



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

THESIS

THE ENGLISH TEACHING TECHNIQUES AND ITS RELATION TO THE MEANINFUL
LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL
CURRICULUM AT "27 DE FEBRERO" HIGH SCHOOL. ACADEMIC YEAR 2008-2009.

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CERTIFICATION

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To have directed, guided and corrected the thesis work tittles “**THE ENGLISH TEACHING TECHNIQUES AND ITS RELATION TO THE MEANINFUL LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “27 DE FEBRERO” HIGH SCHOOL. ACADEMIC YEAR 2008-2009.**”, under the responsibility of the undergraduates of the English Language Career: Adela Carrión y Clara Jimenez, Therefore I authorize its presentation for the corresponding legal procedures.

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AUTHORSHIP

All the criteria, analysis and concepts presented in this research work are of their authors' absolute responsibilities.

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We want to thank the National University of Loja, because it gave us the opportunity to study, likewise to Mg. Sc. Carmen Dávila, who has given all her support as our thesis Director to finish this research work.

THE AUTHORS

DEDICATION

The culmination of this research work,
I want to thank God, for letting me
fulfill one of my great goals in my
professional life. It is also dedicated
with all my love to my dear son Jordy,
my husband, my parents and sisters for
their patience, understanding and
support during my studies.

ADELA

I dedicate this work to my parents
and my family for giving me the
necessary support to study my
carrier.

CLARA

INDEX

CONTENTS	PAGES
PRELIMINARES	
Cover Page	i
Certification	ii
Authorship	iii
Acknowledgements.....	iv
Dedication.....	v
Index.....	vi
1. INTRODUCTION	1
2. SUMMARY.....	4
3. REVIEW OF LITERATURE.....	5
3.1. Meaningful learning.....	5
3.2. Meaningful learning model.....	7
3.2.1. Meaningful learning contrasted with Rote Learning.....	8
3.3. Principles of Learning.....	10
3.3.1. Nature of the Learning Process.....	10
3.3.2. Goals of the Learning Process.....	11

3.3.3. Construction of Knowledge.....	12
3.3.4. Strategic Thinking.....	12
3.3.5. Thinking about Thinking.....	13
3.3.6. Context of Learning.....	13
3.3.7. Motivational and emotional influences on Learning.....	14
3.3.8. Intrinsic Motivation to Learn.....	15
3.3.9. Effects of Motivation on Effort.....	16
3.4. READING TECHNIQUES.....	16
3.4.1. Skimming and Scanning.....	16
3.4.2. Inference.....	17
3.4.3. Understanding relation within the Sentences.....	18
3.4.4. Linking ideas and Link-words.....	18
3.4.5. Improving Reading Speed.....	19
3.5. WRITING.....	19
3.5.1. Definition.....	19
3.5.2. Writing Steps.....	19
3.6. SPEAKING.....	24
3.6.1. Definition.....	24
3.6.2. Elements of the Oral Expression.....	25
3.6.3. Fluency and Accuracy.....	26
3.7. LISTENING.....	28
3.7.1. Concept.....	28
3.7.2. Types of Listening.....	28

3.7.3. Listening Strategies.....	32
4. RESOURCES AND METHODS.....	37
4.1. Human.....	37
4.2. Material.....	37
4.3. Budget.....	37
4.4. Financing.....	38
4.5. METHODOLOGY.....	38
4.5.1. Design of the Research.....	38
4.6. Methods, Techniques and Procedures	38
4.6.1. Methods.....	38
4.6.2. Techniques and Instruments.....	40
4.6.3. Procedures.....	41
4.7. Population and Sample.....	43
5. RESULTS IN TEACHERS AND STUDENTS' SURVEY.....	44
6. DISCUSSION.....	57
6.1. HYPOTHESIS ONE.....	57
6.2. HYPOTHESIS TWO.....	71
6.3. HYPOTHESIS THREE.....	73
7. CONCLUSIONS	75

8. RECOMMENDATIONS.....	77
9. BIBLIOGRAPHY.....	79

1. INTRODUCTION

The present research work is about **TEACHING TECHNIQUES AND ITS RELATION TO THE MEANINFUL LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “27 DE FEBRERO” HIGH SCHOOL. ACADEMIC YEAR 2008-2009.**

The main motivation that leads us to develop this research work was the interest to find response to the statement about the little relation that there is between the teaching techniques and the development of meaningful learning. It is also important to mention the lack of interest that students have to learn the English language.

To fulfill this purpose we formulate the following objectives: to determine the relation between the techniques applied in receptive skills and the meaningful learning, to identify the techniques applied on the development of productive skills and their effect in the meaningful learning and to establish the influence of the lack of motivation on the desinterest to learn the English language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School?. Academic Period 2008-2009.

The general hypothesis stated says The English teaching techniques are related to the meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

To reach the proposed objectives and the correspond hypothesis, we have stated the specific ones, which say that the techniques applied in receptive skills are not generating meaningful learning, the second states that, there little application of specific techniques to work on the development of productive skills; and the third one says that the lack of motivation by part of teachers causes disinterest to learn the language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

During the research work we have used different methods, the first one was the descriptive method which helped us to describe the techniques that teachers and the motivation that students feel towards the English language; the empiric method to get the empiric data through the instruments previously designed, the deductive one to give a logical explanation of the observed facts and to establish the main conclusions, the scientific method to develop the phases of observation, enquiry and verification of the object researched.

Among the techniques that we have used is the **survey** which let us know the phenomenon in a participative and experiential way and it was applied to teachers as well to students in order to know the truth.

The researching work includes the following aspects:

In the first part, we have the introduction that presents the research report in its whole parts.

Next, it has a summary that synthesize the research work focusing on the main objective, the specific hypothesis and the most outstanding results that we got in the applied instruments.

Then, we have the revision of the literature which includes the main contents of the theoretical referents that have been used to support the research work since a scientific point of view.

Then, we can find the materials and methodology used, where we describe the methods, techniques, procedures, instruments and the population researched that helped us to verify our hypothesis.

After that, the results that we have got through the instruments applied to teachers and students in the field work. It also describes the discussion of the

results where we analyse the percentages of major relevance that served to prove or deny the stated hypothesis.

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. SUMMARY

The present research work entitled, “**TEACHING TECHNIQUES AND ITS RELATION TO THE MEANINFUL LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “27 DE FEBRERO” HIGH SCHOOL. ACADEMIC YEAR 2008-2009.**” has been developed with the purpose to contribute to the quality of the English teaching –learning process that is carried out at researched high school by means of this study.

To carry out this research work we applied the instrument of the survey which was applied as to the teachers as well to the students and to process the information we used the inductive – deductive, analytic synthetic methods and the elaboration of the final report the descriptive method.

The obtained results show us that most of teachers do not apply suitable techniques to develop the receptive skills neither they make students to practice extensive listening and reading, which is necessary to get meaningful learning with the students.

Speaking and writing skills are developed through the book exercises which is not enough to get meaningful learning with the in accuracy and fluency.

On the other hand, teachers do not motivate students to learn the English language which requires the application of appropriate techniques to encourage the students to be involved in the learning process

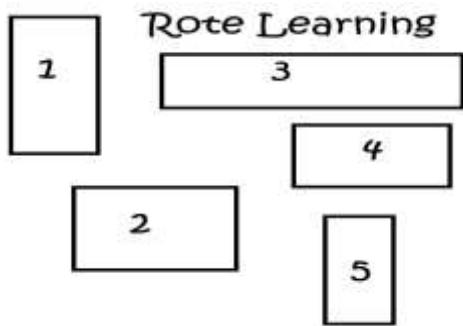
To sum up, we can say the teaching techniques applied by teachers at “27 de Febrero” High School are not getting meaningful learning in the English language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

3. REVIEW OF THE LITERATURE

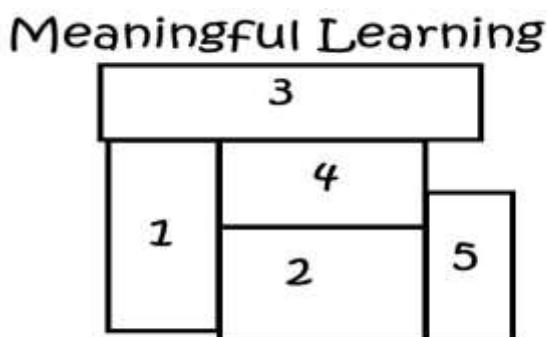
1.1. Meaningful Learning

Meaningful learning refers to the concept that the learned knowledge (lets say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is). For understanding this concept, it is good to contrast **meaningful learning** with the much less desirable, **rote learning**.

Rote learning is where you memorize something without full understanding and you don't know how the new information relates to your other stored knowledge. For our example, let say we learn 5 facts in a math course during a full semester by rote learning. This can be illustrated by the figure below. The 5 facts (labeled 1-5) are stored in memory as separate items although in real life they are related to each other. When the student rote learned these facts, the brain stored them as distinct, unrelated knowledge that can only be recalled individually (one fact at a time). When this student recalls one fact the other 4 facts are not recalled (or activated) at that moment. In other words, thinking about fact #5 does not lead the student to think about facts #1-4. Contrast that to the below discussion on recall after meaningful learning.



When meaningful learning occurs (using our example of 5 math facts) the facts are stored in a relational manner (see figure below). That is, the brain stores them together because they are related to each other. Now, when one fact is recalled, the other facts are also recalled at that moment (or shortly thereafter). In other words, recalling fact #5 activates the memory for facts #2 and #4, and this in turn leads to recalling facts #1 and #3. This phenomenon is called the **spread of activation**. This is the gist of meaningful learning. Problem-solving for this student would be easier than for the student who rote learned the same 5 facts. Which one of these students would you like to hire for your company? Some suggestions on how to ensure meaningful learning appear below the figure.



Suggestions:

- 1.** Make sure what you learn is in your proximal zone.
- 2.** If in doubt, ask the instructor how some new knowledge is related to other course material.
- 3.** Have a study partner ask you questions that require recall of related material.
- 4.** Make a figure that illustrates what you should know about a specific topic and its related material.

3.2. Meaningful Learning Model

David Ausubel is a psychologist who advanced a theory which contrasted meaningful learning from rote learning. In Ausubel's view, to learn meaningfully, students must relate new knowledge (concepts and propositions) to what they already know. He proposed the notion of an advance organizer as a way to help students link their ideas with new material or concepts. Ausubel's theory of learning claims that new concepts to be learned can be incorporated into more inclusive concepts or ideas. These more inclusive concepts or ideas are advance organizers. Advance organizers can be verbal phrases (the paragraph you are about to read is about Albert Einstein), or a graphic. In any case, the advance organizer is designed to

provide, what cognitive psychologists call, the "mental scaffolding: to learn new information.

3.2.1. MEANINGFUL LEARNING CONTRASTED WITH ROTE LEARNING

3.2.1.1. Meaningful Learning:

- Non-arbitrary, non-verbatim, substantive incorporation of new knowledge into cognitive structure.
- Deliberate effort to link new knowledge with higher order concepts in cognitive structure
- Learning related to experiences with events or objects.
- Affective commitment to relate new knowledge to prior learning.

Rote Learning:

- Arbitrary, verbatim, non-substantive incorporation of new knowledge into cognitive structure.
- No effort to integrate new knowledge with existing concepts in cognitive structure.
- Learning not related to experience with events or objects.
- No affective commitment to relate new knowledge to prior learning.

Ausubel believed that learning proceeds in a top-down, or deductive manner.

Ausubel's theory consists of three phases, presentation of an advance organizer, presentation of learning task or material, and strengthening the cognitive organization. Ausubel's Model of Learning: The main elements of Ausubel's model are shown in Figure 2.34. (Can't copy it. jeanne)

Phase One: Advance Organizer

Phase Two: Presentation of Learning Task or Material

Phase Three: Strengthening Cognitive Organization

- Clarify aim of the lesson
- Present the organizer
- Relate organizer to students' knowledge
- Make the organization of the new material explicit.
- Make logical order of learning material explicit.
- Present material and engage students in meaningful learning activities.
- Relate new information to advance organizer
- Promote active reception learning.

Concept mapping for meaningful learning Novak and Gowen (1984) have developed a theory of instruction that is based on Ausubel's meaningful learning principles that incorporates "concept maps" to represent meaningful relationships between concepts and propositions. A cognitive map is a "kind of visual road map showing some of the pathways we may take to connect

meanings of concepts." According to Novak and Gowen concept maps should be hierarchical; the more general, more inclusive concepts should be at the top of the map, and the more specific, less inclusive concepts at the bottom of the map. An example of this hierarchical principle of concept maps is shown in the concept map of the food chain.

The concept map of the food chain is done in Inspiration I suspect, and I don't have time to go hunt for that program, so can't copy it. We'll construct a concept map in statistics in the Fall. See if you can locate it at Hassard's site.
Jeanne.

The concept map is a tool that science teachers can use to determine the nature of students' existing ideas. The map can be used to make evident the key concepts to be learned and suggest linkages between the new information to be learned and what the student already knows. Concept maps can precede instruction, and be used by the teacher to generate a meaningful discussion of student ideas. Following the initial construction and discussion of concept maps, instructional activities can be designed to explore alternative frameworks, resulting in cognitive accommodation.

3.3. PRINCIPLES OF LEARNING

3.3.1. Nature of the learning process.

The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.

There are different types of learning processes, for example, habit formation in motor learning; and learning that involves the generation of knowledge, or cognitive skills and learning strategies. Learning in schools emphasizes the use of intentional processes that students can use to construct meaning from information, experiences, and their own thoughts and beliefs. Successful learners are active, goal-directed, self-regulating, and assume personal responsibility for contributing to their own learning. The principles set forth in this document focus on this type of learning.

3.3.2. Goals of the learning process.

The successful learner, over time and with support and instructional guidance, can create meaningful, coherent representations of knowledge.

The strategic nature of learning requires students to be goal directed. To construct useful representations of knowledge and to acquire the thinking and learning strategies necessary for continued learning success across the life span, students must generate and pursue personally relevant goals. Initially,

students' short-term goals and learning may be sketchy in an area, but over time their understanding can be refined by filling gaps, resolving inconsistencies, and deepening their understanding of the subject matter so that they can reach longer-term goals. Educators can assist learners in creating meaningful learning goals that are consistent with both personal and educational aspirations and interests.

3.3.3. Construction of knowledge.

The successful learner can link new information with existing knowledge in meaningful ways. Knowledge widens and deepens as students continue to build links between new information and experiences and their existing knowledge base. The nature of these links can take a variety of forms, such as adding to, modifying, or reorganizing existing knowledge or skills. How these links are made or develop may vary in different subject areas, and among students with varying talents, interests, and abilities. However, unless new knowledge becomes integrated with the learner's prior knowledge and understanding, this new knowledge remains isolated, cannot be used most effectively in new tasks, and does not transfer readily to new situations. Educators can assist learners in acquiring and integrating knowledge by a number of strategies that have been shown to be effective with learners of varying abilities, such as concept mapping and thematic organization or categorizing.

3.3.4. Strategic thinking.

The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.

Successful learners use strategic thinking in their approach to learning, reasoning, problem solving, and concept learning. They understand and can use a variety of strategies to help them reach learning and performance goals, and to apply their knowledge in novel situations. They also continue to expand their repertoire of strategies by reflecting on the methods they use to see which work well for them, by receiving guided instruction and feedback, and by observing or interacting with appropriate models. Learning outcomes can be enhanced if educators assist learners in developing, applying, and assessing their strategic learning skills.

3.3.5. Thinking about thinking.

Higher order strategies for selecting and monitoring mental operations facilitate creative and critical thinking.

Successful learners can reflect on how they think and learn, set reasonable learning or performance goals, select potentially appropriate learning strategies or methods, and monitor their progress toward these goals. In addition, successful learners know what to do if a problem occurs or if they are not making sufficient or timely progress toward a goal. They can generate alternative methods to reach their goal (or reassess the appropriateness and utility of the goal). Instructional methods that focus on

helping learners develop these higher orders (metacognitive) strategies can enhance student learning and personal responsibility for learning.

3.3.6. Context of learning.

Learning is influenced by environmental factors, including culture, technology, and instructional practices.

Learning does not occur in a vacuum. Teachers play a major interactive role with both the learner and the learning environment. Cultural or group influences on students can impact many educationally relevant variables, such as motivation, orientation toward learning, and ways of thinking. Technologies and instructional practices must be appropriate for learners' level of prior knowledge, cognitive abilities, and their learning and thinking strategies. The classroom environment particularly the degree to which it is nurturing or not, can also have significant impacts on student learning.

3.3.7. Motivational and emotional influences on learning.

What and how much is learned is influenced by the learner's motivation. Motivation to learn, in turn, is influenced by the individual's emotional states, beliefs, interests and goals, and habits of thinking.

The rich internal world of thoughts, beliefs, goals, and expectations for success or failure can enhance or interfere with the learner's quality of thinking and information processing. Students' beliefs about themselves as learners and the nature of learning have a marked influence on motivation. Motivational and emotional factors also influence both the quality of thinking and information processing as well as an individual's motivation to learn. Positive emotions, such as curiosity, generally enhance motivation and facilitate learning and performance. Mild anxiety can also enhance learning and performance by focusing the learner's attention on a particular task. However, intense negative emotions (e.g., anxiety, panic, rage, insecurity) and related thoughts (e.g., worrying about competence, ruminating about failure, fearing punishment, ridicule, or stigmatizing labels) generally detract from motivation, interfere with learning, and contribute to low performance.

3.3.8. Intrinsic motivation to learn.

The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.

Curiosity, flexible and insightful thinking, and creativity are major indicators of the learners' intrinsic motivation to learn, which is in large part a function of meeting basic needs to be competent and to exercise personal control.

Intrinsic motivation is facilitated on tasks that learners perceive as interesting and personally relevant and meaningful, appropriate in complexity and difficulty to the learners' abilities, and on which they believe they can succeed. Intrinsic motivation is also facilitated on tasks that are comparable to real-world situations and meet needs for choice and control. Educators can encourage and support learners' natural curiosity and motivation to learn by attending to individual differences in learners' perceptions of optimal novelty and difficulty, relevance, and personal choice and control.

3.3.9. Effects of motivation on effort.

Acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners' motivation to learn, the willingness to exert this effort is unlikely without coercion.

Effort is another major indicator of motivation to learn. The acquisition of complex knowledge and skills demands the investment of considerable learner energy and strategic effort, along with persistence over time. Educators need to be concerned with facilitating motivation by strategies that enhance learner effort and commitment to learning and to achieving high standards of comprehension and understanding. Effective strategies include purposeful learning activities, guided by practices that enhance positive emotions and intrinsic motivation to learn, and methods that increase learners' perceptions that a task is interesting and personally relevant.

3.4. READING TECHNIQUES

3.4.1. Skimming and Scanning.

Both skimming and scanning are specific reading techniques necessary for quick and efficient reading.

When skimming, we go through the reading material quickly in order you get the gist of it, to know it is organized, or to get an idea of the tone or the intention of the writer.

When scanning, only try to locate specific information and often we do not even follow the linearity of the passage to do so, we simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information.

Skimming is therefore more through activity which requires an overall view of the text and implies a definitive reading competence.

Scanning, on the contrary, is far more limited since it only means retrieving what information is relevant to our purpose.

