study habits.

b) The **objective** is the decisive factor that energizes all the school work; giving it sense, value and address; the teacher's and student's work is developed in function of them, with view in the proposed and defined goals that they must be reached progressively, respecting the age in which the students are.

c) The **subject** is the specific reagent of the culture that the teachers use in their educational work; it is in function of the necessities and of the student's real capacity to learn; the student doesn't exist for the matter or subject, but rather it is the one that exists to serve to the student who is educated taking into account their capacity to assimilate it, forming defined mental structures.

d) The **method** becomes a learning problem and not directly of teaching; "the good method is the best way to make the student learns" and it doesn't allow that the teachers exhibits or organizes their knowledge to impose to their students inside the logical structures of the adults, it's related mainly with the student's special psychology, it's according to the level of maturity that he/she has. Instead of being rigorously logical.

STUDENT;

- Activate, reflective, critical, investigator, the student is the protagonist of the educational act.

TEACHER:

- Kind, sincere, guider, stimulator and facilitator of the inter-learning, and investigator of new techniques of active learning.

OBJECTIVES:

- Enunciated practical, valuable, it values the school work giving value sense and direction inter- learning.

METHOD:

- Completely active, participative. Application of technical groups, it is in relation to the student's interests.

- SUBJECT:

Reactivate, cultural and selected in function of the students and environment”⁸

⁸ BLACIO, Galo. DIDACTICA GENERAL. Didáctica Tradicional y Moderna. Editorial Universidad Técnica Particular de Loja. Loja-Ecuador. 1994 pp. 46-51

5.3. METHODS OF TRADITIONAL TEACHING⁹

5.3.1. THE GRAMMAR TRANSLATION METHOD (1890s-1930s)

Around the turn-of-the-century. Language students often translated cumbersome volumes from Classical Greek or Latin into English way this approach. It consisted mainly of exhaustive use of dictionaries, explanations of grammatical rules (in English), some sample sentences, and exercise drills to practice the new structures. Little opportunity for real second-language acquisition existed then.

In this method the language is acquired by memorizing the grammatical rules and a long list of vocabulary in an insolated way, moreover there was a translation of texts.

“Prator and Celce-Murcia (1979: 3) used the major characteristics of

Grammar Translation:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of insolated words.
3. Long, elaborate explanations of the intricacies of grammar are given.

⁹<http://Metodologies in ForeignLanguage Teaching.mht/>

4. Grammar provides the rules for putting words together, and instructions often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.

It is ironic that this method has until very recently been so stalwart among many competing models. It does virtually nothing to enhance a student's communicative ability in the language. It is remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translations of stilted or literary prose.

On the other hand, one can understand why Grammar Translation remains so popular. It requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises. And it is sometimes successful in leading a student toward a reading knowledge of a

second language. But, as Richards and Rodgers (1986: 5) pointed out, it has no advocates. It is a method for which there is no theory there is no literature that offers a rationale or justification for it or that attempts to relate it (to issues in linguistics, psychology, or educational theory)."¹⁰

This method applied the **translation technique**; the teachers asked to their students translate some texts, likewise the majority of the classes were taught in the mother tongue.

5.3.2. THE DIRECT METHOD (1970s)

This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt explanations given the pupil. Teacher/student interaction became fuller. Guessing of context or content, completing fill-ins, and doing "cloze" exercises were the order of the day. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention.

"The "naturalistic" —simulating the 'natural" way in which children learn first languages—approaches of Gouin and a few of his contemporaries did not take hold immediately. A generation later, applied linguistics finally

¹⁰ Formación Metodológico-Didáctica para desarrollar el Proceso de enseñanza-aprendizaje del Idioma Inglés-curso taller de Idioma Inglés nivel III. pp. 18-19

established the credibility of such approaches. Thus it was that at the turn of the century, the Direct Method became quite widely known and practiced.

The basic premise of the Direct Method was similar to that of Gouin's Series Method, namely, that second language learning should be more like first language learning—lots of oral interaction, spontaneous use of the language, no translation between first and second languages, and little or no analysis of grammatical rules.

Richards and Rodgers (1986:9-10) summarized the principles of the Direct Method:

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were taught through modeling and practice.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were taught.
8. Correct pronunciation and grammar were emphasized.

The Direct Method enjoyed considerable popularity at the beginning of the twentieth century. It was most widely accepted in private language schools

where students were highly motivated and where native-speaking teachers could be employed.

But almost any "method" can succeed when clients are willing to pay high prices for small classes, individual attention, and intensive study. The Direct Method did not take in public education. Where the constraints of budget classrooms size time and teacher background made such a method difficult to use. Moreover The Direct Method was criticized for its theoretical foundations. Its success may have been more factor of skill and personality of the teacher than of the methodology itself."¹¹

In the Direct Method the classes were taught in the target language through demonstration of objects and pictures.

This method applied the **technique of questions and answers exchanges between teachers and students;**so the teachers ask some questions to the students and they have to answer them and so on.

5.3.3. THE AUDIO-LINGUAL METHOD (1950s-1960s)

“The next revolution in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations.

¹¹ Formación Metodológico-Didáctica para desarrollar el Proceso de enseñanza-aprendizaje del Idioma Inglés-curso taller de Idioma Inglés nivel III. pp. 21-22

The "Army Method" was suddenly developed to build communicative competence in translators through very intensive language courses focusing on aural/oral skills. This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM).

This new method incorporated many of the features typical of the earlier Direct Method, but the disciplines mentioned above added the concepts of teaching linguistic patterns in combination with something generally referred to as "habit-forming". This method was one of the first to have its roots "firmly grounded in linguistic and psychological theory" (Brown 1994:57), which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on the language teaching methods that were to follow and can still be seen in major or minor manifestations of language teaching methodology even to this day.

Another factor that accounted for the method's popularity was the quick success it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and over-learning of language patterns and forms, students and teachers were often able to see immediate results. This was both its strength and its failure in the

long run, as critics began to point out that the method did not deliver in terms of producing *long-term* communicative ability.

The study of linguistics itself was to change, and the area of second language learning became a discipline in its own right. Cognitive psychologists developed new views on learning in general, arguing that mimicry and rote learning could not account for the fact that language learning involved affective and interpersonal factors, that learners were able to produce language forms and patterns that they had never heard before. The idea that thinking processes themselves led to the discovery of independent language rule formation (rather than "habit formation"), and a belief that affective factors influenced their application, paved the way toward the new methods that were to follow the Audio-lingual Method."¹²

“Main characteristics of the **Audio-lingual Method**:

1. The teacher must be careful to insure that all of the utterances which students will make are actually within the practiced pattern. For example, the use of the AUX verb has should not suddenly switch to have as a main verb.
2. Drills should be conducted as rapidly as possibly so as to insure automaticity and to establish a system.
3. Ignore all but gross errors of pronunciation when drilling for grammar practice.

¹²http://www.englishhraven.com/method_audioling.html

4. Use of shortcuts to keep the pace of drills at a maximum. Use hand motions, signal cards, notes, etc. to cue response. You are a choir director.
5. Use normal English stress, intonation, and juncture patterns conscientiously.
6. Drill material should always be meaningful. If the content words are not known, teach their meanings.
7. Intersperse short periods of drill (about 10 minutes) with very brief alternative activities to avoid fatigue and boredom.
8. Introduce the drill in this way:
 - a. Focus (by writing on the board, for example)
 - b. Exemplify (by speaking model sentences)
 - c. Explain (if a simple grammatical explanation is needed)
 - d. Drill
9. Don't stand in one place; move about the room standing next to as many different students as possible to spot check their production. Thus you will know who to give more practice to during individual drilling.
10. Use the "backward buildup" technique for long and/or difficult patterns.

e.g. Tomorrow

 - In the cafeteria tomorrow
 - Will be eating in the cafeteria tomorrow
 - Those boys will be eating in the cafeteria tomorrow.
11. Arrange to present drills in the order of increasing complexity of student response. The question is: How much internal organization or decision

making must the student do in order to make a response in this drill. Thus: imitation first, single-slot substitution next, then free response last”¹³

This method applied some **techniques as mimicry, memorization and over learning of language patterns and forms.**

The **Drills technique** was also applied. The teachers introduce them to their students by focus on the board some phrase or word, after they exemplify by speaking model sentences, then the teachers explained only if a simple grammatical explanation is needed. Finally the teachers ask to their students to make drills taken into account the explanation before mentioned.

This method also used the **“backward build up” technique**, only for difficult patterns, it consisted in to arrange the present drills in order of increasing complexity of student’s response.

5.3.4. TOTAL PHYSICAL RESPONSE (1960s-2000s)

This approach, also known as TPR, was founded by James Asher. In this method. Both language and body movement are synchronized through action responses and use of the imperative (direct commands). TPR may be used in conjunction with some other methods involving *psychoneuro kinetic* techniques wherein the teacher gives a host of commands with the

¹³<http://coe.sdsu.edu/DeoDle/imora/ALMMethods.htm>

student then responding by "acting out" the command: "Stand up", "Go to the door". "Sit down". etc. Kinetic movement of the hands and arms is incorporated in lieu of rote memorization. Student speech is delayed until they feel comfortable enough to give other students commands too. TPR is very effective in teaching temporal states, personal pronouns, and other deep grammatical structures.

This method presented discussion in the target language as the major priority. Reference to English equivalents became discouraged. Grammar learning became inductive in nature without overt explanations given the pupil. Teacher/student interaction became fuller. Guessing meaning from context or content, completing fill-ins, and doing "cloze" exercises were the order of the day. Accuracy in pronunciation and oral expression became vital. Examples to be followed became the main intention.

"JAMES Asher (1977), the developer of this method, actually began experimenting with TPR in the 1960s, but it was almost a decade before the method was widely discussed in professional circles. Today TPR, with simplicity as its most appealing facet, is a household word among language teachers.

You will recall from earlier in this chapter that more than a century ago, Gouin designed his Series Method on the premise that language associated with series of simple actions will be easily retained by learners. Much later,

psychologists developed the “trace back” of learning in which it was claimed that memory is increased if it is stimulated, or “traced”, through association with motor activity. Over the years, language teachers have intuitively recognized the value of associating language with physical activity. So while the idea of building a method of language teaching on the principle of psychomotor associations was not new, it was this very idea that Asher capitalized upon in developing TPR.

TPR combined a number of other insights in its rationale. Principles of child language acquisition were important. Asher (1977) noted that children, in learning their first language, appear to do a lot of listening before they speak and that their listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth). He also gave some attention to right brain learning). According to Asher, motor activity is a right-brain function that should precede left-brain language processing. Asher was also convinced that language classes were often the locus of too much anxiety; so he wished to devise a method that was as stress-free as possible, where learners would not feel overly self-conscious and defensive. The TPR classroom, then, was very directive in orchestrating a performance: “The instructor is the director of a stage play in which the students are the actors” Asher 1977.

Typically, TPR heavily utilized the imperative mood, even into more advanced proficiency levels, commands were an easy way to get learners to

about and to loosen up: Open the window, close the door, Stand up, Sit down, Pick up the book, Give it to John, and so on. No verbal response was necessary. More complex syntax could be incorporated into the imperative: Draw a rectangle on the chalk board, Walk quickly to the door and bit it. Humor is easy to introduce: Walk slowly to the window” and jump.

Interrogative were also easily dealt with: Where is the book? Who is John? “ This method is especially effective to the beginning levels of language proficiency, but it lost its distinctiveness as learners advanced in their competence in TPR classroom. In TPR reading and writing activities, students are limited to spinning off from the oral work in the classroom”¹⁴.

This method is associated with the motor activity, it refers that the memory is increased if it is stimulated through movements. In this method the teacher is considered as a director of a stage play and the students are the actors.

In other words the teachers give to their students some instructions through the **commands technique** and they have to execute them, of this way the students stay loose up and they don't feel bored.

¹⁴ Formación Metodológico-Didáctica para desarrollar el Proceso de enseñanza-aprendizaje del Idioma Inglés-curso taller de Idioma Inglés nivel III. pp. 27-28

5.3.5. THE SILENT WAY

“Like suggestopedia, the Silent Way rested on more cognitive than affective arguments for its theoretical sustenance. While Caleb Gattegno, its founder was said to be interested in a “humanistic” approach to education, much of the Silent Way was characterized by a problem-solving approach to learning. Richard and Rodgers (1986:99) summarized the theory of learning behind the Silent way:

- Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- Learning is facilitated by accompanying mediating physical objects.
- Learning is facilitated by problem solving involving the material to be learned.

“Discover learning”, a popular education trend of the 1960s, advocates less learning “by being told” and more learning by discovering for oneself various facts and principles. In this way the students constructed conceptual hierarchies of their own that were a product of the time they invested.

Ausubel’s “subsumption” was enhanced by discover learning since the cognitive categories were created meaningfully with the less chance of

rodlearning taking place. Inductive process were also encouraged more in discover learning methods.

The Silent Way capitalized on such discover-learning procedures. Gattegno (1972) believed that learners should develop independence, autonomy, and responsibility. At the same time, learners in a silent way classroom had to cooperate with each other in the process of solving language problems. The teacher a stimulator but not a hand-holder was silent much all the time. Thus the name of the method, teachers had to resist their instinct to spell everything out in black in white, to come to the aid of students at the slightest downfall; they had to “get out of the way” while students worked out solutions.

In a language classroom, the Silent way typically utilized as materials as seat of Cuisenaire rods, small colored rods of varying lengths – and serious of colorful wall charts. The rods were used to introduced vocabulary (colors, numbers, adjectives (short, and so on), verbs (give, take, pick up, drop) and syntax (tense, comparatives, pluralization, words, order, and the like).

The teacher provides single word stimuli or short phrases and sentences, once or twice, and then the students refined their understanding and pronunciation among themselves with minimal corrective feed back from the

teacher. The charts introduce pronunciation models, grammatical paradigms and the like.”¹⁵

This method applied the **Silent Technique in which** learners should develop independence, autonomy, and responsibility. They had to cooperate each other to solve the problems that they had into the class but in a silent way.

Likewise the teachers were stimulators but not a hand-holder. They were in silent all the time. They only gave to the students single words and the students had to help each other or the teachers also introduce to the students vocabulary, colors, etc through physical objects. They had to resist their instinct to spell everything out in black in white, to come to the aid of students at the slightest downfall; they had to “get out of the way” while students worked out solutions.

5.4. MODERN METHODS

5.4.1. COMMUNITY LANGUAGE LEARNING

“By the decade of the 1970s, as we increasingly recognized the importance of the affective domain, some innovative methods took on a distinctly

¹⁵ Formación Metodológico-Didáctica para desarrollar el Proceso de enseñanza-aprendizaje del Idioma Inglés-curso taller de Idioma Inglés nivel III. pp. 25-26

affective nature. **Community Language Learning** is a classic example of an affectively based method.

In what he called the “Counseling-Learning” model of education, Charles Curran (1972) was inspired by Carl Rogers’s View of education in which learners in a classroom were regarded not as a “class” but as a “group” in need of certain therapy and counseling.” The social dynamics of such a group were of primary importance. In order for any learning to take place, group members first needed to interact in a interpersonal relationship in which students and teachers joined together to facilitate learning in a context of valuing each individual in the group”. The teacher’s presence was not perceived as a threat or impose limits o boundaries, but rather than, as a true counselor, to center his or her attention on the clients (the students) and their needs.

“Charles Curran’s Counseling-Learning model of education was extended to language learning contexts in the form of Community Language Learning (CLL). While particular adaptations of CLL were numerous, the basic methodology was explicit. The group of clients (for instance, beginning learners of English), having first established in their native Language (say, Japanese) and interpersonal relationship and trust, were seated in a circle with the counselor (teacher) on the outside of the circle. When one of the clients wished to say something to the group or to an individual, he or she said it in the native language (Japanese) and the counselor translated the

utterance back to the learner in the second language (English). The learner then repeated that English sentence as accurately as possible. Another client responded, in Japanese; the utterance was translated by the counselor into English; the client repeated it; and the conversation was taped for later listening, and at the end of each session, the learners inductively attempted together to glean information about the new language.

The first stage of intense struggle and confusion might continue for many sessions, but always with the support of the counselor and of the fellow client.

Gradually the learner became able to speak a word or phrase directly in the foreign language, without translation this was the first sign of the learners moving away from complete dependence on the counselor. As the learners joined more and more familiarity with the foreign language, more and more direct communication could take place, with the counselor providing less and less direct translation and information. After many sessions, perhaps many months or years later the learner achieved fluency in the spoken language. The learner had at that point become independent".¹⁶

This method is very affective. The teachers use the **group technique** who works with their students with social dynamics. The teacher is a counsellor

¹⁶ Formación Metodológico-Didáctica para desarrollar el Proceso de enseñanza-aprendizaje del Idioma Inglés-curso taller de Idioma Inglés nivel III. pp. 23-24

for the students, they give them confidence and they worry by the students needs. Likewise when the students need to say something, they first say it in the native language and the teachers translate it to the second language and after the students repeat it and so on. It continues until many sessions, gradually the students become able to speak a word or phrase directly in the foreign language.