Yet it is usual to make use of these two activities together when reading a given text. For instance, we can may well skim though and article first just to know whether it is worth reading, then read it through more carefully because we have decide that it is of interest. It is also possible afterwards to scan the same article in order to note down figure or a name which we particularly want to remember.

3.4.2. Inference.

Inferring means makings using of syntactic, logical and cultural clues to discover the meaning of unknown elements. If these are words, then word-formation and derivation will also play an important part.

When dealing with a new text, it better not to explain the difficult words to the learners beforehand. They would only get used to being given pre-processed texts and would never make the effort to cope with a difficult passage on their own. On the contrary, students should be encouraged to make a guess at the meaning of the words they do not known rather than look them up in a dictionary. If they need to look at the dictionary to get a precise meaning, which is a important and necessary activity too, they should only do so after having tried to work out a solution on their own.

This is why, from the very beginning, it is vital to develop the skill of inference:

3.4.3. Understanding relation within the sentence.

It helps the students to recognize the structure of complex sentences, also understanding relations within the sentence. In order to read efficiently and not to stumble on every word it will be essential for the students to grasp the structure of the sentences they read at once. They should therefore be taught to discriminate quickly between what is essential (subject - verb - object, i.e. the 'core' of the sentence) and the padding (i.e. modifiers, relative clauses, oppositions, etc.) which, in each sentence, only introduces some further details or qualifies the idea.

3.4.4. Linking and ideas link-words.

Another area in which it is essential to prepare the students is in the recognizing the various devices used to create textual cohesion and more particularly the use of reference and link-words.

Reference covers Alls the device that permit lexical relationship within a text (e.g. reference to an element previously mentioned anaphora – or to one to be mentioned, nominalization previously y mentioned anaphora- or to one to be

mentioned below cataphora, use of synonymy, hyponymy, comparison, nominalization, etc.) It is important for the students to realize that a text is not made up of independent sentence or clauses, but that it is as a when of related ideas that are announced, introduced and taken u again later throughout that passage with the help of reference. ”¹

3.4.5. Improving reading speed

“It develops word-recognition and word-comprehension speed. Recognizing the meaning of the words quickly as possible.

Besides the more common speed reading exercises that consist in timing one's reading of a text, some preliminary exercises can help the students to overcome some of their difficulties in recognizing.

3.5. WRITING.

3.5.1. Definition

Writing is a productive skill, It is use to give information. It is characterized by using graphology system with same meaning. Similarly than the other

¹ Kim, Elaine: Hartmann, Pamela, Interactions II. A Reading skill book. Second edition.
Pag.6-7, 12-17

skills, teacher should give patterns of writing language text way and to offer a good guided practice.

3.5.2. Writing Steps.

1. Prewriting.

Prewriting is the first stage of the writing process and the point at which we discover and explore our initial ideas about a subject. Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing. Listed below are some of the most common types of prewriting techniques. You should become familiar with all of these and figure out the one that works best for you. The different types of prewriting that we will explore here are freewriting, brainstorming, clustering, tagmemics, and journalistic technique.

Some Useful Prewriting Strategies

Freewriting.

Free writing involves jotting down on paper all of the ideas you have on a particular topic before you even begin to read about it or do research. You are not worried about complete sentences, proper spelling, or correct punctuation

and grammar. Instead, you are interested in “dumping” all of the information you have on paper. You should write everything that comes into your head— even if it doesn’t necessarily make sense yet. Give yourself a set amount of time (maybe five to ten minutes), and write down everything that comes to mind about your topic.

Brainstorming

Much like Free writing, brainstorming involves capturing all of the thoughts, ideas, and fragments in your head and writing them down on paper. Often, brainstorming looks more like a list while free writing may look more like a paragraph. With either strategy, your goal is to get as many ideas down on paper as you can.

Clustering.

With this technique, you start with a circle in the middle that contains your main idea and then you draw lines to other, smaller circles that contain sub-ideas or issues related to the main idea. Try to group like ideas together so as to organize yourself.

Drafting

We talked about essay plans, which are usually in note or point form. A draft is a more complete version of your essay written in paragraph form. Some people think that a piece of writing is never finished, so they talk about first

draft, second draft and so on. The piece of work you finally submit is sometimes called a final draft.

Drafting is a kind of practice exercise for your final draft. What you can hope to produce in a draft is a rough version of how your final essay will look. If you have made an [outline](#) already, you can build up your draft by expanding the points in your outline into paragraphs.

It is most unlikely that your first attempt will be satisfactory, and so you should plan to re-write the draft at least once. In fact, there is not much point in writing a draft unless you are prepared to make changes. The process of making changes to a draft is called re-drafting.

When you have written a draft, you can print it out and re-read it. You can also pass it to a fellow student or a teacher for comment. If you want somebody else to read and comment on your draft essay, it is important that it should look like an essay and not like a set of notes. It is much easier to give constructive feedback on writing in paragraph form than on notes.

Revising and Editing.

“**Revision**” is the process of seeing the paper again, as if it were something new (re-vision). During this process, the writer looks at larger issues which affect the structure and meaning of the paper. Does the paper have a unifying

main idea? Do the examples and details in the paper support this idea? Are the examples and details developed enough, or do they leave the reader to figure things out? Is there a logical connection between the supporting ideas, or do some parts of the paper seem unrelated to the rest? Is The introduction interesting? How does the conclusion work? How will the paper affect a reader? Will the reader be able to understand it? Is the language clear and concise, or is it wordy?

Editing is simply proofreading. When you edit, you correct problems like typos and grammatical errors; you read through the paper line by line and make simple changes. Generally, editing occurs when the paper is considered a finished product, almost ready to turn in.”²

It is a matter of remembering which errors to look for. Essentially, the process is the same for every piece of writing you create, so all you really need is a good checklist. Paying attention to the kinds of errors you make most often will help you create a list which suits your needs. With practice, you may be able to internalize your list so that you no longer need to look at it as you edit.

² Curso taller de idioma inglés nivel V, Parte I

Publishing and reflecting.

Publishing is the process of production and dissemination of literature or information – the activity of making information available for public view. In some cases, authors may be their own publishers.

Traditionally, the term refers to the distribution of printed works such as books and newspapers. With the advent of digital information systems and the Internet, the scope of publishing has expanded to include electronic resources, such as the electronic versions of books and periodicals, as well as websites, blogs, and the like.

Publishing includes the stages of the development, acquisition, marketing, production – printing (and its electronic equivalents), and distribution of newspapers, magazines, books, literary works, musical works, software and other works dealing with information, including the electronic media.

Publication is also important as a legal concept: (1) as the process of giving formal notice to the world of a significant intention, for example, to marry or enter bankruptcy; (2) as the essential precondition of being able to claim defamation; that is, the alleged libel must have been published, and (3) for copyright purposes, where there is a difference in the protection of published and unpublished works.

Reflecting.

In this step the authors have to look over their final work, doing themselves the following questions. What do I like about it? What would I do differently the next time?. It will help writers to identify their mistake and look for the way to improve the Writing skills in the future.

3.6. SPEAKING.

3.6.1. Definition.

“Speaking is a productive skill which is used to give information, Its main characteristic is to employ a sounds system with meanings. For achieving development of this activity, the teacher should give receptive experience of linguistic patter in a way of language texts and so to offer a lot opportunity for guide oral practice. In other word Speaking is an active skill that through the sound of our pronunciation give information.”

Elements of the oral expression

The elements of communication are;

The sender, the canal and the receptor.

A message can be transmitted and received by people through these elements. The sender is the person who sends message to other people through the oral expression.

This message is then coded and produced in the *same* way, orally. The canal is the medium used to send the message to other people. The receptor is the person who receives the message.

In education the main objective of communication is learning.

Conversation is an interchange of ideas, thoughts, and some criterion. During this process, people's close inter-relation occurs. Conversation is very helpful for people's intellectual development.³

The dialogue is an opinion interaction result with the purpose to get common conclusion. As the conversation as the dialogue have the following advantages.

Facilitate the coherent expression of reasoning.

- Help to understand other knowledge.
- Make easy the interchange of opinions and ideas giving a wide view of facts.
- Identify that the truth is not one-sided, clear and evident. It has many perspectives.

³ FORUM. Magazine. Integrating Reading and Writing Effective Language Teaching. Pag. 36-39u

- Have the opportunity to give good opinions.
- Encourage people to share ideas each other and give confidence.
- Self confidence and people's grow personality.

Provide a good atmosphere among people. The message is the reason of Communication. It should be very simple and clear.

3.6.3. Fluency and accuracy.

What makes teaching speaking so difficult? Why are the ways to foster spoken language skills left relatively undeveloped in English education high school, when they are the vital part of communicative competence? Compared to teaching listening skills, where varieties of techniques have been developed since the introduction of the oral communication courses, partly with the help of new technological devices such as the closed captioning system or mini disk, teaching speaking seems to be far behind.

One reason for this stagnation is that there is no view commonly agreed upon of what successful speaking is. In other words, what should the goals of learning speaking in the Japanese high school be? One view is that the speech is thought to be successful as long as the learner can make himself/herself understood no matter how incorrect the language, while another view insists on correctness in every aspect of language ranging from grammar to pronunciation.

The former is known as the fluency-oriented approach. From this viewpoint, small grammatical or pronunciation errors are insignificant, especially in the early learning stages. As a matter of fact, too much emphasis on correcting them is considered harmful rather than helpful, for it may cause excessive monitor in the mind, hindering the natural acquisition of spoken skills (Ebsworth, 1998). The fluency-oriented approach believes that spoken skills are developed through meaningful communication. Naturally many EFL teachers support this viewpoint.

The latter, on the contrary, places most emphasis on accuracy by pursuing mainly grammatical correctness. This view is called the accuracy-oriented approach. Practices that focus on repetition of newly introduced forms or grammatical structures are thought to help the learning. Although once supported by many linguists, nowadays it is seen as rather obsolete. Stern (1991) says that the teachers using this approach complained about the lack of effectiveness in the long run and the boredom they endangered among the students.

EFL teachers, at least ostensible, favor this viewpoint.

In reality, accuracy and fluency are closely related, which leads us to the notion that accuracy as well as fluency is necessary for successful

communication. As Ebsworth (1998) says, "A steady stream of speech which is highly inaccurate in vocabulary, syntax, or pronunciation could be so hard to understand as to violate an essential aspect of fluency being comprehensible. On the other hand, it is possible for the speaker to be halting but accurate... Sentence level grammatical accuracy that violates principles of discourse and appropriateness is also possible, but such language would not be truly accurate in following the communicative rules of the target language." Thus, it may not be too much to say one.

Speak fluency without accuracy or vice versa.

3.7. LISTENING

3.7.1. Concept.

Listening is a receptive skill and its main characteristic are the silent kept by a person who is listening and the selective attention that people give to it, according to their purposes. Therefore the student need a reason to listen to, and the teacher should created this necessity giving them task related to the kind of the text, That the students should learn to process, and it will be done while tem listen.

3.7.2. Types of listening

Discriminative listening.

“Discriminative listening is the most basic type of listening, whereby the difference between different sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences.

We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable to distinguish the subtle sounds that are required in that language.

Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing.

Listening is a visual as well as auditory act, as we communicate much through body language. We thus also need to be able to discriminate between muscle and skeletal movements that signify different meanings.

Comprehension listening

The next step beyond discriminating between different sounds and sights is to make sense of them. To comprehend the meaning requires first having a

lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying.

The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning.”¹¹

In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a long spiel.

Evaluative listening

In evaluative listening, or *critical listening*, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically also we weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us.

Appreciative listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

3.7.2.1. Empathetic listening

When we listen empathetically, we seek to understand the beliefs, models, emotions and goals of other people. This requires excellent discrimination and close attention to the nuances of emotional signals.

In order to get others to expose these deep parts of them to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

Therapeutic listening

“In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process.

This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

Dialogic listening

The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening mean learning, through conversation and an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think.

Dialogic listening is sometimes known as '*relational listening*'.

3.7.3. *Listening Strategies*

Paying attention.

One of the most important things you can do while listening is to "pay attention." You should TRY to listen and understand. This seems like an obvious thing to do, but sometimes it is easy to forget. Why is it easy to forget? Well, when you are listening to a different language sometimes there are many new words and expressions that you can't understand. When you can't understand something, it is easy to let your mind think only about what you didn't understand. Some people tend to stop listening and think “⁴

Only about what they didn't understand. They forget about continuing to listen to new things and they concentrate only on what they didn't understand. It is okay to stop listening to think about what something meant, but don't

completely stop listening to the new things. Always remember to focus your attention again to what you are listening to.

Another problem that happens when listening to something in a different language is that it is easy for your attention to stray (go to another focus of attention). You may find that while you are listening to English, you may become distracted by the sounds outside in the hallway. You may become distracted by the people walking outside your window. You may become distracted by what a student next to you is doing at his/her desk. It is easy to become distracted by things around you when you are listening to a different language. Why? Because when you are listening to something in a different language, you don't understand it as well as in your native language. Maybe you are listening to something interesting but because you don't understand it the way you would like to you become bored. You may become tired of listening carefully. You become tired because you are listening with great effort. When you are listening to something in English, try to keep your attention on what you are listening to. Keep listening with great effort. While you are listening do your *best to pay attention and then relax after it is over*.

Write things down (note taking or dictation)

When you are listening to something try to do some dictation. This will help you discover your accuracy in listening. Sometimes we think we understand something because we think only about the general meaning. Thinking about the meaning is important but the exact words can be important, too. Can you

write down the words of what you are listening to? Doing dictation can help you focus your listening on the exact language. It will help you discover how things are exactly pronounced. Give it a try. Try to write down some of the sentences you hear while listening.

You can also take notes - for example, writing down new expressions you hear, or the new words you hear. This will help you better remember the things you hear. This will reinforce the things you are listening to so that you can understand them when you hear them again at a later time or when you say them in a conversation.

Noticing new things.

When you are listening to something in English how many times do you listen? You should try to listen many times to the same thing. Why? Each time you listen to something, you learn new things about what you are listening to. Maybe the first time you can get an idea of the general meaning. The second time, you may discover a new expression that you have never heard before. The third time, you can learn something about the rhythm of English. The fourth time, you may discover a different expression or word. The fifth time you may discover the pronunciation of a word or words. The sixth time you may discover. The new things that you can discover each time you listen again are endless. If a listening is difficult for you, this can be very important for your understanding. Keep listening and each time, notice something new. When you do this many times, you will be able to understand

more and more and you will find that your understanding really improves after six or seven times.

Also, even when you think you have understood something well, listen again. You will find that you can discover even more new things. The next time you listen to your favorite English song, listen to it and try to become aware of new things you can discover. Then listen again and discover more.

Using the dictionary.

Do you use the dictionary when you listen to something? You should try it! It is a great way to discover new vocabulary words when you listen to something. Using a dictionary can help you understand your listening and it will help you LEARN from your listening. When you are listening to something and you hear something you don't understand, try to find it in your dictionary. You will discover new words and their spellings.

Summarizing.

When you listen to something a good test for whether you were really able to understand something is if you can write down a summary of what you listened to. When you can write a summary, then that means you really understand something. Being able to briefly summarize something challenges you to determine the important points of something. It also challenges you to delete less important things. It challenges you to organize what you listened to, reformulate it and put it in your own words. The next time you listen to a

passage, try to summarize it. When you feel you have summarized it well, it usually means that you have understood something well.

Guessing.

What do you do when you don't understand something? Do you think about words you cannot catch? Do you just forget and listen to the things you do understand? Do you try to figure out the meaning? This last point is the answer.0 You should try to figure out the meaning. You should try to understand the meaning of something you don't understand. How do you figure out the meaning of something you don't understand? A really good way is to try to use the words that you DO understand to guess the meaning of what you don't understand. Use the information around the parts you don't understand to guess what you don't understand. Even if you don't understand everything exactly, that's okay. Just try to guess. Make a guess, and then try to see if your guess is correct by listening again.

4. MATERIAL AND RESOURCES

4.1. HUMAN

The resources that participated in the present research work were:

Research Group: Adela Carrión Ochoa y Clara Jimenez Acaro

English Teachers of the "27 de Febrero" High School

Students of 1st, 2nd and 3rd years of High School Curriculum at "27 de Febrero" High School.

4.2. MATERIAL

The material sources that we used in this research work were:

- Computer
- Books
- Dictionary
- Paper
- Copies

4.3. BUDGET

Printing	150,00
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The first draft	150,00
The second draft	150,00
Printing the final work	300,00
Extra expenses	100,00
Total	950.00

4.4. FINANCING

The expenses derived from the present work were assumed by the research group.

4.5. METHODOLOGY

4.5.1. DESIGN OF THE RESEARCH

This work was a kind of **descriptive research**, because it was a problem related to education so it was developed observing the facts in the reality. The researchers did not have the chance to manipulate the variables of the work. We applied a survey to the teachers and students in order to get information and we also studied some documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the work.

4.6. METHODS, TECHNIQUES AND PROCEDURES

4.6.1. METHODS

As a general method we used the scientific one, which let us 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 we developed the phases of observation and questioning about the problem in the same way as it is in the reality and it 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.

We also used the descriptive, analytic-synthetic and explicative methods and We used the descriptive statistics as a tool to represent the information in tables and graphs that let the interpretation of the information easily.

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

It also let us get enough support to demonstrate the meaning of the research, describe the problematic that the group found in the researched institution, the description of the independent variable as well the dependent one and we described all the results obtained in the field work which also served as support to draw the respective conclusions in the thesis report. This method was useful to describe the techniques applied by teachers to work on receptive and productive skills and also to know how they motivate students to learn the English language.

We used the **analytic-synthetic** method, which was given out to analyze the empiric information data obtained in the applied instruments and therefore we could derive the respective conclusions according to the tendencies of the results in the field work. It also was used to analyse the techniques applied to work receptive, productive and to motivate students to learn the target language.

The **explicative method** was also used, in the explanation of the logical implications of the variables of every hypotheses and in this way we were able to prove or deny the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

We used the descriptive statistics which served to represent the data in tables, tables and graphs to get a better comprehension of the information in the thesis report.

4.6.2. TECHNIQUES AND INSTRUMENTS

To obtain the empiric information, we applied a survey to the teachers as well to the students of the researched high school, and this let us obtain enough data about the techniques used to work on receptive and productive skills and also we were able to know what is the students' learning in the English Language and what was the relation with the before mentioned variables. It was applied with a previous elaborated questionnaire, which contained different types of closed questions about the researched topic.

4.6.3. PROCEDURES

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

4.6.3.1. Tabulation

Once we applied the survey, we tabulated the obtained information in the field research where we used the descriptive statistics to interpret the closed questions and an specific criteria from the reason or explanation of every question, and we contrasted the information of the teachers and students which let us get the information since two points of view which let us prove the stated hypotheses.

4.6.3.2. Organization

Next we organized the empiric information classifying the questions that served to prove the first hypothesis and the ones we used to prove the second hypothesis, keeping in mind the variables and the indicators that were used to support them. In this way we were able to interpret and analyse every question easily and with enough information that let its confirmation or denying.

4.6.3.3. Description

Then we described the information in statistic tables where we 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.

4.6.3.4. Graphic Representation

After we have described the data, we represented the data graphically, so it facilitated the interpretation and consequently the critical analysis of every question. We used the bars diagram to show this information.