5.4.2. COMMUNICATIVE LANGUAGE TEACHING

This method is based in the “real-life” communication in the classroom.

“The main characteristics are:

- Meaning is paramount.
- Dialogues, if used, center around communicative functions and are not normally memorized.
- Language learning is learning to communicate.

- Effective communication is sought.
- Attempts to communicate are encouraged from the very beginning.
- Translation may be used when the students need or benefit from it
- Reading and Writing can start from the first day if desired.
- Communicative competence is the desired goal.
- Teachers help learners any way that motivates them to work with the language.

- Students are expected to interact with other people, either in the flesh, through pair and group work in their writing.

This method applies the “**real life communication**” technique in which the teachers help the students in any way that motivates them to work with the second language.

5.4.3. COOPERATIVE AND COLLABORATIVE LEARNING.

“A curriculum or classroom that is **cooperative** and therefore not competitive usually involves the above learner-centered characteristics. As students work together in pairs and groups, they share information and come to each other’s aid, they are a “team” whose players must work together in order to achieve goals successfully. Research has shown an advantage for cooperative learning (as opposed to individual learning) on such factors as “promoting intrinsic motivation, heightening self-esteem, creating caring altruistic relationship, and lowering anxiety and prejudice. Included among some of the challenges of cooperative learning are accounting for varied cultural expectations, individual learning styles, personality differences, and over reliance on the first language.

Cooperative Learning does not merely imply **collaboration**. To be sure, in a cooperative classroom the students and teachers work together to pursue goals and objectives. But cooperative learning is more structured, more

prescriptive to teachers about classroom techniques, more directive to students about how to work together in groups. In cooperative learning models, a group learning activity is dependent on the socially structured exchange of information between learners. In collaborative learning, the learner engages “with more capable other (teachers, advanced peers, etc) who provide assistance and guidance”. Collaborative learning models have been developed within social constructivist schools of thought to promote communities of learners that cut across the usual hierarchies of students and teachers”.¹⁷

This method applies the **team technique**, the students and teachers work together in groups and pairs, sharing information and helping each other in order to achieve goals successfully.

5.4.4. MULTIPLE INTELLIGENCES

a) Definition.- “this theory of human intelligences, developed by psychologist Howard Gardner, suggest there are at least seven ways that people have of perceiving and understanding the world. Gardner labels each of these ways a distinct “intelligence” in other words, a set of skills allowing individuals to find and resolve genuine problems they face.

¹⁷ Formación Metodológico-Didáctica para desarrollar el Proceso de enseñanza-aprendizaje del Idioma Inglés-curso taller de Idioma Inglés nivel III. pp. 32

- b) Curriculum.** - Traditional schooling heavily favors the verbal-linguistic and logical-mathematical intelligences. Gardner suggest a more balanced curriculum that incorporates the arts, self-awareness, communication, and physical education.
- c) Instruction.** - Gardner advocates instructional methods that appeal to all the intelligences, including role playing, musical performance, cooperative learning, reflection, visualization, storytelling and so on.
- d) Assessment.** - this theory calls for assessment methods that take into account the diversity of intelligences, as well as self-assessment tools that help students understand their intelligences.

Gardner originally identified seven intelligences:

- ◆ Verbal-linguistic
- ◆ Logical-mathematical
- ◆ Musical /Rhythmic intelligence
- ◆ Visual spatial
- ◆ Bodily-kinesthetic
- ◆ Interpersonal
- ◆ Intrapersonal

Verbal linguistic. - The ability to use words and language. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than pictures.

Their skills include: Listening, speaking, writing, storytelling, teaching, using humor, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analyzing language using.

Logical-mathematical. - Ability to use reason, logic and numbers.

These learners think conceptually and logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

Their skills include:

Problems solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes.

Musical /Rhythmic intelligence.- ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing

what they hear. Many of these learners are extremely sensitive to environment sounds (crickets, bells, dripping taps).

Their skills include: Singing, whistling, playing musical instrument, recognizing total patterns, composing music, remembering melodies, understanding the structures and rhythm of music.

Visual spatial. - The ability to visualize objects and spatial dimensions, and create internal images and pictures.

Bodily-kinesthetic.- Ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co- ordination. (E.g. ball play, balancing beans). Through interacting with the space around them, they are able to remember and process information.

Their skills include: Dancing, physical coordination, sports, hands of experimentation, using body language, crafts, acting, miming, using their hands.

Interpersonal.- “These learners try to see things from other people’s point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivation they are great organizers, although they sometimes resort to manipulation. Generally they

try to maintain peace in group settings and encourage co – operation. They use both verbal (e.g. speaking) and non – verbal language (e. g. eye contact, body language) to open communication channels with others.

Their skills include:seeing things from other perspectives (dual – perspective), listening, using, empathy, understanding other people’s moods and feelings, counseling, cooperating with groups, notice people’s moods, motivations and intentions, communicating both verbally and no-verbally, building trust, peaceful conflict resolutions, establishing positive relation with other people.”

Intrapersonal.- “ability to self-reflect and be aware of one’s inner state of being. These learners try to understand their inner feeling, dreams, relationship with others, and strengths and weaknesses.

Their skills include:Recognizing their own strengths and weaknesses, reflecting and analyzing themselves, awareness of their inner feeling, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others.”¹⁸

The multiple intelligences are seven ways which people have of perceive the world.

¹⁸<http://www.funderstanding.com/multipleintelligence.cfm>

This method apply some **techniques** to resolve genuine problems the students face, it incorporates the **role playing, musical performance, cooperative learning, visualization, story telling. Etc.**

5.5. THE FOUR ENGLISH LANGUAGE SKILLS

5.5.1. Writing Skill

It is related to reading. It demands knowledge of grammatical structure and understanding or orthographic symbols in order to produce writing and not only interpret it.

It is conceived as physical and mechanical act of penmanship and a complex process of composition.

This activity involves controlling syntax and vocabulary because it is primordial for introducing ideas in writing.

5.5.2. PURPOSES OF WRITING

- **“To entertain.** - It is for enjoying through songs lyrics, funny stories and animal adventure, a friendly letter.

- **To inform.** - It is when the people want to know about something.

- **To describe.** - It is to describe an unique character, a scenic tourist sport, your favorite pet, etc.
- **To persuade.** - It is an important purpose because it is choosethe words wisely and give reason to support your request.
- **To explain.** - It is when the readers need to know how to use something.
- **To reflect.**- it refers to express our feelings and thoughts.”¹⁹

5.5.3. The writing techniques

- **“Brainstorming.**- it consists in the logical interpretation, the students view point referring to any subject. In other words the students generate ideas for writing.
- **Free-writing.**- it consists in write the first words that come to the mind, and keep writing. Write as much as you can without correct the grammar, just keep writing.
- **Drafting.**- it is when the students produce the final copy to discuss with the teacher and write a final draft.

¹⁹www.angelfire.co/wi/writingprocess/sewplinks.html

- **Editing.-** it refers to " what you write", so it is the content and the organization of the students ideas/ in other words the idea in this technique is to find and correct the mistakes in a text.
- **Re-reading.-** it is when the students proof their own work by re-reading their piece of writing. Make sure the work is free from errors.
- **Proof reading.-** it refers to check the following aspects: spelling, punctuation mistakes, grammar, subject and verb agreement.

5.5.4. Steps about the writing process

- **Prewriting.-** it refers to the sources of inspiration, likewise it is the plan to write, so the students can organize details in: a list, graph, story map, diagram
- **Organizing.-** it consists in process the information to develop a coherent idea, at this point students will choose which ideas must appeal to them.
- **Writing.-** it consists in copy in a piece of paper all your ideas.
- **Revising / editing. -** it consist firstly in improve what the stories say and how it says is. Write addition and details, take out unnecessary

sentences, use peers suggestions to improve. After that we must make sure the work is free from mistakes.

▪ **Publishing / reflecting.-** reflecting is like giving your writing a check Up. Think about your finished product one more time. Identify ways you could still improve your skills.

Publishing is the way you present your finished product to others. Your final copy can be handwritten or typed. So it should be clear and easy to read”²⁰

5.6. READING SKILL

“This activity allows for vocabulary to be defined quickly and accurately while teacher make this activity. Likewise reading activity encourages students to organize knowledge, make connections, and think analytically.

Reading activity helps students to improve their reading comprehension and develop an ability to make inference, so they can increase and improve their vocabulary and knowledge about the English language.

²⁰www.angelfire.co/wi/writingprocess/sewplinks.html

5.6.1. READING TECHNIQUES

“Reading helps the learners extend their vocabulary and provides a variety of mode for their own written skills. Teachers are often reluctant to spend time on reading in class as they think it can be done at home, but it is important that we equip learners with the skills they need to be able to read widely outside class.

The first step to encouraging students to read more widely is to make them of how much or little they already read in English.

Try using a questionnaire with your students. You could do it in LI if it is necessary. Ask them to tick the statements which are true for them and then to compare their .answers with a partner.

I read:

<i>Magazines</i>	<i>Textbooks</i>	<i>Songs</i>
<i>Comics</i>	<i>labels</i>	<i>Horoscopes</i>
<i>Graded/ readers</i>	<i>Subtitles of films</i>	<i>CD covers</i>
<i>Newspapers</i>	<i>Computer screens</i>	<i>Jokes</i>

What do your students already read?

Or ask your students to **BRAINSTORM** a list of things they read in English and things they read in Li. Use the [as the basis of your survey and get them to ask each other about their reading habits.

Do you read...?

In English? In LI

Get them to tick what they like reading in each language;

Do they like reading the same things in English as they do in their own language?

The class survey can also provide extra English practice. Students can write a summary of their findings: using: All of us ... Most of us, lots of us, etc. They are good at Math, they could work out the fractions and write about the results using: More than half of us ... Less than a quarter of us, etc.

c) IN CLASS

Now that you have found out what sorts of things students enjoy reading young be able to extend the reading they do in class. You may also be able to give them choices about what they read as they are much more likely to enjoy something they have chosen with your students. If they like the idea, a CONCERT OF SONGS AND POEMS THEY like, as well as ones they have produced themselves, gives them a real reason to improve their pronunciation skills.

To give the students the experience of being readers, they need tasks and activities which get them to do what good readers do.

As with listening, students often feel that they feel that they have to understand every word and that they are reading badly if they do not. They need to be more aware of different ways of reading. They also choose how

they want to read a particular text. For example students can list three things they would like to find out from a text before they read it so they are setting their own task. This way they create their own reason for reading the text.

d) TIME AND SPEED READING

Students can become better readers by practicing timed and speed reading against the clock to get them beyond the level of reading and translating. They will probably enjoy trying to get faster and can check their understanding with self-marking comprehension questions. Look at the list of ideas. Tick the reading activities you already use in class which get your students doing what good readers do.

- Students stop reading at particular points in a story and predict what a character will say or do next. They then read on to see if they were right.
- While they are reading, students tick everything they agree with in an article.
- Students practise increasing their reading speed by looking at a chunk of text for only a few seconds and writing down two things they can remember.
- Students look at the title of a text and predict three things that will be included or happen in it.
- Students read against the clock, for three minutes, for example, and then compare with a partner how much they have remembered.
- Students are asked to guess the meaning of unknown words from the context with questions like Do you think this is a good or bad thing? Do you think this

is something you eat or something you sit on?

d) READING OUTSIDE CLASS

Once students develop some of the skills of good readers. They are more likely to enjoy reading outside class. Why not encourage them to keep a reading diary?

They could use a simple chart like the one below.

Reading diary

Date	What I read	I read it because	I thought it was

e) READING PERIOD

- If you do not already have one, you could introduce a reading period at the end of one of your lessons.
- If you have access to graded readers, students can choose which one they want to read.
- Students can bring in something they would like to read and this may stimulate other students to want to read it too.
- Students can build up their own class library and have a system of lending and borrowing things that they have enjoyed.

- Get students to bring in texts which they have enjoyed and to mount them on card to produce reading cards. They can write a comment about the text when they read it and compare their opinions with other students.

5.6.2. CLASS READERS

You may decide to have a book that everyone is reading. If possible, let the class choose which one they would like to read. You could read aloud to students while

They follow in the book. People usually associate this with younger Learners, but lots of older learners (including adults) enjoy being read to and it's a good way for Beginners to improve their reading speed. Many readers are accompanied by a cassette.

1. STUDENT- PRODUCED WORK

Students may also reading things written by other students in their class.

- You can introduce a slot where students read stories, plays, poems, jokes written by the rest of the class.
- You can exchange things the students have written with another class in your school or another school.
- It is also possible to swap texts with English students studying your language via the Internet, which is an excellent way of providing a world-

wide readership for your students' work.

2. MOTIVATION AND PURPOSE

Some students may not enjoy reading if they are not very good at it, so it is important to try to develop their skills if they are to read more widely on their own. They need plenty of experience-of being-successful readers as this is likely to motivate them to want to read more.

Reading is similar to listening in that we read differently for different purposes. For example, we need to understand all the instructions in a recipe, but we only need to understand the gist of a horoscope. In other words, a good reader chooses the right sort of reading for the purpose.

3. READING CLUB

Some students might enjoy forming their own reading club to exchange materials, ideas and opinions and they could probably organize it themselves given a little help.

5.6.3. GETTING STUDENTS TO PROOF-READ.

Encouraging students to proof-read their own work and to check for ACCURACY is a vital aspect of developing their autonomy. Quite often students take very little responsibility for ACCURACY and give- us -their-

work-to-correct-This is not only time-consuming with large classes, but how does it help the students become more, aware of their own writing problems?

If we read students work only to correct it, there is a danger too that we ignore the content of what has been written and respond instead to verb endings or missing prepositions. We spot the missing preposition, but we miss the meaning. It is important to respond to the content of what students write and we don not know want to be distracted by lots of errors.

We need to develop students' proof-reading skills, so that they can take responsibility for correcting their own mistakes as far as possible. There are a number of things we can do to help students with this.

Use a marking code which indicates the type of error , for example, A= missing words and sp= spelling: This is a first step towards develop autonomy as we do not just correct the work for students, but we show them where they have gone wrong and get them to put it right.

They could talk about their reading diary with you and with other students during one of your reading periods. What benefits might this have for their reading and for them as more autonomous learners?

a) GOOD READERS

Once students can read well on their own and enjoy it, our job is easy. Good readers:

- guess unknown words from the context
- predict what is going to come next
- read whole chunks rather than individual words at a time
- Interact with the text as they go along²¹

5.6.3.1. THE PHASES OF THE READING PROCESS

All the phases of reading are important because these permit to the students to establish in their mind a purpose and a plan for reading.

- **Pre-Reading**
- **Reading**
- **Post-Reading**

PRE-READING

Gives the students an opportunity to talk to each other about segments of a short story, chapter, or poem and predict what will happen next. They will make inferences and generalizations about the characters, setting,

²¹ Formación metodológico – didáctico para desarrollar el proceso de enseñanza – aprendizaje del idioma inglés. curso taller idioma inglés nivel III. pp. 43 – 49.

mood/tone, plot/action, conflicts, and point of view by discussing the segments.

With **Pre-reading** we can:

- Identify what you know about the topic. List specific ideas.
- Write specific questions which you would like answered.
- Make specific predictions about what you think you will learn.
- Preview the selection with attention to bold print, captions, and graphics.

d) SKIMMING

This is a quick reading or skimming of certain sections: the opening paragraph, the first sentence in a paragraph, sub headings and the final paragraph of the article.

Let your eyes roam down the page, concentrating on the centre section, searching for important words or key terms. "There are three reasons why.."
Train your eyes to roam down the page reading and anticipating groups of words. Practice moving your hand or finger down the page to train your eye to move more quickly.

b) How to Skim:

- Read the title.
- Read the introduction or the first paragraph.
- Read the first sentence of every other paragraph.
- Read any headings and sub-headings.
- Notice any pictures, charts, or graphs.
- Notice any italicized or boldface words or phrases.
- Read the summary or last paragraph.

c) SCANNING

It is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

d) How to Scan:

- State the specific information you are looking for.
- Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

- Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- Selectively read and skip through sections of the passage.

READING

Throughout the reading process, but specifically in the during-reading phase, vocabulary strategies can be useful to improve comprehension. While she reads, she will recognize the connection between vocabulary knowledge and reading ability.

With **Reading** we can:

- Generate mental pictures about what you are reading.
- Summarize what you have just read.
- Try to answer the questions you asked.
- Alter your predictions.
- Identify items or facts which are confusing. Reread to try and clear up confusions.²²

5.6.4. USE OF THE DICCTIONARY

“A dictionary will tell you the parts of speech, a word can be, usually with these abbreviations: n=verb, adj. =Adjective, adv. =Adverb, prep.