4.6.3.5. Interpretation and analysis

Once we presented the information 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 hypothesis.

4.6.3.6. 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.

4.6.3.7. 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 University regulations that let the understanding of the theory and of the results that we obtained in the present research which can be used to develop other researching in the future.

4.7. POPULATION AND SAMPLE

Regards to the population the group considered convenient take sample of students of 1st, 2nd and 3rd years of High School Curriculum, which was 80 students to apply the instruments.

The teachers' population is small. They are 9 English teachers in the high school, so that we applied the instruments to all the teachers' population. They are presented in the next table.

Variable	Population	Groups					Sample
		A	B	C	D	E	
First Year of High School Curriculum	110	5	5	5	5	5	25
Second year of High School Curriculum	125	7	7	7	7	7	35
Third Year of High School Curriculum	70	4	4	4	4	4	20
TOTAL	305	16	16	16	16	16	80
Teachers							9

5. RESULTS IN TEACHERS' AND STUDENTS' SURVEY.

5.1. HYPOTHESIS No. 1

The techniques applied in receptive skills are not generating meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009

1. Do you like to read in English?

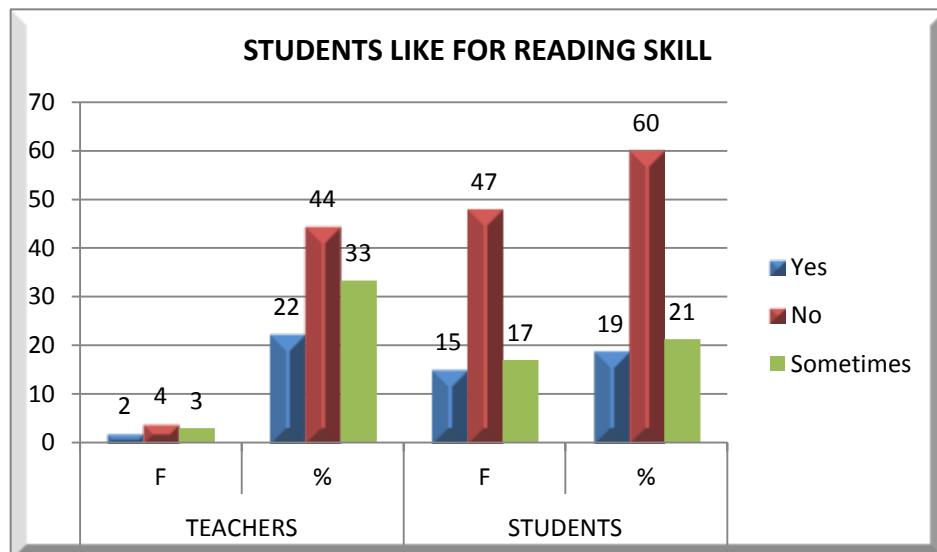
a) Table No. 1

STUDENTS' LIKE FOR READING SKILL	TEACHERS		STUDENTS	
	F	%	F	%
Yes	2	22	15	19
No	4	44	48	60
Sometimes	3	33	17	21
TOTAL	9	100	80	100

Source: Teachers and students' survey

Responsible: research group

b) Graph No. 1



c) Interpretation and analysis

The results show us that 44% of teachers said that their students do not like reading, 33% answered that they sometimes like it and only 22% of students like reading.

According to students' opinion 60% do not like reading, 21% sometimes and 19% like it.

It is necessary that the teachers encourage students to read in English. It is a great source of input that helps in the learning language processes. The more the leaner practice reading, the better the language knowledge is. We know that reading is a difficult skill especially when it is developed in a foreign language, so teachers need

to be aware that they must incentive the students to read as much as possible.

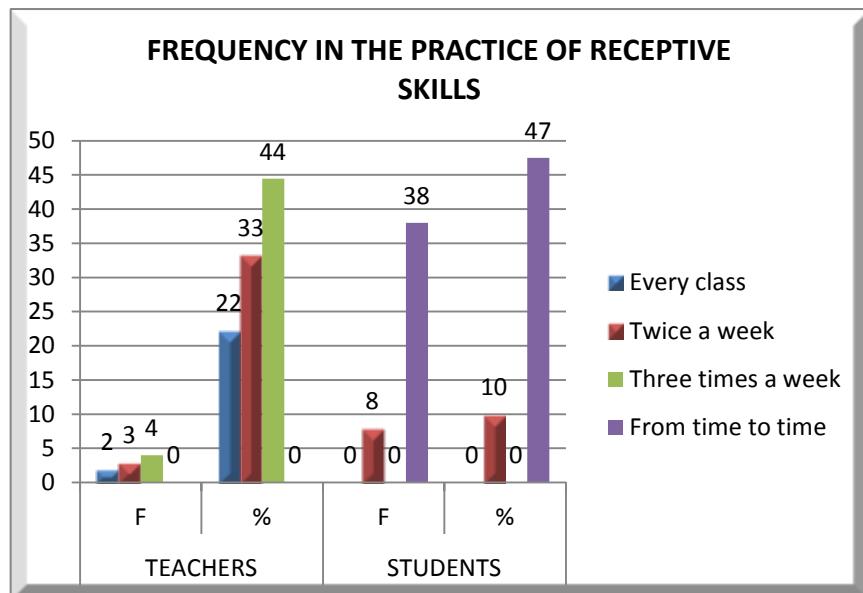
2. How often does your teacher make you practice the reading and listening skills?

a) Table No. 2

FREQUENCY IN THE PRACTICE OF RECEPTIVE SKILLS	TEACHERS		STUDENTS	
	F	%	F	%
Every class	2	22	0	0
Twice a week	3	33	8	10
Three times a week	4	44	0	0
From time to time	0	0	38	47
Never	0	0	34	43
TOTAL	9	100	80	100

Source: Teachers and students' survey

Responsible: research group

b) Graph No. 2**c) Interpretation and analysis**

The graph shows that 44% of teachers answered that the practice of listening and reading skills are three times a week. Other 33% of them said that it is twice a week and 22% indicated that it is every class.

Regards to students 47% of them told us that the practice of the both skills is from time to time and 10% answered that it is twice a week.

As we can see in the results if the teachers do not practice intensive and extensive reading with their students, it will be impossible to generate a meaningful learning in these skills. The development of the reading skill involves a series of steps or sub skills that must be

developed during the reading practice, that is to say that the readers needs to get speed around 200 or 220 words per minute; they should be able to recognize contractions, scan some words, interpret the meaning, the context and understand the purpose of the reading. **And** about reading the continuous practice will give the chance to recognize different accents of the target language.

3. What kind of techniques does your teacher apply in pre-listening or pre-reading?

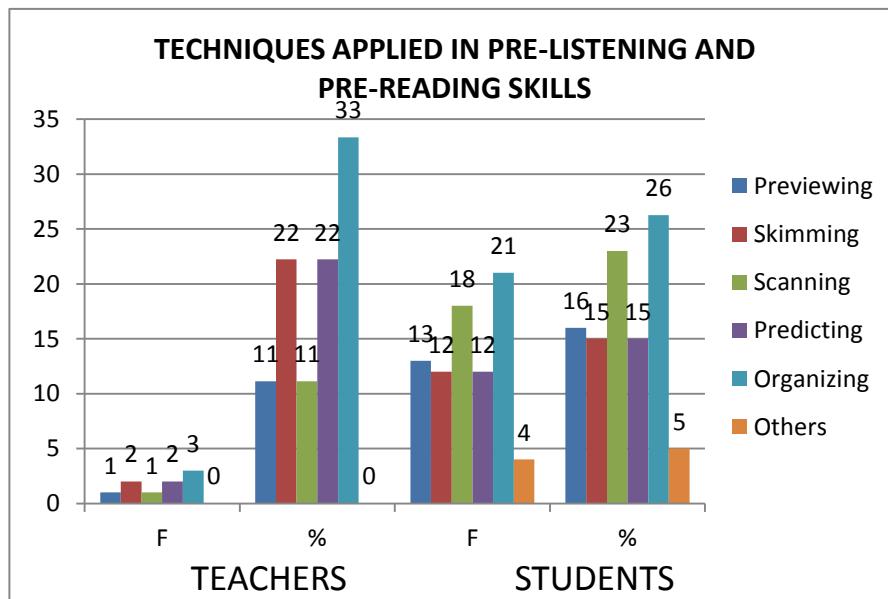
a) Table No. 3

TECHNIQUES APPLIED IN PRE-LISTENING AND PRE-READING SKILLS	TEACHERS		STUDENTS	
	F	%	F	%
Previewing	1	11	13	16
Skimming	2	22	12	15
Scanning	1	11	18	23
Predicting	2	22	12	15
Organizing	3	33	21	26
Others	0	0	4	5
Total	9	100	80	100

Source: Teachers and students' survey

Responsible: research group

b) Graph No. 3



c) Interpretation and analysis

The teachers' results in this question show the following: 33% organizing, 22% predicting and skimming, 11% previewing and 11% scanning.

In the students' answers we got: 23% scanning, 26% organizing, 16% previewing, 15% skimming, 15% predicting and 5% others.

The results show that some teachers are applying the wrong techniques in pre listening and pre-reading because organizing is a technique of writing skill. Scanning is a technique that must be developed during the listening or reading process because it serves to look for specific information. It is necessary that teachers apply

specific techniques in these important skills if they want to get a meaningful learning.

4. Does your teacher give you the opportunity to choose the topic to read?

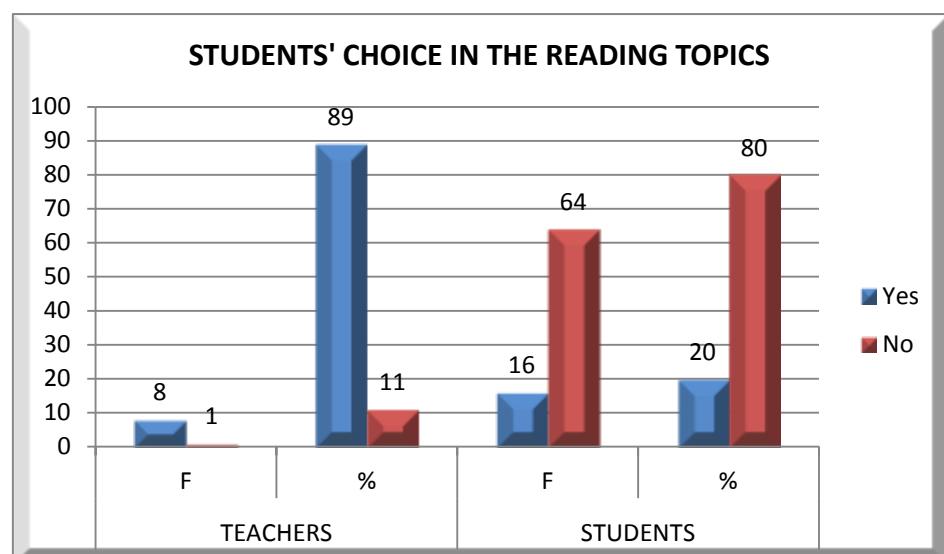
a) **Table No. 4**

STUDENTS' CHOICE IN THE READING TOPICS	TEACHERS		STUDENTS	
	F	%	F	%
Yes	8	89	16	20
No	1	11	64	80
TOTAL	9	100	80	100

Source: Teachers and students' survey

Responsible: research group

b) **Graph No. 4**



c) Interpretation and analysis

In this question 89% of teachers answered that they let their students to choose the topic to read and 11% of them said that students are not allowed to choose the reading topic.

On the other hand 80% of students indicated that they cannot choose the topic to read and 20% of them manifested that they can do it.

We are aware that teachers of “27 de Febrero” High school use the “Our World through English” book and they should work with it. But that doesn’t mean that they cannot use complementary material to work on listening and reading skills. To motivate teenagers to read in English the teacher must give sometimes the chance to choose the reading topics so that they will feel happy to read in the target language.

5. Tick the item that your teacher uses to explain the meaning of new words.

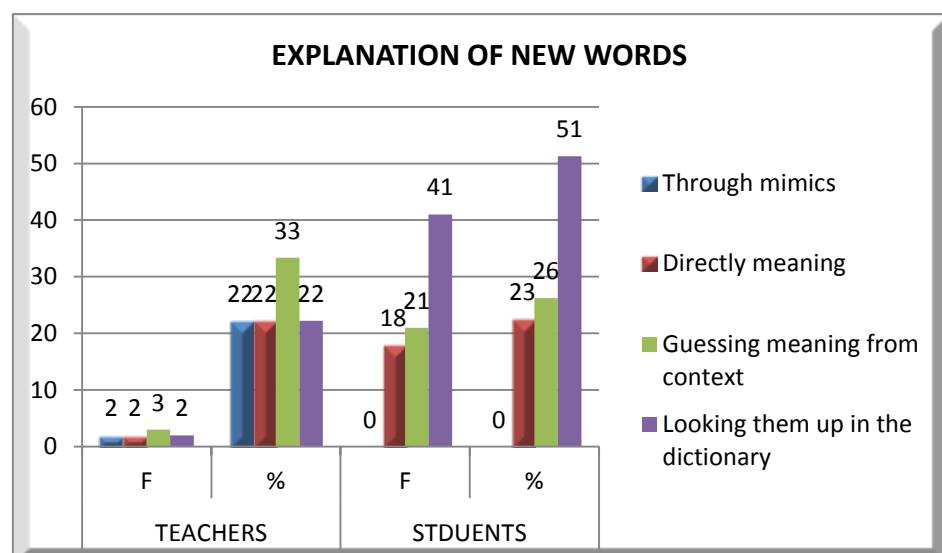
a) **Table No. 5**

EXPLANATION OF NEW WORDS	TEACHERS		STUDENTS	
	F	%	F	%
Through mimics	2	22	0	0
Directly meaning	2	22	18	23
Guessing meaning from context	3	33	21	26
Looking them up in the dictionary	2	22	41	51
TOTAL	9	100	80	100

Source: Teachers and students' survey

Responsible: research group

b) **Graph No. 5**



c) Interpretation and analysis

41% of teachers answered that they make students to look up new words in the dictionary, 21% said that they apply the technique of guessing meaning from the context and 18% told us that they give the meaning directly.

51% of students indicated that they look up new words in the dictionary, 26% guess the meaning in context and 23% pointed out that their teacher give the meaning directly.

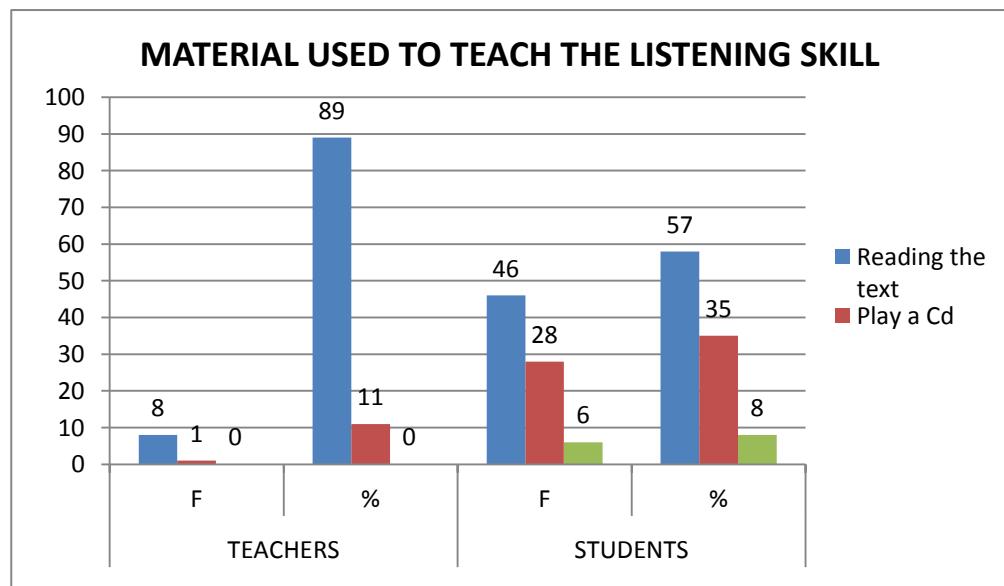
When students develop intensive reading in class they should be encourage to guess the meaning of new words in context because they feel the challenge to do it. But if teachers give the meaning directly or make them to look them up in the dictionary the process will not be successful and students would never make the effort to cope with difficult passages in the reading skill.

6. What does your teacher use to develop the listening skill?

a) **Table No. 6**

MATERIAL USED TO TEACH THE LISTENING SKILL	TEACHERS		STUDENTS	
	F	%	F	%
Reading the text	8	89	46	57
Play a Cd	1	11	28	35
Both	0	0	6	8
TOTAL	9	100	80	100

b) **Graph No. 6**



c) Interpretation

According to the results 89% of teachers said that the teachers read the typescript to develop the listening skill. 11% answered that the teacher plays a Cd.

On the other hand 58% of students also answered that their teacher read the typescript. 35% of them indicate that the teacher play a Cd and 11% said that both.

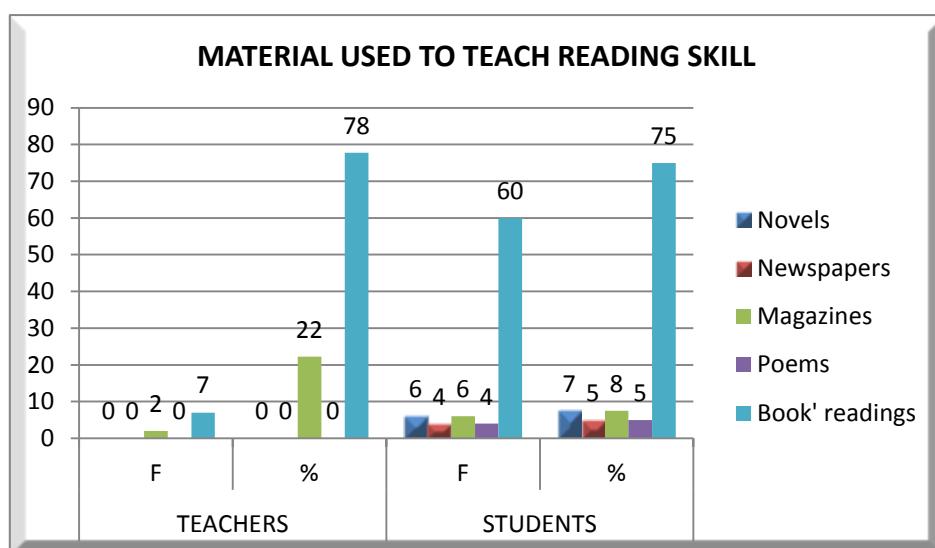
As we can see the results, most of teachers read the typescript to work on the listening skill. This means that students do not have the chance to listen different accents that will help them to internalize real pronunciation and understanding of the English language so that, teachers are not getting a meaningful learning of the English language with the students.

7. What kind of material does your teacher use to practice reading and listening skills?. Mark the item.

a) Table No. 7

DIDACTIC MATERIAL USED IN READING SKILL	TEACHERS		STUDENTS	
	F	%	F	%
Novels	0	0	6	7
Newspapers	0	0	4	5
Magazines	2	22	6	7
Poems	0	0	4	5
Book' readings	7	78	60	75
TOTAL	9	100	80	100

b) Graph No 7



c) Interpretation and analysis

Through the survey we know that 78% of teachers said that they work with the books' readings and 22% answered that they use magazines.

In the students' survey we found out that 75% of students also said that their teachers use the book's readings, 8% magazines, 7% novels and 5% newspapers and poems.

The extra material that teacher use to work on reading skill, plays an important role because it gives the students the opportunity of facing real language. There is a lot of material that teachers can use to practice extensive reading with the students for instance we have, readers, newspapers, magazines, songs, and so on and we know that the material should be graded according to students' level but if teachers only work with the book's readings, it would be so hard to get meaning learning in this important skill of the English language.

5.2. HYPOTHESIS No. 2

There little application of specific techniques to work on the development of productive skills so that teachers are not getting meaningful learning with the students of 1st, 2nd and 3rd years of high

School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

8. How often do you work with the speaking and writing skills in the English class?

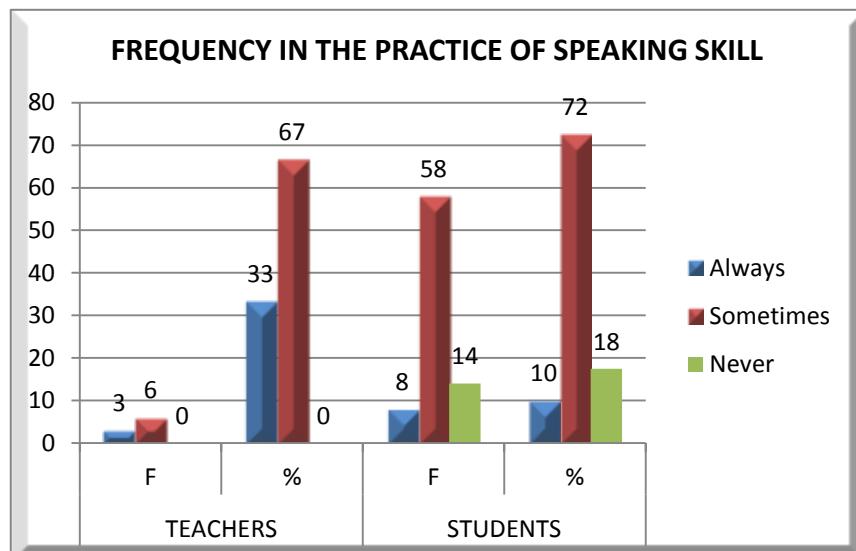
a) **Table No. 8**

FREQUENCY IN THE PRACTICE OF SPEAKING AND WRITING SKILLS	TEACHERS		STUDENTS	
	F	%	F	%
Always	3	33	8	10
Sometimes	6	67	58	72
Never	0	0	14	18
TOTAL	9	100	80	100

Source: Teachers and students' survey

Responsible: research group

b) **Graph No. 8**



c) Interpretation and analysis

67% of teachers answered that sometimes practice speaking with the students and 33% said that they always practice it in class.

Conversely 72% of students also answered that they sometimes practice speaking, 18% said that never and 10% matched always.

Learning a foreign language in a context, where students do not have many opportunities to practice it, is so hard. For that reason teachers should give them a lot of input through the English class and not only that, they should look for opportunities to have real speaking practice in suitable environments more frequently. Otherwise they will not get meaningful learning in the English language teaching learning process.

9. What kind or techniques does your teacher use to work on writing skill?

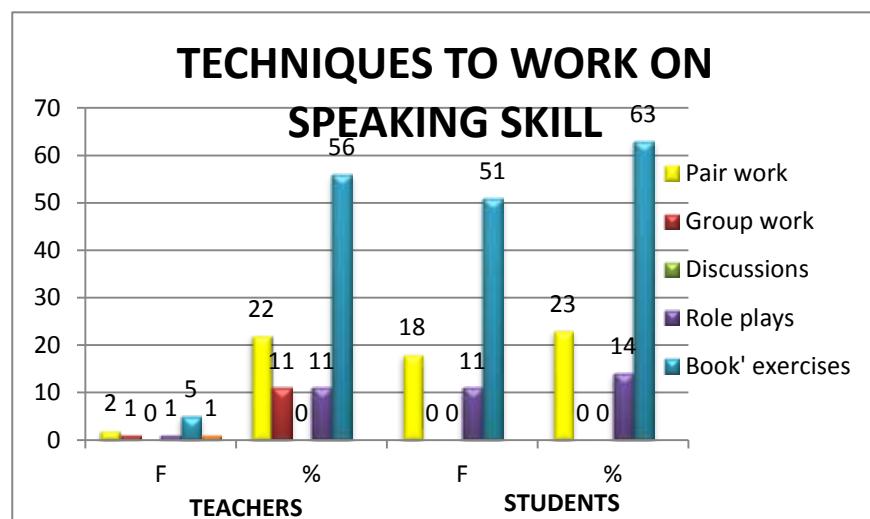
a) Table No. 9

TECHNIQUES TO WORK ON SPEAKING SKILL	TEACHERS		STUDENTS	
	F	%	F	%
Pair work	2	22	18	23
Group work	1	11	0	0
Discussions	0	0	0	0
Role plays	1	11	11	14
Book' exercises	5	56	51	63
TOTAL	9	100	80	100

Source: Teachers and students' survey

Responsible: research group

b) Graph No. 9



c) Interpretation and analysis

Referring to the techniques applied to work on speaking skill we got that:

56% of teachers that they use the books' activities and 22% answered that they work with pair work, 11% of them indicated that they work in work group and role plays.

63% of students' also said that their teachers just develop the book activities in speaking, 23% matched pair work and 14% role plays.

The development of the oral production is a productive process that involves a continuous practice and to achieve a lot of input through the receptive skills at beginning. It is not enough just to develop the book activities. We think that teachers should apply the appropriate techniques such as: role plays, discussions and even problem solving among others that will give students the opportunity of interaction. If teachers just follow the book activities they will not get a good oral production from students.

10. What kind or techniques does your teacher use to work on writing skill?

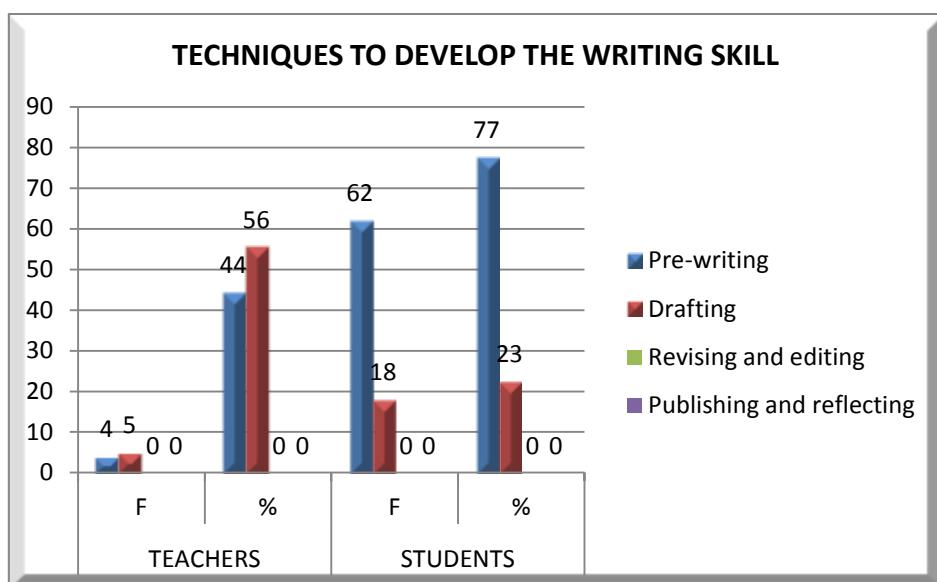
a) Table No.10

STEPS TO DEVELOP THE WRITING SKILL	TEACHERS		STUDENTS	
	F	%	F	%
Pre-writing	4	44	62	77
Drafting	5	56	18	23
Revising and editing	0	0	0	0
Publishing and reflecting	0	0	0	0
TOTAL	9	100	80	100

Source: Teachers and students' survey

Responsible: research group

b) Graph No. 10



c) Interpretation and analysis

The result show that 56% of teachers answered that they use drafting and 44% of them pointed out pre-writing.

77% of students on the other hand, also mentioned pre-writing and 23% drafting.

Pre - writing. - It is the first stage of writing process, and the point at which we discover and explore our initial ideas about a subject. **Drafting** is a kind of practice exercise for your final draft. What you can hope to produce in a draft is a rough version of how your final essay will look. And, **revising and editing** is the process of looking at in the paper again, as if it were something new. During this process, the writer looks at larger issues which affect the structure and meaning of the paper. Editing is simply proofreading. When you edit, you correct problems like grammatical errors; you read through the paper line by line and make simple change. So that we believe that teachers should develop the whole writing process because if they just work on pre-writing and drafting, they are just practicing the first steps of the process.

5.3. HYPOTHESIS No. 3

The lack of motivation by part of teachers causes disinterest to learn the English language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009

11. Are you interested in learning the English language?

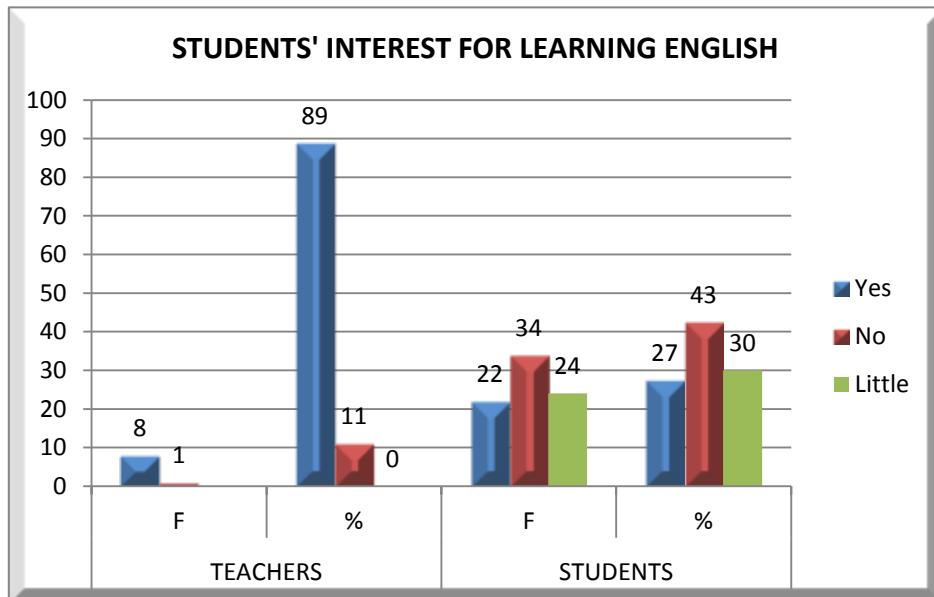
a)

Table No. 11

STUDENTS' INTEREST FOR LEARNING ENGLIGH	TEACHERS		STUDENTS	
	F	%	F	%
Yes	8	89	22	27
No	1	11	34	43
Little	0	0	24	30
TOTAL	9	100	80	100

Source: Teachers and students' survey

Responsible: research group

b) Graph No. 11**a) Interpretation and analysis**

Through the information we can realized that 89% of teachers said that their students are interested in learning English and 11% of them answered that they are not interested.

On the other side, 43% of students manifested that they do not like the language, 30% said that they like it a little and 27% of them indicated that they are not interested in learning the English language.

It is important to point out that intrinsic motivation has a meaningful influence on the students' learning. But it is also very necessary the extrinsic motivation by part of teachers because through it, we can encourage students to practice the

language and feel motivated during the English class. In this way teachers will avoid the students get bored in the English classes.

12. How often does your teacher encourage you to learn the English language?

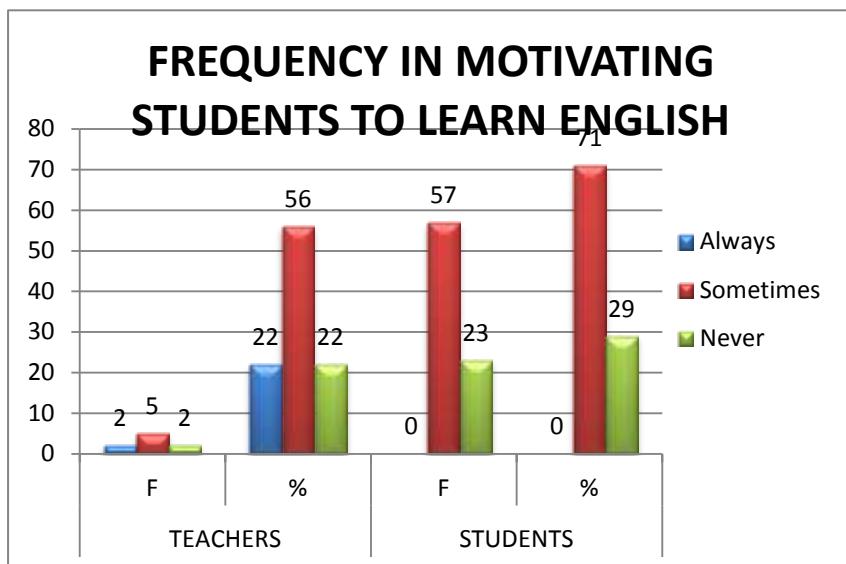
a) **Table No. 12**

FREQUENCY IN MOTIVATING STUDENTS TO LEARN ENGLISH	TEACHERS		STUDENTS	
	F	%	F	%
Always	2	22	0	0
Sometimes	5	56	57	71
Never	2	22	23	29
TOTAL	9	100	80	100

Source: Teachers and students' survey

Responsible: research group

b) **Graph No. 12**



c) **Interpretation and analysis**

56% of teachers answered that sometimes encourage the students to learn the language, 22% told us that they often motivate students and 22% said that they always are encouraging students to learn it.

On the other hand, 71% of students said that teachers sometimes encourage them to learn the language and 29% answered that they never are motivated to learn the English language.

As we can see, students need a constant motivation by part of teachers. The extrinsic motivation during the class, reminds students about the

importance of learning English in the nowadays world. Variety also gives confidence to the students to learn and feel motivated during the English class. But if teachers do not talk the students about it they will get bored easily.

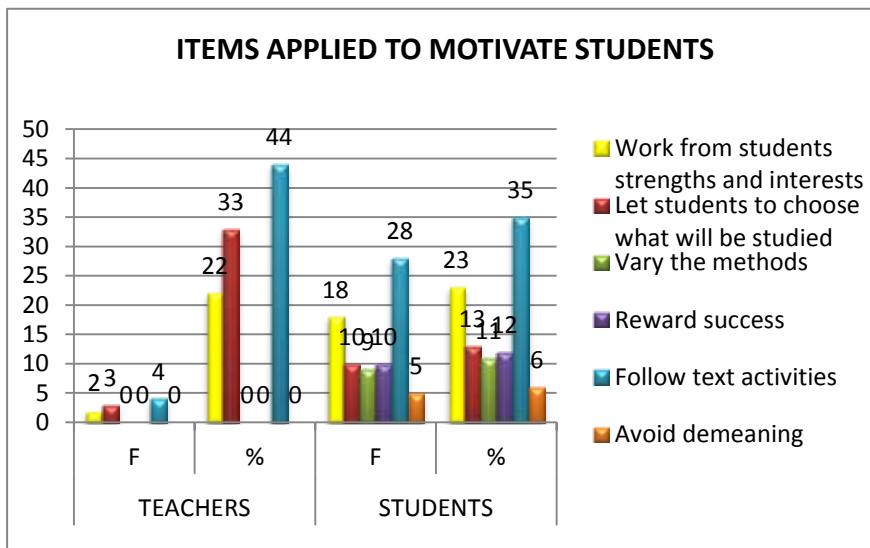
13. Mark the items you think your teacher takes into account to teach the English language?

a) **Table No. 13**

ITEMS APPLIED TO MOTIVATE STUDENTS	TEACHERS		STUDENTS	
	F	%	F	%
Work from students strengths and interests	2	22	18	23
Let students to choose what will be studied	3	33	10	13
Vary the methods	0	0	9	11
Reward success	0	0	10	12
Follow text activities	4	44	28	35
Avoid demeaning	0	0	5	6
TOTAL	9	100	80	100

Source: Teachers and students' surveys

Responsible: research group

b) Graph No. 13**c) Interpretation and analysis**

Regarding to the strategies that teachers use to motivate students to learn we got the following results: 44% follow the text activities, 33% let students to choose what will be studied, 22% work from students' strengths and interests. But students' answers were diverse: 11% vary the methods, 35% follow the text activities, 23% work from students' interests and strengths, 12% let students to choose what will be studied, 12% reward success and 6% avoid demeaning.

There are diverse strategies that help teachers to keep students motivated during the class. For instance: work on their strengths and interest will make

feel important and they have the chance to talk about their real experiences. Sometimes is also important to give them the choice of the class topic. In this way teacher also will be able to include optional or alternative topics in the class. They could reward success every time they can but it is necessary to avoid demeaning because students will lose their interest and they will be afraid of speaking.

14. According to your opinion what is the students' achievement?

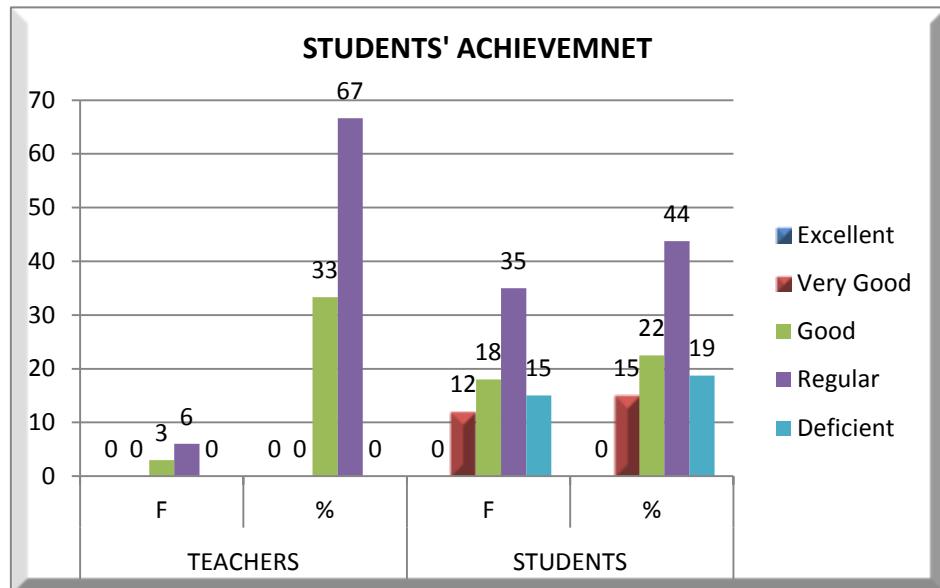
a) **Table No. 14**

STUDENTS' ACHIEVEMENT	TEACHERS		STUDENTS	
	F	%	F	%
Excellent	0	0	0	0
Very Good	0	0	12	15
Good	3	33	18	22
Regular	6	67	35	44
Deficient	0	0	15	19
TOTAL	9	100	80	100

Source: Teachers' survey

Responsible: research group

b) Graphic No. 14



c) Interpretation and analysis

67% of teachers placed the students' achievement in regular and 33% of them matched it as good.