²²www.readingrockets.org/article/3477

=Preposition, conj. =Conjunction. The abbreviation appears before the meanings of the word with that part of the speech.

Some words have only one meaning. You can find the meaning in a dictionary entry, which sometimes include an example. Most words, however, have more than one meaning. Often the same word can be more than one part of speech, and each part of speech can have different meanings.

Some dictionaries provide information on usage of words in different situations and on connotations of words with similar meanings.

Example: This dictionary entry shows that the word reason can be a noun (with four meanings) or a verb (with one meaning). A related adjective is reasonable.

5.6.5. GUESSING MEANING FROM CONTEXT

Let's review what guessing meaning from context means. Its main purpose is to help you to improve your ability to guess the meaning of unfamiliar words by using context clues. To help you expand your "PASSIVE VOCABULARY", that is, the number of words you can recognize and understand in reading and listening without actually being able to use them in your own speech or writing.

Now you will learn how to guess the meaning of unfamiliar words or new words by looking around the words to find clues.

a) DEFINITION: A definition gives the meaning of words. The writer may use words, phrases, or statements to define something. The writer will use key words, or signal words to identify a definition so you need to look for them.

b) RESTATEMENT: The writer may use other words, phrases, or statements to provide the meaning of difficult words. We call this restatement; the writer describes it again or in a different way. They can be the following:

Or that is to say in other words i.e. or that is, e.g.

c) PUNCTUATION MARKS: Punctuation is used to describe the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuation, words, phrases or sentences, to explain the meaning of the new words.

Such punctuation is the following:

, Commas

“ Appositive

() Parentheses

- Dashes

; Semicolon

:Colon

EXAMPLES: They help us to understand the meaning of new words. We have signal words such as:

Like for example for instance is/are.

• **CONTRAST:** You can guess the meaning of new words by using signal words of contrast. They will show the opposite meaning of the new words. We have for example:

But, instead of, even though, in contrast to, yet, in spite of, although, as opposed to, unlike, despite, however, on the other hand, whereas, fond of, still, provided that.

• **SIMILARITY:** You can guess the meaning of new words by using signal words of similarity. They will display the same meaning of the new words.

For example: *Like, similarly, in the same way, as the same as, just as.*

• **SURROUNDING WORDS:** You may look around new words or unfamiliar words and try to guess them. The surrounding words may help you to understand the new words.

- **PICTURES:** “A PICTURE IS WORTH MORE THAN A THOUSAND WORDS” so a picture can help you to guess the meaning of the new word.

5.6.6. MAKING INFERENCES

Inferences are evidence based guesses. They are the conclusions a reader draws about the unsaid based on what is actually said. Inferences drawn while reading are much like inferences drawn in every day life. If your best friend comes in from a blind date and looks utterly miserable, you would probably infer the date was not a success.

Drawing inferences while you read requires exactly the same willingness to look at the evidence and come to conclusion that has not been expressed in words. Only in reading. The evidence for your inference consists solely of words rather than actual events, expressions or gestures.

5.6.7. TIPS FOR READING INFERENCES

1. Make sure your inferences rely mainly on the author’s words rather than your own feelings or experience. You read the author’s mind, not invent your own message.
2. Check to see if your inference is contradicted by any statements in the paragraph. If it is, it is no an appropriate or useful inference.

3. If the passage is tough one, check to see if you can actually identify the statement that let you to your conclusion. This kind of close reading is a good comprehension check. It will also help you remember the material.²³

POST-READING

“The post reading phase of the process occurs when the reader finishes reading the written text. The reader takes time to think about what he knew before the reading and what he learned or what connections he made during the reading, and then he links this information together to build new knowledge.

With **Post- reading** we can:

- e) Create a final summary of what you have learned.
- f) State how you can use the information you have learned.
- g) Revisit text for clarification.
- h) Respond to question

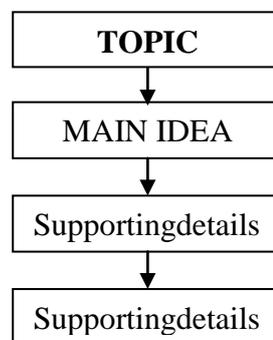
5.6.7.1. HIERARCHICAL ORGANIZERS

Hierarchical organizers are used for arrange information from an inclusive category to more and more exclusive categories. One advantage or hierarchical maps is they help you understand relationships among related terms and ideas.

In addition with hierarchical maps you can see that terms on the same level in the hierarchy are of the comparable level of inclusiveness or exclusiveness.

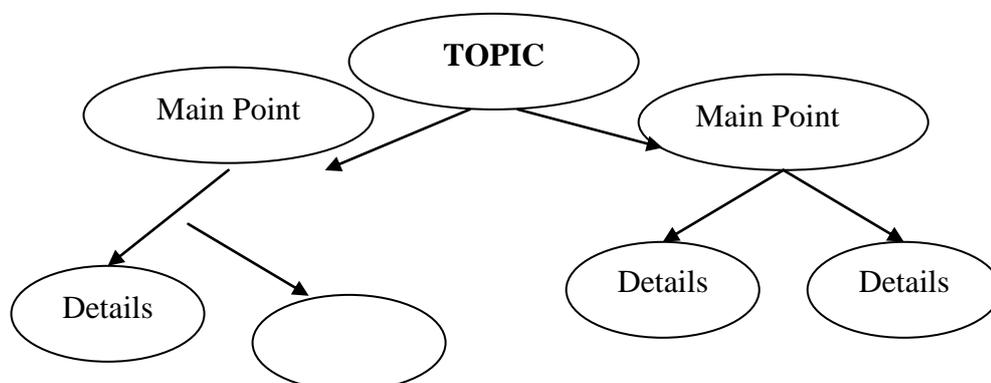
²³ Proceso histórico-social de la formación de la lengua inglesa, producción literaria y cultural en relación con el aprendizaje del inglés.- curso taller de idioma inglés nivel VI. Pp. 23-27

Also, hierarchical maps are likely to be familiar the most students in the form of genealogies or family trees. Hierarchical maps are often arranged in a top-down manner, in the words, the main concept is placed at the top of the page and the subdivisions are placed below it. Hierarchical maps may also be drawn with the main concept on the left hand side of the page and the subdivisions to the right to it. The alter format may be useful if special distinctions are implied by the hierarchy.



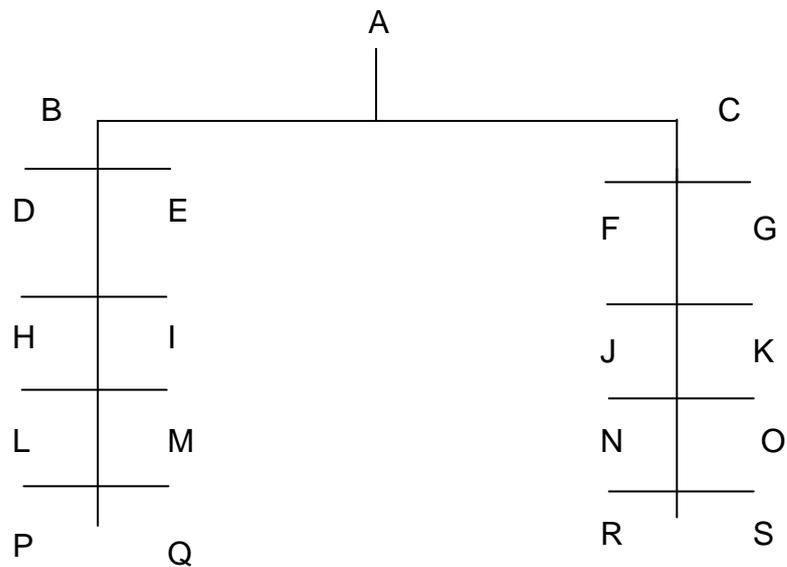
5.6.7.2. NETWORK HIERARCHY

The Network organizer uses “bubbles” (or another Shape) to arrange information from general to specific. It may be used to organize casual information (e.g. causes of inflation) hierarchical information (e.g. family tree) or branching procedural information (e.g. the digestive system).



5.6.7.3. TREE HIERARCHY

The tree organizer, a variation of the network organizer, uses lines to arrange information from general to specific. It may be used to organize causal information (e.g. causes of inflation), Hierarchical information (e.g. family tree), or branching procedural information (e.g. the digestive system).



5.6.7.4. COLUMN HIERARCHY

This hierarchical strategy involves arranging main ideas and supporting details for some topic into a series of adjacent columns. A place for writing a summary statement (s) is also included.