Regards to students' opinion 44% placed themselves in a regular level, 22% in good, 19% deficient and 15% in very good.

The students' learning in the English language is placed in a regular level what means that teachers are not getting meaningful learning into the English teaching learning process. This is because the

techniques applied are not suitable to develop the receptive and productive skills of the target language and there is little motivation to the students towards the English language learning.

6. DISCUSSION

6.1. HYPOTHESIS ONE

a) Statement

The techniques applied in receptive skills are not generating meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

b) Demonstration

We have the independent variable, which refers to the techniques applied by the teachers and the dependent the meaningful learning in the receptive skills. Analyzing the results obtained in the surveys the questions that help us to prove our first hypothesis are:

In the question **number one**, 44% of teachers and 60% of students agreed that students do not like to read in English, which means that they are not practicing the language to get a meaningful learning in the reading skill.

In the question **number two**, 44% of teachers said that they practice the receptive skill three times a week but 47% of students told us that these skills are practiced from time to time which is not enough to develop a meaningful learning of the receptive skills

In the question **number three**, 33% of teachers and 26% of students pointed out the organizing as the most applied techniques to work on receptive skills which is a mistake because it is not a reading technique.

In the question **number four**, 89% of teachers said that students have the opportunity to choose the reading topic but 80% of students answered that they are not allowed to do it.

In the question **number five**, 33% of teachers said that the new words are taught through the technique guessing meaning from the context while 51% of students answered that they have to look the new words up in the dictionary or given the meaning directly by the teacher; which means that teachers are not using appropriate techniques to improve the students' learning of the English language.

In the question **number six**, 89% of teachers and 58% of students answered that the listening skill was taught by reading the typescript, which means that

teachers are not using the Cds where students have the opportunity to be involved with real language.

In the question **number seven**, 78% of teachers and 75% of students answered that the material used in the reading skill is the book's readings. So that most of teachers do not use extra material to work on the receptive skills.

d) Decision

Based on the results analyzed in the before questions, the group accepts the first hypothesis because the techniques applied in receptive skills are not generating meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

6.2 HYPOTHESIS TWO

a) Statement

There little application of specific techniques to work on the development of productive skills so that teachers are not getting meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

b) Demonstration.

In the second hypothesis the independent variable refers to the little application of specific techniques to work on productive skills and the dependent variable the learning of the students on the before mentioned skills.

The questions that helped us in this hypothesis we have:

In the question number **eight**, 67% of teachers and 73% of students answered that they just sometimes practice the productive skills in class. We believe that it is not enough to get a meaningful learning in speaking and writing skills.

In the question **number nine**, 22% of teachers and 23% of students answered that the technique most used by teachers is pair work which is correct, if teachers make students to practice speaking every class. However it is not the only technique that they can use they could develop discussions, problem solving, group work, and panels and so on.

In the question **number ten**, 56% of teachers said that drafting is the technique used to write. But 77% of students matched the pre-writing technique as the most develop in the writing skill. This means that teachers are not developing the whole writing process with the students consequently they will not get meaning learning in this skill.

c) Decision

According to the obtained data in the survey the group accepts the second hypothesis that states that there is little application of specific techniques to work on the development of productive skills so that teachers are not getting meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

6.3. HYPOTHESIS THREE

a) Statement

The lack of motivation by part of teachers causes disinterest to learn the English language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

b) Demonstration

In the third hypothesis, we have as independent variable the lack of motivation and as dependent the disinterest that students face to learn the English language. To prove it we have the following questions:

In the question **number eleven**, 89% of teachers said that the students are interested in learning the English language but 43% of students answered that they do not like to learn it. This means that most of students really do not know the importance of learning the foreign language in the global world.

In the question **number twelve**, 56% of teachers and 71% of students told us that they just sometimes are motivated to learn the English language. This means that teachers are not encouraging them to learn this important language.

In the question **number thirteen**, was to notice the techniques applied to motivate students during the English class but 44% of teachers and 35% of students said that they most of the time just follow the book's activities which means that teachers are not applying other interesting techniques to keep students motivated in the English class.

The question number fourteen was to see the students' learning of the English language and we got that, 67% of teachers and 44% of students placed their learning in a regular level, which means that teachers are not getting meaningful learning of the English language in the researched High School.

c) Decision

Taking into account the results mentioned before we accepts the third hypothesis because the lack of motivation by part of teachers causes desinterest to learn the English language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

7. CONCLUSIONS

After we have analyzed the results obtained in the instruments applied to teachers as well to the students we can stated the following conclusions:

- The students do not receive enough practice in the reading and listening skills. They are not receiving enough input to develop the receptive skills so that they have not got meaningful learning on them.
- The techniques applied by the teachers are not appropriate to improve the receptive skills because most of the time teachers just work with the book's activities and they do not make students to read extra material.
- The teachers do not let students to choose the reading topics neither they apply the suitable technique to learn new words in a text because teachers just work with the books' readings. So that students are not encouraged to practice extensive reading which could be according to their preferences.
- Teachers do not offer the students enough practice in speaking and writing skills because these skills are just sometimes developed in class

and this is a problem because students do not get any fluency in the language.

- There is little application of specific techniques to work on the speaking skill because most of the time teachers just develop the book's activities and do not apply any other technique that promotes students interaction in class.
- Teachers do not develop the whole steps of the writing process. They just work on prewriting and sometimes drafting which is not advisable because students do not have the opportunity to apply other writing techniques which are important in the learning process.
- The teachers do not apply the right techniques to encourage and motivate students to learn the English language because most of the time they just work with the book's activities. For this reason teachers are not getting meaningful learning of the English language from students.

8. RECOMMENDATIONS

- That teachers and students improve the practice in the receptive skills through the extensive reading and listening that can be developed as homework by using the information and communication technology. This will give the students the opportunity of interacting with native speakers in other countries and they will receive enough input of the language that will help them to produce later.

- That, teachers receive some training about the last tendencies in techniques to improve the receptive skills so that they can apply the appropriate techniques with the students and get meaningful learning in listening and reading skills.

- That, teachers sometimes let students to choose the reading topics so that they feel motivated and will be involved in themes that they like and are interested in. This technique also will help teachers to include alternative activities that will give variety in their teaching.

- That, teachers and students look for more opportunities to practice the productive skills. They should try to be involved in environments

where there are native speakers so that they are able to interact in real communicative situations.

- That, the high school authorities look for some training for the English teachers about specific techniques to work on speaking and writing skills so that they can apply the appropriate ones and more continuously in the English class.
- That teachers and students improve their practice in the writing skill through the development of the whole process, pre-writing, drafting, revising and editing; and Publishing and reflecting. This will let students to practice this important skill through a real process that is necessary before being able to write in a foreign language.
- That, teachers apply some techniques to keep students motivated to learn a foreign language. And that, students improve their intrinsic motivation keeping in mind, that knowing the English language means facing new challenges in their future professional life.

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10. ANEXES



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

THESIS

**THE ENGLISH TEACHING TECHNIQUES AND ITS RELATION TO THE MEANINFUL
LEARNING WITH STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL
CURRICULUM AT "27 DE FEBRERO" HIGH SCHOOL. ACADEMIC YEAR 2008-2009.**

Project previous to obtain the Licentiate's

Degree in Sciences of Education

English Language Specialization

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LOJA – ECUADOR

2010

1. *THEME*

**THE ENGLISH TEACHING TECHNIQUES AND ITS RELATION TO
THE MEANINFUL LEARNING WITH STUDENTS OF 1ST, 2ND, AND
3RD YEARS OF HIGH SCHOOL CURRICULUM AT “27 DE
FEBRERO” HIGH SCHOOL. ACADEMIC YEAR 2008-2009.**

2. PROBLEM

Many years ago our country started to be part of a globalized world, which has demanded us lot training in the different aspect from our life manly in the English teacher learning process.

English was taught first at private educational institutions, and then it was spread to public high schools and elementary schools. To carry out the English teaching activity teachers began to apply grammar translation method, which only let students get knowledge about grammar and vocabulary so they couldn't acquire true meaningful learning of the foreign language.

Later, teachers used other methods such us total physical response and audio lingual; also they used books with some activities related to the four English skills, but this activity didn't provide all the necessary steps to perform the skills.

Nowadays, in spite there is a big variety of methods and techniques to teach English, public institution from Loja and particularly "27 de Febrero" High School have not gotten the desired result in English learning, It has let us to make our self.

HOW DOES THE ENGLISH TEACHING TECHNIQUES ARE RELATED TO THE MEANINGFUL LEARNING WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT "27 DE FEBRERO" HIGH SCHOOL.

Through the poll that we have administered in the above mention institution, we could know that the English techniques applied by teachers to develop receptive skills are not generating meaningful learning, although students of high curriculum have expressed they are not able to understand a conversation of foreign people.

Likewise they do not prefer to practice extensive reading due they have difficulty with vocabulary. It is given because when students practice listening or reading and the find unknown words, its meaning is in the most of cases looked at the dictionary and others ask directly to the teacher.

Teachers read the tapescript to theirs students which does not allow them to listen to different accents and therefore they cannot acquire meaningful learning about the language.

The same occur with productive skills, teachers do not follow specific techniques in the development of it they work only with the book which contains tasks related to the work in pairs or groups but they do not introduce activities related to discussion or solving problems, therefore students cannot face with the real situations of the English language.

Another problem to mention is that students are not interested to learn English, Most of them think that the foreign language is one of the most

difficult subjects and they do not give the importance that it requires; they consider that English classes are not useful in their life.

3. JUSTIFICATION

Since 1990 the National University of Loja started to apply an important pedagogical model (SAMOT) with the purpose to link the teaching to the research and community.

Thanks to this institution we are involved in a meaningful process of change although the research tool gives us the opportunity to know in a real way the problem that are affecting the educational development, also we can look for new alternatives to solve them.

Taking into account the above mentioned things it is necessary to point out that our research work is justified in the following aspects:

In the social field. - The communication is a social fact which lets us to express our ideas, feelings and necessities. That to say it helps us to be related between each other: However due the existence of many languages around the world it has been very difficult especially for people who emigrate to other countries, because they are not able to use other languages.

We believe it is not impossible to keep a better communication whether people know the most useful language that is English, for that reason the research about the meaningful learning of the students and relation to the English teaching techniques used by the teacher it is important although it will contribute to improve the social life.

In the institution field. - the English techniques applied in the classroom has a big influence on the students and many times the quality of their knowledge

depends of it, therefore we think this work will be very useful for teachers of “27 de Febrero” High School because it will show them weakness there is in the English teaching.

Likewise, they will know the factors that are affecting the students learning and the causes of the student's low performance, it will lead to the teacher to take awareness about the change that need the English area.

Pertinence of the theme. - We consider that it is pertinent because it contains problems that are living public high schools, nowadays which have been carelessness for people who are involved in the educational action.

Finally we can say, it is a feasible research work because we are able to carry out. we count with the economic resources, the necessary time, the bibliography , knowledge and the support of the project assessor which will let us to develop in the foretime.

4. OBJECTIVES

4.1. General objective

To find out about the relation between the English teaching techniques and the meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009

4.2 Specific objectives

- 4.2.1** To determine the relation between the techniques applied in receptive skills and the meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009
- 4.2.2** To identify the techniques applied on the development of productive skills and their effect in the meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School Academic Period 2008-2009
- 4.2.3** To establish the influence of the lack of motivation on the desinterest to learn the English language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009

5. THEORETICAL FRAMEWORK

1. TEACHING LEARNING PROCESS

1.1. *What is teaching?*

If we ask university students to identify their best teacher, there is a high chance that they will pick out the most popular teacher. Who is an excellent teacher? What is excellent teaching? How do we distinguish excellent teaching from competent or merely satisfactory teaching? When does teaching become unsatisfactory?

It is true that if we focus on what the teacher does in the classroom, excellence can result from many diverse activities. There is no single definition of excellent teaching in terms of what the teacher does.

Defining teaching as facilitating learning implies that while considerations of knowledge transfer are no doubt important, they are valuable only in relation to the quality of learning that they trigger. If the teaching activities do not result in learning, there has been no teaching. Likewise, if the learning is lacking in quality, the teaching is unsuccessful to that extent. Finally, there are modes other than that of knowledge transfer which can play a more

effective role in the triggering of learning. Hence, an excellent teacher needs to go beyond excellent lecturing or excellent knowledge dissemination.

The range of professional duties performed by teachers is wide and extensive.

At the heart of a teacher's role is the promotion of learning for all pupils.

1.1.1. What skills do teachers need?

Teachers need to:

- know how to employ the most effective teaching and learning strategies to enable children and young people to make progress.
- Be able to assess what their pupils know, understand and can do, and then use this assessment to plan future teaching and learning activities.
- Have high expectations for all their pupils, of whatever class, race, gender or ability.
- Know how to motivate their pupils - to do this, they need to be effective role models for the pupils they teach.

1.1.2. What do trainee teachers have to achieve?

The Training and Development Agency for Schools (TDA) has set out the standards which all trainee teachers have to meet in order to be awarded Qualified Teacher Status (QTS).

The standards cover three areas:

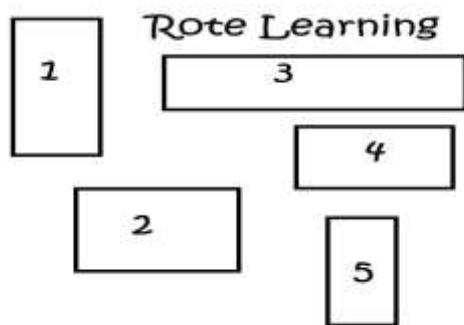
- professional values and practice
- knowledge and understanding
- Teaching.

1.2 Meaningful Learning

Meaningful learning refers to the concept that the learned knowledge (lets say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is). For understanding this concept, it is good to contrast **meaningful learning** with the much less desirable, **rote learning**.

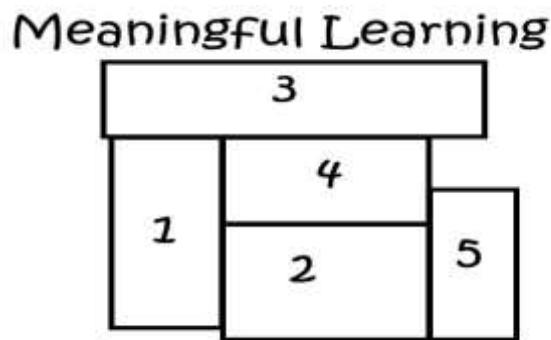
Rote learning is where you memorize something without full understanding and you don't know how the new information relates to your other stored knowledge. For our example, let say we learn 5 facts in a math course during a full semester by rote learning. This can be illustrated by the figure below.

The 5 facts (labeled 1-5) are stored in memory as separate items although in real life they are related to each other. When the student rote learned these facts, the brain stored them as distinct, unrelated knowledge that can only be recalled individually (one fact at a time). When this student recalls one fact the other 4 facts are not recalled (or activated) at that moment. In other words, thinking about fact #5 does not lead the student to think about facts #1-4. Contrast that to the below discussion on recall after meaningful learning.



When meaningful learning occurs (using our example of 5 math facts) the facts are stored in a relational manner (see figure below). That is, the brain stores them together because they are related to each other. Now, when one fact is recalled, the other facts are also recalled at that moment (or shortly thereafter). In other words, recalling fact #5 activates the memory for facts #2 and #4, and this in turn leads to recalling facts #1 and #3. This phenomenon is called the **spread of activation**. This is the gist of meaningful learning. Problem-solving for this student would be easier than for the student who rote learned the same 5 facts. Which one of these students would you like to hire

for your company? Some suggestions on how to ensure meaningful learning appear below the figure.



Suggestions:

1. Make sure what you learn is in your proximal zone.
2. If in doubt, ask the instructor how some new knowledge is related to other course material.
3. Have a study partner ask you questions that require recall of related material.
4. Make a figure that illustrates what you should know about a specific topic and its related material.

3.2. Meaningful Learning Model

David Ausubel is a psychologist who advanced a theory which contrasted meaningful learning from rote learning. In Ausubel's view, to learn meaningfully, students must relate new knowledge (concepts and propositions) to what they already know. He proposed the notion of an advanced organizer as a way to help students link their ideas with new material or concepts. Ausubel's theory of learning claims that new concepts to be learned can be incorporated into more inclusive concepts or ideas. These more inclusive concepts or ideas are advance organizers. Advance organizers can be verbal phrases (the paragraph you are about to read is about Albert Einstein), or a graphic. In any case, the advance organizer is designed to provide, what cognitive psychologists call, the "mental scaffolding: to learn new information.

3.2.1. MEANINGFUL LEARNING CONTRASTED WITH ROTE LEARNING

3.2.1.1. Meaningful Learning:

- Non-arbitrary, non-verbatim, substantive incorporation of new knowledge into cognitive structure.
- Deliberate effort to link new knowledge with higher order concepts in cognitive structure
- Learning related to experiences with events or objects.
- Affective commitment to relate new knowledge to prior learning.

Rote Learning:

- Arbitrary, verbatim, non-substantive incorporation of new knowledge into cognitive structure.
- No effort to integrate new knowledge with existing concepts in cognitive structure.
- Learning not related to experience with events or objects.
- No affective commitment to relate new knowledge to prior learning.

Ausubel believed that learning proceeds in a top-down, or deductive manner.

Ausubel's theory consists of three phases, presentation of an advance organizer, presentation of learning task or material, and strengthening the cognitive organization. Ausubel's Model of Learning: The main elements of Ausubel's model are shown in Figure 2.34. (Can't copy it. jeanne)

Phase One: Advance Organizer

Phase Two: Presentation of Learning Task or Material

Phase Three: Strengthening Cognitive Organization

- Clarify aim of the lesson
- Present the organizer
- Relate organizer to students' knowledge
- Make the organization of the new material explicit.
- Make logical order of learning material explicit.
- Present material and engage students in meaningful learning activities.

- Relate new information to advance organizer
- Promote active reception learning.

Concept mapping for meaningful learning Novak and Gowan (1984) have developed a theory of instruction that is based on Ausubel's meaningful learning principles that incorporates "concept maps" to represent meaningful relationships between concepts and propositions. A cognitive map is a "kind of visual road map showing some of the pathways we may take to connect meanings of concepts." According to Novak and Gowan concept maps should be hierarchical; the more general, more inclusive concepts should be at the top of the map, and the more specific, less inclusive concepts at the bottom of the map. An example of this hierarchical principle of concept maps is shown in the concept map of the food chain.

The concept map of the food chain is done in Inspiration I suspect, and I don't have time to go hunt for that program, so can't copy it. We'll construct a concept map in statistics in the Fall. See if you can locate it at Hassard's site.
Jeanne.

The concept map is a tool that science teachers can use to determine the nature of students' existing ideas. The map can be used to make evident the key concepts to be learned and suggest linkages between the new information to be learned and what the student already knows. Concept maps can precede

instruction, and be used by the teacher to generate a meaningful discussion of student ideas. Following the initial construction and discussion of concept maps, instructional activities can be designed to explore alternative frameworks, resulting in cognitive accommodation

1.2. PRINCIPLES OF LEARNING

1.2.1. Nature of the learning process.

The learning of complex subject matter is most effective when it is an intentional process of constructing meaning from information and experience.

There are different types of learning processes, for example, habit formation in motor learning; and learning that involves the generation of knowledge, or cognitive skills and learning strategies. Learning in schools emphasizes the use of intentional processes that students can use to construct meaning from information, experiences, and their own thoughts and beliefs. Successful learners are active, goal-directed, self-regulating, and assume personal responsibility for contributing to their own learning. The principles set forth in this document focus on this type of learning.

1.2.2. Goals of the learning process.

The successful learner, over time and with support and instructional guidance, can create meaningful, coherent representations of knowledge.

The strategic nature of learning requires students to be goal directed. To construct useful representations of knowledge and to acquire the thinking and learning strategies necessary for continued learning success across the life span, students must generate and pursue personally relevant goals. Initially, students' short-term goals and learning may be sketchy in an area, but over time their understanding can be refined by filling gaps, resolving inconsistencies, and deepening their understanding of the subject matter so that they can reach longer-term goals. Educators can assist learners in creating meaningful learning goals that are consistent with both personal and educational aspirations and interests.

1.2.3. Construction of knowledge.

The successful learner can link new information with existing knowledge in meaningful ways. Knowledge widens and deepens as students continue to build links between new information and experiences and their existing knowledge base. The nature of these links can take a variety of forms, such as adding to, modifying, or reorganizing existing knowledge or skills. How

these links are made or develop may vary in different subject areas, and among students with varying talents, interests, and abilities. However, unless new knowledge becomes integrated with the learner's prior knowledge and understanding, this new knowledge remains isolated, cannot be used most effectively in new tasks, and does not transfer readily to new situations. Educators can assist learners in acquiring and integrating knowledge by a number of strategies that have been shown to be effective with learners of varying abilities, such as concept mapping and thematic organization or categorizing.

1.2.4. Strategic thinking.

The successful learner can create and use a repertoire of thinking and reasoning strategies to achieve complex learning goals.

Successful learners use strategic thinking in their approach to learning, reasoning, problem solving, and concept learning. They understand and can use a variety of strategies to help them reach learning and performance goals, and to apply their knowledge in novel situations. They also continue to expand their repertoire of strategies by reflecting on the methods they use to see which work well for them, by receiving guided instruction and feedback, and by observing or interacting with appropriate models. Learning outcomes

can be enhanced if educators assist learners in developing, applying, and assessing their strategic learning skills.

1.2.5. Thinking about thinking.

Higher order strategies for selecting and monitoring mental operations facilitate creative and critical thinking.

Successful learners can reflect on how they think and learn, set reasonable learning or performance goals, select potentially appropriate learning strategies or methods, and monitor their progress toward these goals. In addition, successful learners know what to do if a problem occurs or if they are not making sufficient or timely progress toward a goal. They can generate alternative methods to reach their goal (or reassess the appropriateness and utility of the goal). Instructional methods that focus on helping learners develop these higher orders (metacognitive) strategies can enhance student learning and personal responsibility for learning.

1.2.6. Context of learning.

Learning is influenced by environmental factors, including culture, technology, and instructional practices.

Learning does not occur in a vacuum. Teachers play a major interactive role with both the learner and the learning environment. Cultural or group influences on students can impact many educationally relevant variables, such as motivation, orientation toward learning, and ways of thinking. Technologies and instructional practices must be appropriate for learners' level of prior knowledge, cognitive abilities, and their learning and thinking strategies. The classroom environment particularly the degree to which it is nurturing or not, can also have significant impacts on student learning.

1.2.7. Motivational and emotional influences on learning.

What and how much is learned is influenced by the learner's motivation.

Motivation to learn, in turn, is influenced by the individual's emotional states, beliefs, interests and goals, and habits of thinking.

The rich internal world of thoughts, beliefs, goals, and expectations for success or failure can enhance or interfere with the learner's quality of thinking and information processing. Students' beliefs about themselves as learners and the nature of learning have a marked influence on motivation. Motivational and emotional factors also influence both the quality of thinking and information processing as well as an individual's motivation to learn. Positive emotions, such as curiosity, generally enhance motivation and

facilitate learning and performance. Mild anxiety can also enhance learning and performance by focusing the learner's attention on a particular task. However, intense negative emotions (e.g., anxiety, panic, rage, insecurity) and related thoughts (e.g., worrying about competence, ruminating about failure, fearing punishment, ridicule, or stigmatizing labels) generally detract from motivation, interfere with learning, and contribute to low performance.

1.2.8. Intrinsic motivation to learn.

The learner's creativity, higher order thinking, and natural curiosity all contribute to motivation to learn. Intrinsic motivation is stimulated by tasks of optimal novelty and difficulty, relevant to personal interests, and providing for personal choice and control.

Curiosity, flexible and insightful thinking, and creativity are major indicators of the learners' intrinsic motivation to learn, which is in large part a function of meeting basic needs to be competent and to exercise personal control. Intrinsic motivation is facilitated on tasks that learners perceive as interesting and personally relevant and meaningful, appropriate in complexity and difficulty to the learners' abilities, and on which they believe they can succeed. Intrinsic motivation is also facilitated on tasks that are comparable to real-world situations and meet needs for choice and control. Educators can encourage and support learners' natural curiosity and motivation to learn by

attending to individual differences in learners' perceptions of optimal novelty and difficulty, relevance, and personal choice and control.

1.2.9. Effects of motivation on effort.

Acquisition of complex knowledge and skills requires extended learner effort and guided practice. Without learners' motivation to learn, the willingness to exert this effort is unlikely without coercion.

Effort is another major indicator of motivation to learn. The acquisition of complex knowledge and skills demands the investment of considerable learner energy and strategic effort, along with persistence over time. Educators need to be concerned with facilitating motivation by strategies that enhance learner effort and commitment to learning and to achieving high standards of comprehension and understanding. Effective strategies include purposeful learning activities, guided by practices that enhance positive emotions and intrinsic motivation to learn, and methods that increase learners' perceptions that a task is interesting and personally relevant.

1.2.10. Developmental influences on learning.

As individuals develop, there are different opportunities and constraints for learning. Learning is most effective when differential development within and

across physical, intellectual, emotional, and social domains is taken into account.

Individuals learn best when material is appropriate to their developmental level and is presented in an enjoyable and interesting way. Because individual development varies across intellectual, social, emotional, and physical domains, achievement in different instructional domains may also vary. Overemphasis on one type of developmental readiness--such as reading readiness, for example--may preclude learners from demonstrating that they are more capable in other areas of performance. The cognitive, emotional, and social development of individual learners and how they interpret life experiences are affected by prior schooling, home, culture, and community factors. Early and continuing parental involvement in schooling, and the quality of language interactions and two-way communications between adults and children can influence these developmental areas. Awareness and understanding of developmental differences among children with and without emotional, physical, or intellectual disabilities, can facilitate the creation of optimal learning contexts.

1.2.11. Social influences on learning.

Learning is influenced by social interactions, interpersonal relations, and communication with others.

Learning can be enhanced when the learner has an opportunity to interact and to collaborate with others on instructional tasks. Learning settings that allow for social interactions, and that respect diversity, encourage flexible thinking and social competence. In interactive and collaborative instructional contexts, individuals have an opportunity for perspective taking and reflective thinking that may lead to higher levels of cognitive, social, and moral development, as well as self-esteem. Quality personal relationships that provide stability trust, and caring can increase learners' sense of belonging, self-respect and self-acceptance, and provide a positive climate for learning. Family influences, positive interpersonal support and instruction in self-motivation strategies can offset factors that interfere with optimal learning such as negative beliefs about competence in a particular subject, high levels of test anxiety, negative sex role expectations, and undue pressure to perform well. Positive learning climates can also help to establish the context for healthier levels of thinking, feeling, and behaving. Such contexts help learners feel safe to share ideas, actively participate in the learning process, and create a learning community.

1.2.12. *Individual differences in learning.*

Learners have different strategies, approaches, and capabilities for learning that are a function of prior experience and heredity.

Individuals are born with and develop their own capabilities and talents. In addition, through learning and social acculturation, they have acquired their own preferences for how they like to learn and the pace at which they learn. However, these preferences are not always useful in helping learners reach their learning goals. Educators need to help students examine their learning preferences and expand or modify them, if necessary. The interaction between learner differences and curricular and environmental conditions is another key factor affecting learning outcomes. Educators need to be sensitive to individual differences, in general. They also need to attend to learner perceptions of the degree to which these differences are accepted and adapted to by varying instructional methods and materials.

1.2.13. Learning and diversity.

Learning is most effective when differences in learners' linguistic, cultural, and social backgrounds are taken into account. The same basic principles of learning, motivation, and effective instruction apply to all learners. However, language, ethnicity, race, beliefs, and socioeconomic status all can influence learning. Careful attention to these factors in the instructional setting enhances the possibilities for designing and implementing appropriate learning environments. When learners perceive that their individual differences in abilities, backgrounds, cultures, and experiences are valued, respected, and accommodated in learning tasks and contexts, levels of motivation and achievement are enhanced.

1.2.14. Standards and assessment.

Setting appropriately high and challenging standards and assessing the learner as well as learning progress including diagnostic, process, and outcome assessment are integral parts of the learning process.

Assessment provides important information to both the learner and teacher at all stages of the learning process. Effective learning takes place when learners feel challenged to work towards appropriately high goals; therefore, appraisal of the learner's cognitive strengths and weaknesses, as well as current knowledge and skills, is important for the selection of instructional materials of an optimal degree of difficulty. Ongoing assessment of the learner's understanding of the curricular material can provide valuable feedback to both learners and teachers about progress toward the learning goals.

Standardized assessment of learner progress and outcomes assessment provides one type of information about achievement levels both within and across individuals that can inform various types of programmatic decisions. Performance assessments can provide other sources of information about the attainment of learning outcomes. Self-assessments of learning progress can

also improve students self appraisal skills and enhance motivation and self-directed learning.⁵

1.3. Main theories about learning

1.3.1. Constructivism.

1.3.1.1. Definition.

Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Each of us generates our own "rules" and "mental models," which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

• Discussion

There are several guiding principles of constructivism:

- Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.

⁵ American psychological association, center for psychology in school and education.
<http://www.education@apa.org>

- Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
- In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
- The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.

1.3.1.2. Behaviorism

- **Definition.**

Behaviorism is a theory of animal and human learning that only focuses on objectively observable behaviors and discounts mental activities. Behavior theorists define learning as nothing more than the acquisition of new behavior.

- **Discussion**

Experiments by behaviorists identify conditioning as a universal learning process. There are two different types of conditioning, each yielding a different behavioral pattern:

- **Classic conditioning.** occurs when a natural reflex responds to a stimulus. The most popular example is Pavlov's observation that dogs salivate when they eat or even see food. Essentially, animals and people are biologically "wired" so that a certain stimulus will produce a specific response.
- **Behavioral or operant conditioning** occurs when a response to a stimulus is reinforced. Basically, operant conditioning is a simple feedback system: If a reward or reinforcement follows the response to a stimulus, then the response becomes more probable in the future. For example, leading behaviorist B.F. Skinner used reinforcement techniques to teach pigeons to dance and bowl a ball in a mini-alley.

There have been many criticisms of behaviorism, including the following:

- Behaviorism does not account for all kinds of learning, since it disregards the activities of the mind.
- Behaviorism does not explain some learning--such as the recognition of new language patterns by young children--for which there is no reinforcement mechanism.

- Research has shown that animals adapt their reinforced patterns to new information. For instance, a rat can shift its behavior to respond to changes in the layout of a maze it had previously mastered through reinforcements.

1.3.1.3. Piaget

- **Definition**

Swiss biologist and psychologist Jean Piaget (1896-1980) is renowned for constructing a highly influential model of child development and learning. Piaget's theory is based on the idea that the developing child builds cognitive structures--in other words, mental "maps," schemes, or networked concepts for understanding and responding to physical experiences within his or her environment. Piaget further attested that a child's cognitive structure increases in sophistication with development, moving from a few innate reflexes such as crying and sucking to highly complex mental activities.

- **Discussion.**

Piaget's theory identifies four developmental stages and the processes by which children progress through them. The four stages are:

➤ ***Sensorimotor stage*** (*birth - 2 years old*)--The child, through physical interaction with his or her environment, builds a set of concepts about reality and how it works. This is the stage where a child does not know that physical objects remain in existence even when out of sight (object permanence).

Preoperational stage (*ages 2-7*)--The child is not yet able to conceptualize abstractly and needs concrete physical situations.

➤ ***Concrete operations*** (*ages 7-11*)--As physical experience accumulates, the child starts to conceptualize, creating logical structures that explain his or her physical experiences. Abstract problem solving is also possible at this stage. For example, arithmetic equations can be solved with numbers, not just with objects.

Formal operations (*beginning at ages 11-15*)--By this point, the child's cognitive structures are like those of an adult and include conceptual reasoning.⁶

Piaget outlined several principles for building cognitive structures. During all development stages, the child experiences his or her environment using whatever mental maps he or she has constructed so far. If the experience is a repeated one, it fits easily--or is assimilated--into the child's cognitive

⁶D.c. phills jonas f.soltis perspective of learning, chapter three .http: www.fundertanding.com

structure so that he or she maintains mental "equilibrium." If the experience is different or new, the child loses equilibrium, and alters his or her cognitive structure to accommodate the new conditions. This way, the child erects more and more adequate cognitive structures.

1.4. Learning Styles.

• Definition

"This approach to learning emphasizes the fact that individuals perceive and process information in very different ways. The learning styles theory implies that how much individuals learn has more to do with whether the educational experience is geared toward their particular style of learning than whether or not they are "smart." In fact, educators should not ask, "Is this student smart?" but rather "How is this student smart?"⁷

1.4.2. Concrete and abstract perceivers

Concrete perceivers absorb information through direct experience, by doing, acting, sensing, and feeling. Abstract perceivers, however, take in information through analysis, observation, and thinking.

⁷ Bernice McCarty; The 4- Mat System: Teaching to Learning Styles with Right/Left mode techniques
http: www.funderstanding.com

1.4.3. Active and reflective processors.

Active processors make sense of an experience by immediately using the new information. Reflective processors make sense of an experience by reflecting on and thinking about it.

Traditional schooling tends to favor abstract perceiving and reflective processing. Other kinds of learning aren't rewarded and reflected in curriculum, instruction, and assessment nearly as much.

1.5. Types of learning

1.5.1. What is Discovery Learning?

Discovery learning has various definitions. At one end of the spectrum we find discovery learning in its simplest form. The tools and information needed to solve a problem or learn a concept are provided and the learner "makes sense" of them. Another definition is discovery learning as experimentation with some extrinsic intervention -- clues, coaching, and a framework to help learners get to a reasonable conclusion. At the other end of the continuum is the expository teaching model of discovery learning where the learner "discovers" what the teacher decides he is to discover using a process prescribed by the teacher.

When does discovery learning occur?

Discovery learning is most noticeable in problem solving situations. The learner calls on their past experience and prior knowledge to discover the new information or skills. It is a personal, internal, constructivist-style learning environment. "Emphasis on discovery in learning has precisely the effect on the learner of leading him to be a constructionist, to organize what he is encountering in a manner not only designed to discover regularity and relatedness, but also to avoid the kind of information drift that fails to keep account of the uses to which information might have to be put." ([Bruner, 1962](#)).

How is discovery learning applied?

- In the development of instructional systems that cause all students to think and work more creatively and to have a greater role in their own learning.

- To encourage students to develop problem-solving strategies for confronting the unknown or unfamiliar.

- To increase the use and effectiveness of discovery learning by promoting the development of discovery learning courses, modules, laboratories and technology.

1.5.2. Meaningful Learning

Meaningful learning refers to the concept that the learned knowledge (let's say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is). For understanding this concept, it is good to contrast meaningful learning with the much less desirable, rote learning.

Rote learning is where you memorize something without full understanding and you don't know how the new information relates to your other stored knowledge.

Our working definition of meaningful learning is *achieving deep understanding of complex ideas that are relevant to students' lives*. Because knowledge and understanding reside in the mind of the knower, obtaining multiple perspectives can deepen our understanding of meaningful learning and its significance. Following are two perspectives that Project TIME values.

According to Jonassen et al. (1999), meaningful learning is:

Active:

- We interact with the environment, manipulate the objects within it and observe the effects of our manipulations.

Constructive: Activity is essential but insufficient for meaningful learning.

We must reflect on the activity and our observations, and interpret them in order to have a meaningful learning experience.

Intentional:

- Human behavior is naturally goal-directed. When students actively try to achieve a learning goal they have articulated, they think and learn more. Articulating their own learning goals and monitoring their progress are critical components for experiencing meaningful learning.

Authentic:

Thoughts and ideas rely on the contexts in which they occur in order to have meaning. Presenting facts that are stripped from their contextual clues divorces knowledge from reality. Learning is meaningful, better understood

and more likely to transfer to new situations when it occurs by engaging with real-life, complex problems.

Cooperative:

We live, work and learn in communities, naturally seeking ideas and assistance from each other, and negotiating about problems and how to solve them. It is in this context that we learn there are numerous ways to view the world and a variety of solutions to most problems. Meaningful learning, therefore, requires conversations and group experiences.⁸

1.5.3. Receptive learning

Wikipedia the free encyclopedia says. in this learning type the subject only needs to understand the content to be able to reproduce it, but he doesn't discover anything. This means that the student incorporates what listens or he observes and it can evoke it in any future situation.

⁸ Vasquez, F. J. Modernas estrategias para la enseñanza. México : Lexus

1.5.4. Repetitive learning.

According to Ausubel this type learning, takes place when the contents are not adapted and reorganized in the student's previous knowledge, he assimilates them literal without making them his.

2. BASIC SKILL OF ENGLISH

LANGUAGE

2.1. READING PROCESS

2.1.1. Introduction

What is reading? Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language.

Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge; experience with text and other strategies to help them understand written text.

Much of what we know about reading is based on studies conducted in English and other alphabetic languages. The principles we list in this booklet are derived from them, but most also apply to non-alphabetic languages. They will have to be modified to account for the specific language.

Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, Job listings, instruction manuals, maps and so on. Most people learn to read in their native language without difficulty. Many, but not all, learn to read as children. Some children and adults need additional help. Yet others learn to read a second, third or additional language, with or without having learned to read in their first language.

Reading instruction needs to take into account different types of learners and their needs. Research has shown that there is a great deal of transfer from learning to read in one language to learning to read in a second language. The principles outlined below are based on studies of children and adults, native speakers as well as those learning to read in a second or foreign language.

They deal with different aspects of reading that are important in the planning and design of instruction and materials. The practical applications are based on general learning principles, as well as on research. Briefly stated, these learning principles start with the learner in mind. The type of learner will affect the type of methods and materials to be used. The context of learning is also important. For instance, children and adults who are learning to read in a

language different from their native language will also need to learn about the culture of the second or foreign language.

“Because texts are written with a specific audience in mind, cultural knowledge is present in texts and it is assumed that the reader is familiar with such knowledge. Both research and classroom practices support the use of a balanced approach in instruction. Because reading depends on efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as build on learners' knowledge through the use of authentic “⁹

2.1.2. READING PURPOSE

Usually the main purpose behind your reading is to make connections between what you already know and what you need to know. Knowing why you are reading will greatly increase your chances of understanding the material. There are many reasons why you might be reading some particular ext:

⁹Sarmiento, Elizabeth. - Guía Didáctica. Effective Reading I AND II.