TOPIC

Main Idea	Main Idea	Main Idea
Supportingdetails	Supportingdetails	
Supportingdetails	Supportingdetails	

5.6.8. FLOW CHARTS

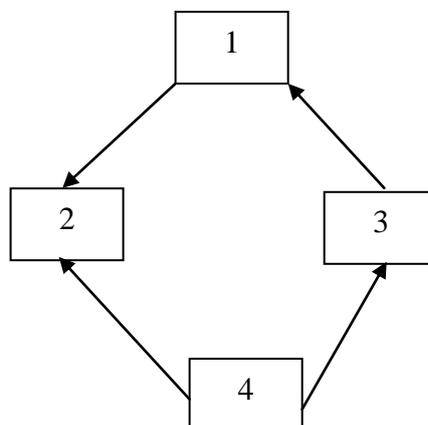
Flow charts use arrows and squares, circles, or other geometric shapes to illustrate the relationships among different pieces of information. Used extensively in computer programming, flow charts may be tailored to organize information in a wide range of subjects. They are particularly useful for organizing procedural information and cyclical relationships.

If you want to distinguish different types of information in a flow chart, different geometric shapes or different colors of ink may be used. Arrows connect related items in the flow chart and indicate directionality.

Several types of flow charts are described and illustrated below: cyclical, linear, series of event chain, and combinations.

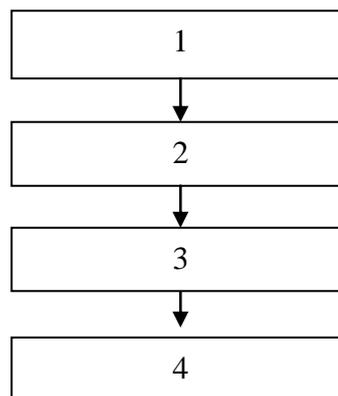
5.6.8.1. CYCLE FLOW CHART

Interactions among a series of connected events or phenomena (e.g. computer network, the water cycle) are represented in cycle charts. Cyclical charts commonly illustrate closed systems of phenomena.



5.6.7.1. LINEAR FLOW CHART

Information phenomena related in a non-circular manner are best represented by linear flow charts. With this type of flow chart, the phenomena have a beginning point and an end point, with intervening steps or things in between. Relationships are indicated by arrows. Linear flow charts may be arranged to-down or left-right. One or several geometric shapes may be used to represent the information.



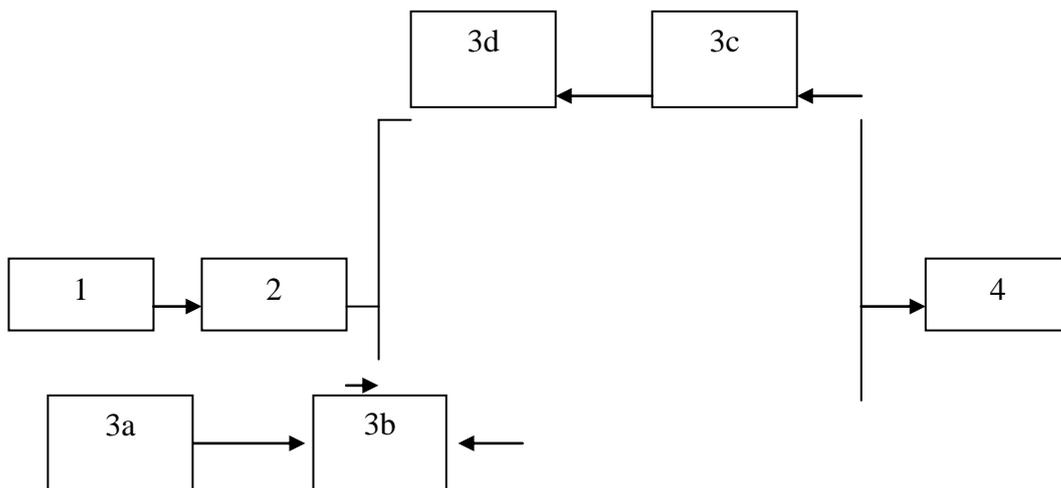
5.6.7.2. SERIES OF EVENTS CHAIN

The series of events chain is a special form of linear flow chart that illustrates the sequence of events of a particular occurrence. The chain begins with the initiating event and ends with the final outcome.

5.6.7.3. COMBINATION FLOW CHART

Combination flow charts combine aspects of cyclical and linear flow charts to illustrate more complex relationships among ideas. They are useful if

several alternatives exist at one or more steps in the process being represented.



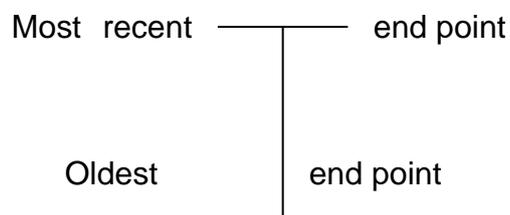
5.6.7.4. CONTINUUM CHARTS

Time lines, degrees and shades of meaning can be organized on continuum or scale charts. Events or phenomena are added between the two end points on the chart. Continuum charts may be oriented horizontally or vertically.

Shown below are the general formats of horizontal continuum charts and vertical continuum charts.

For degrees and shades of meaning, the ends of the continuum chart represent the two end points.

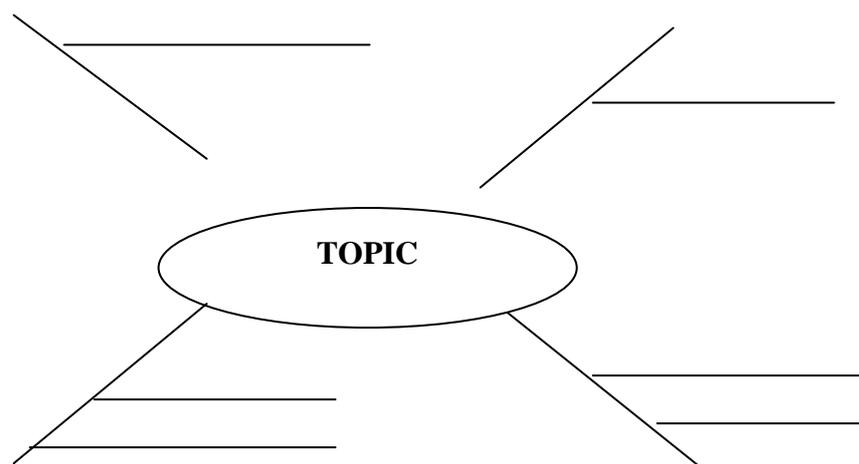
For time lines, the oldest events are placed to the left or at the bottom while the more recent events are placed to the right or at the top.



5.6.7.5. SPIDER MAPS

Spider maps are used to describe a central idea by using three key frame questions: What is the central idea? What are the attributes? What are its functions?

One advantage of spider maps is that they help students make associations and see relationships among central concepts, main ideas and supporting details.



SAMPLE WORD MAP (CONCEPT MAP, SEMANTIC MAP

Sample word maps, are also called concept maps or semantic maps, help to organize new concepts and their characteristics. They summarize the traits of an item and provide examples of it. Sample word maps can be used to organize information about people, places or ideas.

One advantage of sample word maps is that they help students link essential characteristics and examples to major and minor concepts. Sample word maps also help to organize information for answering objective test questions and essays”²⁴.

5.7. SPEAKING SKILL

“Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information, Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (“linguistic

²⁴ Proceso histórico-social de la formación de la lengua inglesa, producción literaria y cultural en relación con el aprendizaje del inglés.- curso taller de idioma inglés nivel VI. pp. 32-41

competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence"). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

a) WHAT A GOOD SPEAKER DOES

Speakers must be able to anticipate and then produce the expected patterns of specific discourse situations. For example, a learner involved in the exchange with the salesperson must know the usual pattern that such an interaction follows and access that knowledge as the exchange progresses.

The learner must also choose the correct vocabulary to describe the item sought, rephrase or emphasize words to clarify the description if the clerk does not understand, and use appropriate facial expressions to indicate satisfaction or dissatisfaction with the service. Other skills and knowledge that instruction might address include the following: producing the sounds, stress patterns, rhythmic structures, and intonations of the language.

Teachers should monitor learners' speech production to determine what skills and knowledge they already have and what areas need development"²⁵.

²⁵www.ericdigests.org/2000-3/adult.htm

5.7.1. Public Speaking Tasks...

- e) **Brainstorming.** “It's essential that you have at least a basic ability to brainstorm and come up with creative ideas. There are many different methods of brainstorming out there. You can make lists, idea trees, creative visualization, random associations, mixing and matching different ideas and countless other forms of brainstorming.