Pleasure and Enjoyment.

This is probably the best reason to read anything. You have chosen the material for the purpose of enjoying yourself. Reading entertains you, even relaxes you. However, this will rarely be the purpose behind the reading you need to do for your subjects at university.

Practical application.

Here the purpose is to gain information that you can apply or use in a practical situation. Books such as laboratory manuals, computer manuals, instruction booklets, and recipe books are all texts that you would consult with the purpose of gaining specific information.

To get an overview.

The point here is to get a general feel for the material, to determine whether it is relevant, useful, up to date, and to get a sense of how the topic is treated by the author. This is likely to be the main purpose behind your reading when you are given an extensive reading list for an assignment are doing initial library research for an essay, tutorial, research report or similar assignments need to decide which texts are most relevant or useful for your assignment.

To locate specific information.

Sometimes you know what you are looking for but do not know exactly where to find it. For example, you might be looking for:

- a specific quotation.
- evidence to support a particular argument.
- details about a specific person or event
- a map
- a diagram
- a statistic or table of statistics.

To find this sort of information might mean that you have to consult several books or sources. In these circumstances you will be reading with the aim of zeroing in on the information you are looking for.

To identify the central idea or theme.

The purpose here is to extract the essence of what the written material is trying to convey. For example, you might want to identify the major finding in an experimental article in a journal, or the core issue of a discussion paper.

To develop a detailed and critical understanding.

On many occasions, you will need to master fully the material in a book, journal article or manual so that you can evaluate its arguments, perspective, and/or evidence. This will require you to:

- Read the material thoroughly
- Make effective and relevant notes
- Keep an open mind by being aware of your own ideas and opinions regarding the issues involved ¹⁰

2.2. *READING TECHNIQUES*

2.2.1. Skimming and Scanning.

Both skimming and scanning are specific reading techniques necessary for quick and efficient reading.

When skimming, we go through the reading material quickly in order you get the gist of it, to know it is organized, or to get an idea of the tone or the intention of the writer.

¹⁰Charles Darwin. Purpose reading. University/Copyright. <http://www/purpose reading approach>.

When scanning, only try to locate specific information and often we do not even follow the linearity of the passage to do so, we simply let our eyes wander over the text until we find what we are looking for, whether it be a name, a date, or a less specific piece of information.

Skimming is therefore more through activity which requires an overall view of the text and implies a definitive reading competence.

Scanning, on the contrary, is far more limited since it only means retrieving what information is relevant to our purpose.

Yet it is usual to make use of these two activities together when reading a given text. For instance, we can may well skim though an article first just to know whether it is worth reading, then read it through more carefully because we have decided that it is of interest. It is also possible afterwards to scan the same article in order to note down figure or a name which we particularly want to remember.

2.2.2. Inference.

Inferring means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements. If these are words, then word-formation and derivation will also play an important part.

When dealing with a new text, it better not to explain the difficult words to the learners beforehand. They would only get used to being given pre-processed texts and would never make the effort to cope with a difficult passage on their own. On the contrary, students should be encouraged to make a guess at the meaning of the words they do not know rather than look them up in a dictionary. If they need to look at the dictionary to get a precise meaning, which is an important and necessary activity too, they should only do so after having tried to work out a solution on their own.

This is why, from the very beginning, it is vital to develop the skill of inference:

2.2.3. Understanding relation within the sentence.

It helps the students to recognize the structure of complex sentences, also understanding relations within the sentence. In order to read efficiently and not to stumble on every word it will be essential for the students to grasp the structure of the sentences they read at once. They should therefore be taught to discriminate quickly between what is essential (subject - verb - object, i.e. the 'core' of the sentence) and the padding (i.e. modifiers, relative clauses, oppositions, etc.) which, in each sentence, only introduces some further details or qualifies the idea.

2.2.4. Linking and ideas link-words.

Another area in which it is essential to prepare the students is in the recognizing the various devices used to create textual cohesion and more particularly the use of reference and link-words.

Reference covers Alls the device that permit lexical relationship within a text (e.g. reference to an element previously mentioned anaphora – or to one to be mentioned, nominalization previously y mentioned anaphora- or to one to be mentioned below cataphora, use of synonymy, hyponymy, comparison, nominalization, etc.) It is important for the students to realize that a text is not made up of independent sentence or clauses, but that it is as a when of related ideas that are announced, introduced and taken u again later throughout that passage with the help of reference. ”¹¹

2.2.5. Improving reading speed

“It develops word-recognition and word-comprehension speed. Recognizing the meaning of the words quickly as possible.

¹¹ Kim, Elaine: Hartmann, Pamela, Interactions II. A Reading skill book. Second edition. Pag.6-7, 12-17

Besides the more common speed reading exercises that consist in timing one's reading of a text, some preliminary exercises can help the students to overcome some of their difficulties in recognizing.

2.3. Writing.

2.3.1. Definition

Writing is a productive skill, It is use to give information. It is characterized by using graphology system with same meaning. Similarly than the other skills, teacher should give patters of writing language text way and to offer a good guided practice.

2.3.2. Writing Steps.

2.3.2.1. Prewriting.

Prewriting is the first stage of the writing process and the point at which we discover and explore our initial ideas about a subject. Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing. Listed below are some of the most common types of prewriting techniques. You should become familiar with all of these and figure out the one that

works best for you. The different types of prewriting that we will explore here are freewriting, brainstorming, clustering, tagmemics, and journalistic technique.

Some Useful Prewriting Strategies

Freewriting.

Free writing involves jotting down on paper all of the ideas you have on a particular topic before you even begin to read about it or do research. You are not worried about complete sentences, proper spelling, or correct punctuation and grammar. Instead, you are interested in “dumping” all of the information you have on paper. You should write everything that comes into your head—even if it doesn’t necessarily make sense yet. Give yourself a set amount of time (maybe five to ten minutes), and write down everything that comes to mind about your topic.

Example:

I have to write a paper about the environment. I have no idea where to start! I know there are many problems with the environment, but I don’t know much about this topic. Maybe I could take a look at my biology book to come up with some ideas. I know my biology professor is also really into the environment, so maybe I could ask for his help. I remember he was talking

about hybrid cars in class the other day and how much better those are for the environment. What is a hybrid car? I know it uses some sort of alternative fuel and they are becoming very popular. Maybe that is something I could write about...

Brainstorming

Much like Free writing, brainstorming involves capturing all of the thoughts, ideas, and fragments in your head and writing them down on paper. Often, brainstorming looks more like a list while free writing may look more like a paragraph. With either strategy, your goal is to get as many ideas down on paper as you can.

Example:

- Environment
- Problems
- Future
- Cars
- Alternative fuels
- Hybrid cars
- Costs
- Benefits?

2.3.2.1.1. Clustering.

With this technique, you start with a circle in the middle that contains your main idea and then you draw lines to other, smaller circles that contain sub-ideas or issues related to the main idea. Try to group like ideas together so as to organize yourself.

2.3.2.1.2. Drafting

We talked about essay [plans](#), which are usually in note or point form. A draft is a more complete version of your essay written in paragraph form. Some people think that a piece of writing is never finished, so they talk about first draft, second draft and so on. The piece of work you finally submit is sometimes called a final draft.

Drafting is a kind of practice exercise for your final draft. What you can hope to produce in a draft is a rough version of how your final essay will look. If you have made an [outline](#) already, you can build up your draft by expanding the points in your outline into paragraphs.

It is most unlikely that your first attempt will be satisfactory, and so you should plan to re-write the draft at least once. In fact, there is not much point in writing a draft unless you are prepared to make changes. The process of making changes to a draft is called re-drafting.

When you have written a draft, you can print it out and re-read it. You can also pass it to a fellow student or a teacher for comment. If you want somebody else to read and comment on your draft essay, it is important that it should look like an essay and not like a set of notes. It is much easier to give constructive feedback on writing in paragraph form than on notes.

2.2.3.3 Revising and Editing.

“**Revision** is the process of seeing the paper again, as if it were something new (re-vision). During this process, the writer looks at larger issues which affect the structure and meaning of the paper. Does the paper have a unifying main idea? Do the examples and details in the paper support this idea? Are the examples and details developed enough, or do they leave the reader to figure things out? Is there a logical connection between the supporting ideas, or do some parts of the paper seem unrelated to the rest? Is The introduction interesting? How does the conclusion work? How will the paper affect a reader? Will the reader be able to understand it? Is the language clear and concise, or is it wordy?

Editing is simply proofreading. When you edit, you correct problems like typos and grammatical errors; you read through the paper line by line and

make simple changes. Generally, editing occurs when the paper is considered a finished product, almost ready to turn in.”¹²

It is a matter of remembering which errors to look for. Essentially, the process is the same for every piece of writing you create, so all you really need is a good checklist. Paying attention to the kinds of errors you make most often will help you create a list which suits your needs. With practice, you may be able to internalize your list so that you no longer need to look at it as you edit.

2.2.3.4. Publishing and reflecting.

Publishing is the process of production and dissemination of literature or information – the activity of making information available for public view. In some cases, authors may be their own publishers.

Traditionally, the term refers to the distribution of printed works such as books and newspapers. With the advent of digital information systems and the Internet, the scope of publishing has expanded to include electronic resources, such as the electronic versions of books and periodicals, as well as websites, blogs, and the like.

¹² Curso taller de idioma inglés nivel V, Parte I

Publishing includes the stages of the development, acquisition, marketing, production – printing (and its electronic equivalents), and distribution of newspapers, magazines, books, literary works, musical works, software and other works dealing with information, including the electronic media.

Publication is also important as a [legal concept](#): (1) as the process of giving formal notice to the world of a significant intention, for example, to marry or enter bankruptcy; (2) as the essential precondition of being able to claim defamation; that is, the alleged libel must have been published, and (3) for copyright purposes, where there is a difference in the protection of published and unpublished works.

2.2.3.5. *Reflecting.*

In this step the authors have to look over their final work, doing themselves the following questions. What do I like about it? What would I do differently the next time?. It will help writers to identify their mistake and look for the way to improve the Writing skills in the future.

2.4. TYPES OF WRITING

2.4.1. Descriptive writing.

The key word here is "descriptive". What your goal is in a descriptive piece of writing is to describe something, someone, or some place in a way that shows the readers, rather than tells. This is done by using lots of descriptive language and details. Descriptive writing can be done in an essay format (5 paragraphs!), or even as a story or a poem.

2.4.2. Narrative writing.

Narrative writing tells a story. In essays the narrative writing could also be considered reflection or an exploration of the author's values told as a story. The author may remember his or her past, or a memorable person or event from that past, or even observe the present.

When you're writing a narrative essay, loosen up. After all, you're basically just telling a story to someone, something you probably do every day in casual conversation. Use first person and talk it through first. You might even want to either tape record your story as if you were telling it to someone for the first time or actually tell it to a friend.

Once you get the basic story down, then you can begin turning it into an essay. If you feel that you lack life experience, then you may choose to write about someone else or write about an observation you've made about a recent event. You could write about your children, your parents, or your favorite sport or hobby. The important aspect to remember is that you should have a story. In a successful narrative essay, the author usually makes a point.

Features:

The story should have an introduction that clearly indicates what kind of narrative essay it is (an event or recurring activity, a personal experience, or an observation), and it should have a conclusion that makes a point.

The essay should include anecdotes. The author should describe the person, the scene, or the event in some detail. It's okay to include dialogue as long as you know how to punctuate it correctly and as long as you avoid using too much.

The occasion or person described must be suggestive in that your description and thoughts lead the reader to reflect on the human experience. For instance, I read an excellent student essay that told the story of a young woman forced to shoot several wolves that were attacking her cattle. She told her story and included the inner struggle she faced as she made the choice of saving the cattle or saving the wolves. She shot the wolves, but learned that whatever

her choice had been, she would not have been comfortable with it. One of life's lessons is that sometimes there is no right choice, and that was the point of the essay.

The point of view in narrative essays is usually first person. The use of "I" invites your readers into an intimate discussion.

The writing in your essay should be lively and show some style. Try to describe ideas and events in new and different ways. Avoid using clichés. Again, get the basic story down, get it organized, and in your final editing process, work on word choice.

Informative writing.

If you're writing an informative essay, you need to make sure that you're using the right techniques; otherwise, your piece could wind up without any substance (or, worse yet, in the bottom of the "circular file.")

Too often, so-called "informative" essays are actually flowery, doctored-up creations. Though they may cite one or two facts, they leave the reader without any more knowledge of the topic area than when he or she began reading the piece.

If you truly want to inform your audience, you need to follow some simple guidelines that will ensure that your words are memorable, informative, and concise. Below are seven helpful hints to get you started on an essay that is fact-based, pithy, and powerful.

2.4.3. Persuasive Writing.

This time of writing try to convince the reader to take a certain action or to think of a certain way. To get it the writer should do the following:

- Start by summarizing a few important fact
- State your own opinion or feelings
- Uses to reason to support you opinion
- Express what you want your audience to do or think, It should be written a simple language to understand.

2.4.4. Reflective writing.

Reflective writing is the expression on paper/screen of some of the mental processes of reflection. Other forms of expressing reflection are in speech, in film, in graphic portrayal, music etc. The expression of reflection is not, however, a direct mirror of what happens in the head. It is a representation of that process within the chosen medium and reflection represented in writing,

for example, will be different to that encompassed in a drawing. In other words, in making a representation of reflection, we shape and model the content of our reflection according to many influences. Factors that could shape your reflection into reflective writing might include:

- the reason why you are writing reflectively (personal reasons – e.g. in a diary or for academic purposes etc)
- Whether others are going to see what you have written and who they are (e.g. no-one else; a tutor who will mark it; a tutor who will not mark it, friends etc.);
 - your emotional state at the time of writing, and
 - emotional reaction to what you are writing (e.g. - a disturbing event that you do not want to think about.
- or something you did well and want to enjoy in the rethinking process);
- related to the above, how safe you feel about the material and anyone seeing it;
- what you know about reflective writing and how able you are to engage in it (see

And so on. It is also worth noting that you will learn not only from the ‘in the head’ reflection but from the process of representing the reflection itself. Also, you will learn different things according to the manner in which you

represent your reflection. “For example, what you would learn from drawing a picture to represent reflections will differ from what you will.

Learn writing about the same content. It is a part of the process of writing reflectively to be as aware as possible of the influences that are shaping the writing that you actually do.”

2.5 Speaking.

2.5.1 Definition.

“Speaking is a productive skill which is used to give information, Its main characteristic is to employ a sounds system with meanings. For achieving development of this activity, the teacher should give receptive experience of linguistic patter in a way of language texts and so to offer a lot opportunity for guide oral practice. In other word Speaking is an active skill that through the sound of our pronunciation give information.”

2.5.2 Elements of the oral expression

The elements of communication are;

The sender, the canal and the receptor.

A message can be transmitted and received by people through these elements. The sender is the person who sends message to other people through the oral expression.

This message is then coded and produced in the *same* way, orally. The canal is me medium used to send the message to other people. The receptor is the person who receive the message.

In education the main objective of communication is learning.

Conversation is an interchange of ideas, thoughts, and some criterion. During this process, people's close inter -relation occurs. Conversation is very helpful for people's intellectual development.¹³

The dialogue is an opinion interaction result with the purpose to get common conclusion. As the conversation as the dialogue have the following advantages

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Facilitate the coherent expression of reasoning.

- Help to understand other knowledge.
- Make easy the interchange of opinions and ideas giving a wide view of facts.

¹³ FORUM. Magazine. Integrating Reading and Writing Effective Language Teaching. Pag. 36-39u

- Identify that the truth is not one-sided, clear and evident. It has many perspectives.
- Have the opportunity to give good opinions.
- Encourage people to share ideas each other and give confidence.
- Self confidence and people's grow personality.

Provide a good atmosphere among people. The message is the reason of Communication. It should be very simple and clear.

2.5.3 Fluency and accuracy.

What makes teaching speaking so difficult? Why are the ways to foster spoken language skills left relatively undeveloped in English education high school, when they are the vital part of communicative competence? Compared to teaching listening skills, where varieties of techniques have been developed since the introduction of the oral communication courses, partly with the help of new technological devices such as the closed captioning system or mini disk, teaching speaking seems to be far behind.

One reason for this stagnation is that there is no view commonly agreed upon of what successful speaking is. In other words, what should the goals of learning speaking in the Japanese high school be? One view is that the speech is thought to be successful as long as the learner can make himself/herself understood no matter how incorrect the language, while another view insists

on correctness in every aspect of language ranging from grammar to pronunciation.

The former is known as the fluency-oriented approach. From this viewpoint, small grammatical or pronunciation errors are insignificant, especially in the early learning stages. As a matter of fact, too much emphasis on correcting them is considered harmful rather than helpful, for it may cause excessive monitor in the mind, hindering the natural acquisition of spoken skills (Ebsworth, 1998). The fluency-oriented approach believes that spoken skills are developed through meaningful communication. Naturally many EFL teachers support this viewpoint.

The latter, on the contrary, places most emphasis on accuracy by pursuing mainly grammatical correctness. This view is called the accuracy-oriented approach. Practices that focus on repetition of newly introduced forms or grammatical structures are thought to help the learning. Although once supported by many linguists, nowadays it is seen as rather obsolete. Stern (1991) says that the teachers using this approach complained about the lack of effectiveness in the long run and the boredom they endangered among the students.

EFL teachers, at least ostensible, favor this viewpoint.

In reality, accuracy and fluency are closely related, which leads us to the notion that accuracy as well as fluency is necessary for successful communication. As Ebsworth (1998) says, "A steady stream of speech which is highly inaccurate in vocabulary, syntax, or pronunciation could be so hard to understand as to violate an essential aspect of fluency being comprehensible. On the other hand, it is possible for the speaker to be halting but accurate... Sentence level grammatical accuracy that violates principles of discourse and appropriateness is also possible, but such language would not be truly accurate in following the communicative rules of the target language." Thus, it may not be too much to say one.

Speak fluency without accuracy or vice versa.

2.5.4 The process of Speaking and Causes of Speech Inhibition

2.5.4.1 The Analysis of the Speaking Process.

Although a number of studies have analyzed the process of native speaker's speech, the process of foreign language learners' speech is not yet completely elucidated. From one viewpoint, however, their speaking process is quite similar to that of native language speakers'. Since the aim of this paper is to suggest the ways to improve EFL learners' speech, some basic concepts of the foreign language learners' speaking process will be introduced Here-briefly.

Many researchers agree that there are five stages in the speaking process: conceptualization, formulation, articulator buffer, articulation, and auditory feedback. At the stage of conceptualization internal or external stimuli cause intention. It is generally believed that there is no intervention of language in conceptualization. Formulating is the second stage, where the intention is verbalized in the mind. In this stage verbalized concepts are formulated through reciprocal actions of the lexicon, the grammatical encoder, and the phonological encoder. The lexicon, the mental dictionary, supplies the speaker with necessary words, and the provided words are connected in the grammatically and phonologically correct order by the function of the grammatical encoder and the phonological encoder. Before it is uttered, the verbalized concept is temporarily stored in the mind. This stage is called the articulator buffer. This function allows the speaker to make a certain length of speech as a unit. While the speech is being made, the speaker is incessantly monitoring his/her own speech. This function, auditory feedback, contributes to the smooth flow of the speech (Levelt, 1989).