- f) **Drafting and revision.** You should have a good grasp of the written word, grammar, editing, and last minute touch ups and revisions.

- g) **Rehearsal.** It takes a little effort and discipline to make sure that you schedule (and actually perform) practice runs and rehearsals. This part of the process is absolutely essential to delivering a clear and confident speech. You should just keep at it until you have a firm grasp on your content and confidence in your delivery.

- h) **Polishing.** Another important task in the speech preparation process is polishing the final product. It means the content, the delivery, visual aids, and supplemental materials - everything that is a part of your speech. It requires attention to detail and a firm commitment to strive for excellence as opposed to mediocrity.

5.7.2. Public Speaking Techniques...

- e) **Creativity.** Effective and successful public speakers realize that creativity is a must for excellence. You must be able to look at old things through new eyes, new things through the eyes of experience and an innate ability to take yourself from impossible to reality both confidently and consistently.

- f) **Excellence.** It's so very important. You must not grow complacent. You must constantly strive to achieve more, do it smarter or do it on demand. There is always room for improvement. Excellence recognizes this truth and aspires accordingly.

- g) **Dedication.** No matter what challenges or obstacles you face, to succeed as a public speaker you mustn't ever give up. You need tenacity, faithfulness, patience and a thick skin. You have to remember that nothing is impossible and for every low there's an equal and opposite high.

- h) **Integrity.** Integrity means you strive to remain honest and true to your morals and principles. It means you check the facts, cite your sources and resist the temptation to engage in a "little plagiarism". It means your

audience can trust you to deliver the truth, and that they can safely rely on the information that you provide them with”²⁶.

5.7.3. Kinds of production in the classroom;

- **Imitative.-** “Short drills in which the learner simply repeats a phrase or structure (e.g., "Excuse me." or "Can you help me?") for clarity and accuracy; Drills play a useful part in a language course in helping learners to be formally accurate in their speech and in helping them to quickly learn a useful collection of phrases and sentences that allow them to start using the language as soon as possible. Language use based on memorization can be the starting point for more creative use of the language.

- **Intensive.-** Drills or repetitions focusing on specific phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences;

- **Responsive.-** Short replies to teacher or learner questions or comments, such as a series of answers to yes/no questions;

²⁶<http://www.speakingandspeeches.com/public-speaking-skills-tasks-and-techniques/>

- **Transactional.-** Language carried out for the purpose of conveying or exchanging information, such as information-gathering interviews, role plays, or debates;
- **Interpersonal.-** Dialogues to establish or maintain social relationships, such as casual conversation role plays; and
- **Extensive.-** Extended monologues such as short speeches, oral reports, or oral summaries.

5.7.4. The steps in a speaking lesson:

Speaking activities should have three **phases**:

- **Pre speaking activity:** This activity should establish the purpose of the **speaking** activity, activate the learners' background knowledge about the content of the speaking text and develop background knowledge where needed.

This step also includes the directions or description of the task the learners will need to do.

- **The speaking activity:** Following presentation of the **speaking** activity, practice should involve the learner in doing something with information, so

that the learning is active and the teacher can assess the learners' mastery through the appropriateness and clarity of the responses. This classroom practice should include as many activity types and speech functions as possible so that the students are prepared for spoken interaction outside the classroom.

- **Post speaking activity:** This activity should help the learner to determine what strategies are necessary for success in this type of task and reflect on how well they succeeded. It should also offer opportunities for practice outside of class in authentic situations, if possible.

5.7.5. Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

5.7.5.1. Using minimal responses

One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other

responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

5.7.5.2. Recognizing scripts

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

5.7.5.3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels.

As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.²⁷

5.7. LISTENING SKILL

Listening is more than merely hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken and or nonverbal messages (Emmert, 1994). As such, it forms an integral part of the communication process and should not be separated from the other language arts. Listening comprehension complements reading comprehension. Verbally clarifying the spoken message before, during, and after a presentation enhances listening comprehension. Writing, in turn, clarifies and documents the spoken message.

Wolvin and Coakley (1992) identify four different kinds of listening:

Comprehensive (Informational) Listening.- Students listen for the content of the message.

Critical (Evaluative) Listening.- Students judge the message.

Appreciative (Aesthetic) Listening.- Students listen for enjoyment.

Therapeutic (Empathetic) Listening-Students listen to support others but not judge them.

²⁷<http://www.ndrc.org/essentials/speakinQ/stratspeak.htm>

5.8.1. Listening Strategies.- Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

- **Top-down strategies** are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language.

This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

Listening for the main idea

Predicting

Drawing inferences

Summarizing

- **Bottom-up strategies** are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

Listening for specific details

Recognizing cognates

Recognizing word-order patterns

5.8.2. The Listening Process

It is important for the teacher to provide numerous opportunities for Students to practice listening skills and to become actively engaged in the listening process. The three phases of the listening process are: pre-listening, during listening, and after listening.

a) Pre-listening. - Before listening, students need assistance to activate what they already know about the ideas they are going to hear. Simply being told the topic is not enough.

Pre-listening activities are required to establish what is already known about the topic, to build necessary background, and to set purpose(s) for listening.

b) During Listening. - Students need to understand the implications of rate in the listening process. Nichols (1948) found that people listen and think at four times the normal conversation rate. Students have to be encouraged to use the "rate gap" to actively process the message.

c) After Listening. - Students need to act upon what they have heard to clarify meaning and extend their thinking. Well-planned post-listening activities are just as important as those before and during.²⁸

²⁸<http://www.ndrc.org/essentials/listeninQ/stratlisten.htm>

5.8.3. Techniques of listening skill

- “**Remember** that you are there to listen and remind yourself of this, especially if you have a tendency to talk a lot yourself.
- **Focus** on the train of thought of the person talking, avoid thinking about your response or other non-related things until after the person has finished speaking.
- If there's something that is preventing you listening (phone ringing, someone else in the room, something you have to do that minute) **remove the distraction**. Do this even if you have to put off the listening time till later, as long as you make a definite time for the conversation and stick to it.
- If there are gaps in the conversation, don't rush in to fill them. The other person may well just be collecting their thoughts or trying to find a way to put across what they want to say.
- Make little **noises** like "un huh" or "I see" to indicate that you're listening.
- Maintain **eye contact** for as long as it seems appropriate - remember that some people are more comfortable with eye contact than others and that this varies with culture and geography.
- **Paraphrase** what the person you're talking to has just said to be sure that you understand it correctly, and use this as the basis of questions.

- Try to **empathize** with the person that you're talking to. This does not mean that you have to agree with them, but it helps understanding to see it for a moment from their point of view.

5.8.4. The Listening Process

To accomplish this goal, instructors focus on the process of listening rather than on its product.

- They develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- They allow students to practice the full repertoire of listening strategies by using authentic listening tasks.
- They behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- When working with listening tasks in class, they show students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies.
- They have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.
- They encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business:

making announcements, assigning homework, describing the content and format of tests.

- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill".²⁹

²⁹<http://www.listeninQandspeeches.com/public-listening-skills-tasks-andtechniques/>

6. HYPOTHESES

6.1. GENERAL

The traditional didactics influence on the development of the English language skills with the students at “Manuel Benjamin Carrión” High School. During the school year 2009-2010.

6.2. SPECIFICS

The methodology used by the English teachers is characterized as part of the traditional didactic what limits the development the English language skills with the students at “Manuel Benjamin Carrión” High School. During the school year 2009-2010.

The teaching techniques are not in relation with the development of the English Language with the students at “Manuel Benjamin Carrión” High School. During the school year 2009-2010.

7. METHODOLOGY

7.1. TYPE OF STUDY

The present research work is characterized as a descriptive work, because the researchers will not have the opportunity to manipulate the variables. So that will just describe the results using the descriptive statistics representing them in tables and graphs that will let the interpretation and analyzes of them.

7.2. METHODS, TECHNIQUES AND INSTRUMENTS

7.2.1. METHODS

The main method that will be used in this project is the **scientific** because it will let carry out a systematic, and ordered process to do a logic explanation of the relations that are established in the researched object and consequently to propose alternatives of solution to the found problem.

As particular methods it will be used the descriptive, the analytical-synthetic and the explicative one.

The **descriptive method** will be used to describe the obtained results in the field research and it also will be used to determine the methodology that the teachers of the English Language are applying into the Teaching Learning

Process and it will let observe the main techniques that they use in the development of the before mentioned process.

The **analytic method** will be used to examine the obtained results through the research instruments and to make the interpretation of the data and explain the cause of the facts, phenomenon that constitute the problem.

The **explicative method** will serve to explain the implicit relation of the variables established in the research object, to give my point of view according to the obtained results and to explain the theoretical referents about the teaching methods and techniques that the students of the English Language career have got during their formation.

It is important to mention that the descriptive statistics will be used as a tool that will facilitate the representation of the data in tables and graphics that will let to the comprehension of the information.

7.2.2. TECHNIQUES AND INSTRUMENTS

With the purpose to get the empiric information about the researched object will be used the following techniques and instruments.

The **survey** will be applied to all the teachers and students of the Manuel Benjamin Carrión High school to know if the teachers still continue

applying the traditional didactics into the English Teaching Language Process and how it will influence in the development of the four English language skills.

Moreover teachers and students survey will be applied through a questionnaire that will be elaborated with open, close and multiple choice questions about the indicators that will guide our investigative work. To apply the surveys, the objective of the research project will be explained so the actors of the teaching learning process will collaborate in the development of this research work.

7.3. PROCEDURES

7.3.1. TO PROCESS THE INFORMATION

To make the present research work will be develop the following procedures:
To process the information, will be classify the information by variables and by hypothesis and then will be process tothe following steps:

- ✓ the tabulation of the data will be done though descriptive statistics for every closed and open questions, keeping in mind their indicators that will facilitate their interpretation. The tabulation of all the applied instruments will let a contrast of the information and the analysis of one indicator since different points of view.
- ✓ The Graphic Representation of the empiric information will be made in tables and bar graphs that will let me the visualization of the data more easy, and the trend of the indicators in each variable.
- ✓ The Analysis and Interpretation of the empiric information starting the results in percentages and the analysis of the data will be necessary to check again the principles of the main categories developed in the theoretical frame.

- ✓ The Formulation of Conclusions will be done through the analysis and interpretation of the found problems and these will be based on the specific objectives which will guide the investigative process.

- ✓ The Verification of the Hypothesis will be done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project.

- ✓ To elaborate the final report it is necessary to integrate all the components of the research process, intending the logic integration among them; this will require a new revision of the theme, objective, hypothesis and theoretical frame so will be to get a good relation among them.

7.4. POPULATION

The population which will help in the field work is constituted by all the teachers and students of the “Manuel Benjamin Carrión” high school at the morning section, during the school year 2009-2010, who are one hundred students and two teachers:

CHART NRO. 1

PARALLEL	Nº: STUDENTS	Nº: TEACHERS
A	100	3
TOTAL:	100	3

8. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION

8.1. RESOURCES

- The research group is formed by: *ELSA GUANUCHE*.
- Teachers and Students of “Manuel Benjamin Carrion” High school.

7.5. POPULATION

The population which will help in the field work is constituted by all the teachers and students of the “Manuel Benjamin Carrión” high school at the morning section, during the school year 2009-2010, who are one hundred students and two teachers:

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8. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION

8.1. RESOURCES

- The research group is formed by: *ELSA GUANUCHE*.
- Teachers and Students of “Manuel Benjamin Carrion” High school.

8.1.2. MATERIAL

Office material, Books, Copies, Computer, Printer, Paper, Folders, Paper, clips

8.2. BUDGET

Impression of the first draft	\$. 25
Impression of the second draft	\$. 20
Impression of the third draft	\$ 20
Impression of the fourth draft	\$ 24
Impression of the fifth draft	\$ 40
Copies	\$. 35
Internet	\$. 30
Bus	\$. 145
Unforeseen	\$. 39
Total	\$. 378

8.3. FINANCING

The expenses derived from the present work will be assumed by the researchers

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NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

TEACHERS' SURVEY

1. What kind of methodology do you use to teach English?

- a) Using grammar patterns and vocabulary building ()
- b) Using dialogues, role plays and discussions ()
- c) Others ()

Which ones :

2. Which of the following methods do you identify your methodology to teach English with?

- a. The Natural Approach ()
- b. Total Physical Response ()
- c. Communicative Language Teaching ()
- d. Grammar Translation Method ()
- e. Others ()

3. What is the students' attitude in class?

- d) Passive ()
- e) Interactive ()
- f) Reflective ()
- g) Memorizer ()
- h) Active ()
- i) Imitator ()

Others:

4. How do you explain to your students the meaning of the new words in the English class?

- Through mimics ()
- Question and answer ()
- Direct translation ()
- Showing pictures ()

Others:.....

5. When you want to say something in class. What language do you use?

- a) English ()
- b) Spanish ()
- c) both ()

6. Which of the following aspects of the language do you emphasize more?

- a) Grammar ()
- b) Vocabulary ()
- c) Skills ()
- d) Values ()

Why:.....

7. How many times do you practice listening and reading in class?

- e) Sometimes ()
- f) Once a week ()
- g) Twice a week ()
- h) Three times a week ()

Others:

.....

8. How often do you practice speaking and writing in class?

- a) Always ()
- b) sometimes ()
- c) Never ()

Why:

.....

9. Which of the following methodological strategies do you use to develop the speaking skill?

- | | | |
|-------------------|-----------------------|--------------------|
| a) Role plays () | d) Dialogues () | g) Explanation () |
| b) Repetition () | e) Pair work () | |
| c) Group work () | f) Text exercises () | |

Why.....

10. Which of the following methodological strategies do you use to develop the writing skill?

- | | |
|----------------------------------|--|
| a) Planning () | |
| b) Organizing () | |
| c) Drafting () | |
| d) Editing () | |
| e) Publishing and Reflecting () | |
| f) Revising () | |
| g) Pre-writing () | |

Why.....

11. Which of the following techniques do you use to develop the reading skill?

- | | |
|-------------------------------------|----------------------|
| - Use the dictionary () | - Graded/readers () |
| - Guessing meaning from context () | - |
| - Making inferences () | |
| - Quickly reading () | |
| - Graphic organizers () | |
| - Predicting () | |

Others.....

12. How do you consider your Students' learning level of the English language?

SKILLS	Excellent 20-19	Very Good 18-17	Good 16-15	Regular 14-13	Deficient 12-0
Listening					
Speaking					
Reading					
Writing					

Why.....

Thanks for your collaboration



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

STUDENTS' SURVEY

1. What kind of methodology does your teacher use to teach English?

- j) Using grammar patterns and vocabulary building ()
 k) Using dialogues, role plays and discussions ()
 l) Others ()

Which ones :

2. Which of the following methods do you identify the teachers' methodology to teach

English with?

- a. The Natural Approach ()
 b. Total Physical Response ()
 c. Communicative Language Teaching ()
 d. Grammar Translation Method ()
 e. Others ()

3. What is your attitude in class?

- m) Passive ()
 n) Interactive ()
 o) Reflective ()
 p) Memorizer ()
 q) Active ()
 r) Imitator ()

Others:

.4. How does your teacher explain the meaning of the new words in the English class?

- | | |
|---------------------------|--------------------------|
| - Through mimics () | - Direct translation () |
| - Question and answer () | - Showing pictures () |

Others:

5. When the teacher say something in class. What language does he/she use?

- d) English ()
 e) Spanish ()
 f) both ()

6. Which of the following aspects of the language does your teacher emphasize more?

- i) Grammar ()
 j) Vocabulary ()
 k) Skills ()
 l) Values ()

Why:.....

7. How many times do you practice listening and reading in class?

- m) Sometimes ()
 n) Once a week ()
 o) Twice a week ()
 p) Three times a week ()

Others:

.....

8. How often do you practice speaking and writing in class?

- b) Always () b) sometimes () c) Never ()

Why:

.....

9. Which of the following methodological strategies does your teacher use to develop the speaking skill?

- h) Role plays () k) Dialogues () n) Explanation ()
 i) Repetition () l) Pair work ()
 j) Group work () m) Text exercises ()

Why:.....

10. Which of the following methodological strategies does your teacher use to develop the writing skill?

- h) Planning ()
- i) Organizing ()
- j) Drafting ()
- k) Editing ()
- l) Publishing and Reflecting ()
- m) Revising ()
- n) Pre-writing ()

Why.....

11. Which of the following techniques does your teacher use to develop the reading skill?

- Use the dictionary ()
- Guessing meaning from context ()
- Making inferences ()
- Quickly reading ()
- Graphic organizers ()
- Predicting ()
- Graded/readers ()
-

Others.....

12. How do you consider your learning level of the English language?

SKILLS	Excellent 20-19	Very Good 18-17	Good 16-15	Regular 14-13	Deficient 12-0
Listening					
Speaking					
Reading					
Writing					

Why.....

Thanks for your collaboration