Presumably, a malfunction in the second, formulating stage is the main cause of speaking inhibition. In addition to the smaller lexicon, the weaker grammatical and phonological encoders deteriorate both accuracy and fluency. Thus, building a larger vocabulary and strengthening grammatical and phonological competence is one of the most immediate ways to the solution.

2.5.5 The Characteristics of an EFL Speaker's Speech.

What is equally important to improve spoken skills is how to accelerate processing, which is the crucial part of fluency. To answer this question, arguments from those who focus on speech producing-procedures that are peculiar to foreign language speakers can be helpful. They might be the causes of delay in production of speech. For example, it is said that some foreign language speakers formulate the verbalized concept in their mother tongue and translate it into the foreign language, especially when they have to deal with complicated matters. Naturally, they need more time than other speakers no matter how fast they are as translators.

2.5.6 Fluency plus Accuracy Approach

Although the fluency-oriented approach seems so different from the accuracy-oriented approach, introducing some elements of accuracy in it is feasible. In fact, this view is shared by many EFL teachers. Ebsworth has found that the majority of teachers surveyed favor the judicious use of grammar for accuracy within a meaning-centered communicative approach (1998). Moreover, many EFL teachers have already been practicing this. Let's take a look at this example. "I went a movie." is a plausible answer by an EFL student to the question, "What did you do during the weekend?" From the fluency-oriented view, the teacher is expected to ask about the movie rather

than to correct the sentence. However, the teacher is most likely to say, "Oh, you went to see a movie," instead of jumping to the question, "What movie did you see?" This type of natural reaction, known as consciousness raising, (Rutherford 1987) works as feedback from the instructor, reminding the speaker of errors in a positive way.

Learners, however, may still need some other opportunities to become fully aware of their errors, for the instructor's reaction cannot be sufficient. One reason is that the instructor can seldom imply all the errors that should be corrected, especially when the learner is telling a long story. The instructor should restate only a limited number of errors; otherwise the learner's motivation to talk will be fettered. The other is that the learner may not have a chance to repeat the correct sentence if he wants to continue his story. As long as communication is the main purpose, to give up the topic for a repeating exercise should be avoided. For these two reasons, the instructor's natural response cannot always fulfill the necessity of error correction.

Since the instructor cannot give enough correction, it is necessary to seek other sources for feedback. One possible alternative in the EFL class is peer feedback.

Peer feedback needs to be controlled properly by the instructor, for it, like corrections by the instructor, can be detrimental to the learner's motivation. First, the instructor must make sure that adequate amount of feedback is

given to the learner. Too many corrections may discourage the learner, while too few corrections will fail to do the trick. Secondly, the instructor should see if feedback is given in an appropriate manner. The instructor must avoid introducing such direct corrections among learners as may cause undesirable tension in the classroom.

As it is possible to add accuracy elements to communicative activity, so is it to add communicative elements to repetitive practice. Since the problem of repetitive practice is that monotonous repetition causes lethargy, what the instructor has to do is to create a circumstance to carry out real communication, in which the learner can find the meaning in repeating what has already been said. For example, at a party one must repeat self-introduction each time he/she meets new people. This is real communication, and the person is not likely to get tired of saying the same thing as long as he/she wants to meet more people.

The difficulty of introducing repetition in communicative work lies in how the instructor can build into repetitive communicative work the target language items that will be acquired. In other words, the learners should be able to carry out meaningful communication while they are repeatedly using the target language items that are yet to be fully acquired. For instance, those who have already experienced enough self-introduction will improve no further however many times they do the same self-introduction. To make them change the way of self-introduction without a proper reason may spoil

the authenticity of communication. After all, target language items should be provided only when the learner realizes the necessity of the particular items, otherwise communication will lose its authenticity.

2.6 LISTENING

2.6.1 Concept.

Listening is a receptive skill and its main characteristic are the silent kept by a person who is listening and the selective attention that people give to it, according to their purposes. Therefore the student need a reason to listen to, and the teacher should created this necessity giving them task related to the kind of the text, That the students should learn to process, and it will be done while tem listen.

2.6.2 Types of listening

2.6.2.1 Discriminative listening.

“Discriminative listening is the most basic type of listening, whereby the difference between difference sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences.

We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable distinguish the subtle sounds that are required in that language.

Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing.

Listening is a visual as well as auditory act, as we communicate much through [body language](#). We thus also need to be able to discriminate between muscle and skeletal movements that signify different meanings.

2.6.2.2 Comprehension listening

The next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying.

The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning.”¹¹

In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a long spiel.

2.6.2.3 Evaluative listening

In evaluative listening, or *critical listening*, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our **values**, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our **beliefs**. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically also we weigh up the pros and cons of an argument, determining whether it makes sense logically as well as whether it is helpful to us.

2.6.2.4 Appreciative listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our **needs** and **goals**. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

2.6.2.5 Empathetic listening

When we listen empathetically, we seek to understand the beliefs, models, emotions and goals of other people. This requires excellent discrimination and close attention to the nuances of emotional signals.

In order to get others to expose these deep parts of them to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

2.6.2.6 Therapeutic listening

“In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process.

This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

2.6.2.7 Dialogic listening

The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening mean learning through conversation and an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think. Dialogic listening is sometimes known as '*relational listening*'.

2.7 *Listening Strategies*

2.7.2 *Paying attention.*

One of the most important things you can do while listening is to "pay attention." You should TRY to listen and understand. This seems like an obvious thing to do, but sometimes it is easy to forget. Why is it easy to forget? Well, when you are listening to a different language sometimes there are many new words and expressions that you can't understand. When you

can't understand something, it is easy to let your mind think only about what you didn't understand. Some people tend to stop listening and think “ⁱ

Only about what they didn't understand. They forget about continuing to listen to new things and they concentrate only on what they didn't understand. It is okay to stop listening to think about what something meant, but don't completely stop listening to the new things. Always remember to focus your attention again to what you are listening to.

Another problem that happens when listening to something in a different language is that it is easy for your attention to stray (go to another focus of attention). You may find that while you are listening to English, you may become distracted by the sounds outside in the hallway. You may become distracted by the people walking outside your window. You may become distracted by what a student next to you is doing at his/her desk. It is easy to become distracted by things around you when you are listening to a different language. Why? Because when you are listening to something in a different language, you don't understand it as well as in your native language. Maybe you are listening to something interesting but because you don't understand it the way you would like to you become bored. You may become tired of listening carefully. You become tired because you are listening with great effort. When you are listening to something in English, try to keep your

attention on what you are listening to. Keep listening with great effort. While you are listening do your *best to pay attention and then relax after it is over.*

2.7.3 Write things down (note taking or dictation)

When you are listening to something try to do some dictation. This will help you discover your accuracy in listening. Sometimes we think we understand something because we think only about the general meaning. Thinking about the meaning is important but the exact words can be important, too. Can you write down the words of what you are listening to? Doing dictation can help you focus your listening on the exact language. It will help you discover how things are exactly pronounced. Give it a try. Try to write down some of the sentences you hear while listening.

You can also take notes - for example, writing down new expressions you hear, or the new words you hear. This will help you better remember the things you hear. This will reinforce the things you are listening to so that you can understand them when you hear them again at a later time or when you say them in a conversation.

2.7.4 Noticing new things.

When you are listening to something in English how many times do you listen? You should try to listen many times to the same thing. Why? Each time you listen to something, you learn new things about what you are listening to. Maybe the first time you can get an idea of the general meaning. The second time, you may discover a new expression that you have never heard before. The third time, you can learn something about the rhythm of English. The fourth time, you may discover a different expression or word. The fifth time you may discover the pronunciation of a word or words. The sixth time you may discover. The new things that you can discover each time you listen again are endless. If a listening is difficult for you, this can be very important for your understanding. Keep listening and each time, notice something new. When you do this many times, you will be able to understand more and more and you will find that your understanding really improves after six or seven times.

Also, even when you think you have understood something well, listen again. You will find that you can discover even more new things. The next time you listen to your favorite English song, listen to it and try to become aware of new things you can discover. Then listen again and discover more.

2.7.5 *Using the dictionary.*

Do you use the dictionary when you listen to something? You should try it! It is a great way to discover new vocabulary words when you listen to something. Using a dictionary can help you understand your listening and it will help you LEARN from your listening. When you are listening to something and you hear something you don't understand, try to find it in your dictionary. You will discover new words and their spellings.

2.7.6 *Summarizing.*

When you listen to something a good test for whether you were really able to understand something is if you can write down a summary of what you listened to. When you can write a summary, then that means you really understand something. Being able to briefly summarize something challenges you to determine the important points of something. It also challenges you to delete less important things. It challenges you to organize what you listened to, reformulate it and put it in your own words. The next time you listen to a passage, try to summarize it. When you feel you have summarized it well, it usually means that you have understood something well.

2.7.7 *Guessing.*

What do you do when you don't understand something? Do you think about words you cannot catch? Do you just forget and listen to the things you do understand? Do you try to figure out the meaning? This last point is the answer.0 You should try to figure out the meaning. You should try to understand the meaning of something you don't understand. How do you figure out the meaning of something you don't understand? A really good way is to try to use the words that you DO understand to guess the meaning of what you don't understand. Use the information around the parts you don't understand to guess what you don't understand. Even if you don't understand everything exactly, that's okay. Just try to guess. Make a guess, and then try to see if your guess is correct by listening again.

2.8 *Goals and Techniques for Teaching Listening.*

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of listening, this means producing students who can use listening strategies to maximize their comprehension of aural input, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

2.8.1 Focus: 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 students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.

- 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.

By raising students' awareness of listening as a skill that requires active engagement, and by explicitly teaching listening strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language" ¹⁴

¹⁴ Cunningham ,S .&NP.Moor . 1992 Everyday Listening and Speaking Oxford: O.U.P

3. METHOD FOR TEACHING ENGLISH LANGUAGE

3.1. THE GRAMMAR- TRASLATION METHODS.

The grammar-translation method of foreign language teaching is one of the most traditional methods; it was originally used to teach 'dead' languages (and Literatures) such as Latin and Greek.

In the nineteenth century the Classical Method came to be as the Grammar Translation Method: There was little to distinguish Grammar Translation from what had gone on foreign language classrooms for centuries beyond a focus on grammatical rules as the basis for translating from the second to the native language. Remarkably, the Grammar Translation Method withstood attempts at the turn of the twentieth century to "reform" language teaching methodology, and to this day it is practiced in too many educational contexts. Prator and Celce-Murcia (1979: 3) used the major characteristic of grammar Translation.

- Classes are taught in the mother tongue, with little active use of the target language.
- Much vocabulary is taught in the form of lists of isolates words.

- Long, elaborate explanations of the intricacies of grammar are given.
- Grammar provides the rules for putting words together, and instruction offer focuses on the form and inflection of words.
- Reading of difficult classical text is begun early
- Little attention is paid to the content of text, which are treated as exercises in grammatical analysis.
- Often the only are drills exercises in translating disconnected sentences from the target language into the mother tongue.
- Little or no attention is given to pronunciation.

3.2. THE DIRECT METHOD

Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the "dawn" of modern foreign language teaching. Teachers, frustrated by the limits of the Grammar Translation Method in terms of its inability to create "communicative" competence in students, began to experiment with new ways of teaching language. Basically, teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not - namely oral communication, more spontaneous use of the language, and

developing the ability to "think" in the target language. Perhaps in an almost reflexive action, the method also moved as far away as possible from various techniques typical of the Grammar Translation Method - for instance using L1 as the language of instruction, memorizing grammatical rules and lots of translation between L1 and the target language.

The appearance of the "Direct Method" thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking *meaning* to the language being learned. The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them communicatively.

3.3. THE AUDIOLINGUAL METHOD

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are

sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

3.4. *THE COGNITIVE CODE LEARNING*

The term cognitive-code refers to any conscious attempt made to organize material around a grammatical syllabus while allowing for meaningful practice and use of language. Sub skills in listening, speaking, reading, and writing such as sound discrimination, pronunciation of specific elements, distinguishing between letters that are similar in appearance and so on are learned before the student participates in real communication activities. Lessons are highly structured using a deductive process, and often practicing the 'rule of the day,' although research advises second language acquisition

precede second language learning, cognitive-code approach emphasizes content over form. Phonemes are learned before words, words before phrases and sentences, simple sentences before complicated ones.

3.5. *COMMUNITY LANGUAGE LEARNING*

This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate an empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self" for the client

.

3.6. SUGGESTOPEDIA

Suggestopedia is a teaching method which is based on a modern understanding of how the [human brain](#) works and how we [learn](#) most effectively. It was developed by the Bulgarian doctor and psychotherapist Georgi Lozanov (see right). The term 'Suggestopedia', derived from suggestion and pedagogy, is often used loosely to refer to similar [accelerated learning](#) approaches. However, Lozano reserves the title strictly for his own method, and he has his own training and certification facilities. Suggestopedia was originally applied mainly in foreign language teaching, and it is often claimed that it can teach languages approximately three times as quickly as conventional methods. It is now applied in several other fields, and its central ideas inspired the development of my own [Brain ware](#) workshops. Another revolutionary language teacher who developed his own distinctive methods was the late **Michel Thomas**, his numerous famous clients including: Woody Allen, Bob Dylan and Eddie Izzard.

Key Elements of Suggestopedia

Some of the key elements of Suggestopedia include a rich sensory learning environment (pictures, color, music, etc.), a positive expectation of success and the use of a varied range of methods: dramatized texts, [music](#), active participation in songs and games, etc.

Suggestopedia adopts a carefully structured approach, using four main stages as follows:

- **Presentation.**-A preparatory stage in which students are helped to relax and move into a positive frame of mind, with the feeling that the learning is going to be easy and fun.
- **First Concert - "Active Concert"** This involves the active presentation of the material to be learnt. For example, in a foreign language course there might be the dramatic reading of a piece of text, accompanied by classical music.
- **Second Concert - "Passive Review"** The students are now invited to relax and listen to some Baroque music, with the text being read very quietly in the background. The music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material-
- **Practice.**-The use of a range of games, puzzles, etc. to review and consolidate the learning.

3.7. THE SILENT WAY

“James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic techniques are:

Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

TECHNIQUE:

Step 1 The teacher says the commands as he himself performs the action.

Step 2 The teacher says the command as both the teacher and the students then perform the action.

Step 3 The teacher says the command but only students perform the action.

Step 4 The teacher tells one student at a time to do commands

Step 5 The roles of teacher and student are reversed. Students give commands to teacher and to other students.

Step 6 The teacher and student allow for command expansion or produces new sentences.

3.8. THE NATURAL APPROACH

Stephen Krashen and Tracy Terrell developed the "Natural Approach" in the early eighties (Krashen and Terrell, 1983), based on Krashen's theories about second language acquisition. The approach shared a lot in common with Asher's Total Physical Response method in terms of advocating the need for a "silent phase", waiting for spoken production to "emerge" of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of language "acquisition" as opposed to language "processing", and there needs to be a considerable amount of "comprehensible input" from the teacher. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart of language.

As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. It has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the

target language as part of the language learning process. In early stages, students are not corrected during oral production, as the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning).

Communicative activities prevail throughout a language course employing the Natural Approach, focusing on a wide range of activities including games, roleplays, dialogs, group work and discussions. There are three generic stages identified in the approach: (1) Preproduction - developing listening skills; (2) Early Production - students struggle with the language and make many errors which are corrected based on content and not structure; (3) Extending Production - promoting fluency through a variety of more challenging activities.

Krashen's theories and the Natural approach have received plenty of criticism, particularly orientated around the recommendation of a "silent period" that is terminated when students feel ready to "emerge" into oral production, and the idea of "comprehensible input". Critics point out that students will "emerge" at different times (or perhaps not at all!) and it is hard to determine which forms of language input will be "comprehensible" to the students. These factors can create a classroom that is essentially very difficult to manage unless the teacher is highly skilled. Still, this was the first attempt at creating an expansive and overall "approach" rather than a specific "method", and the

Natural Approach led naturally into the generally accepted norm for effective language teaching:

3.9. TOTAL PHYSICAL RESPONSE (TPR)

Is a method developed by Dr. James J. Asher, a professor of psychology at San José State University, California, USA, to aid learning foreign languages. The method relies on the assumption that when learning a second or additional language, that language is internalized through a process of codebreaking similar to first language development and that the process allows for a long period of listening and developing comprehension prior to production. Students respond to commands that require physical movement. TPR is an ESL/EAL behaviorist's minded teacher's main tool.

- Blaine Ray, a Spanish language teacher, who had seen how well interactive movements and stories had helped his students learn, further developed this method. Realizing the limits of TPR regarding important abstract (undemonstratable) language, Ray added stories to Asher's methods to help students acquire non-physical language creating the foundation of Teaching Proficiency through Reading and Storytelling (TPRS) built on Stephen Krashen's theories of language acquisition.

The Basis.

TPR is based on the premise that the human brain has a biological program for acquiring any natural language on earth - including the sign language of the deaf. The process is visible when we observe how infants internalize their first language.

James J. Asher, Ph.D.^[1]

Asher looks to the way that children learn their native language. Communication between parents and their children combines both verbal and physical aspects. The child responds physically to the speech of their parent. The responses of the child are in turn positively reinforced by the speech of the parent. For many months the child absorbs the language without being able to speak. It is during this period that the internalization and code breaking occurs. After this stage the child is able to reproduce the language spontaneously. With TPR the language teacher tries to mimic this process in class.

Its use in the classroom.

In the classroom the teacher and students take on roles similar to that of the parent and child respectively. Students must respond physically to the words

of the teacher. The activity may be a simple game such as *Simon Says* or may involve more complex grammar and more detailed scenarios.

TPR can be used to practice and teach various things. It is well suited to teaching classroom language and other vocabulary connected with actions. It can be used to teach imperatives and various tenses and aspects. It is also useful for story-telling.

Because of its participatory approach, TPR may also be an useful alternative teaching strategy for students with dyslexia or related learning disabilities, who typically experience difficulty learning foreign languages with traditional classroom instruction.

BEYOND METHOD NOTIONAL FUNCTIONAL SYLLABUSES

A notional-functional syllabus is more a way of organizing a language learning curriculum than a method or an approach to teaching. In a notional-functional syllabus, instruction is organized not in terms of grammatical structure as had often been done with the ALM, but in terms of “notions” and “functions.” In this model, a “notion” is a particular context in which people communicate, and a “function” is a specific purpose for a speaker in a given context. As an example, the “notion” or context *shopping* requires numerous language functions including asking about prices or features of a product and bargaining. Similarly, the notion *party* would require numerous functions like

introductions and greetings and discussing interests and hobbies. Proponents of the notional-functional syllabus claimed that it addressed the deficiencies they found in the ALM by helping students develop their ability to effectively communicate in a variety of real-life contexts.

3.10. COMMUNICATIVE LANGUAGE TEACHING

Communicative language teaching is the generally accepted norm in the field of second language teaching. CLT suggests communicative language and language acquisition, and the approach proposes way for learners to internalize a second language and to experiment in a classroom context. Therefore, the classroom context is used to create activities to teach students how to react in a real world situation, not to fake real-world situations. Its basic features are:

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

- 2.** The introduction of authentic texts into the learning situation
(Authentic material is a must, because students cannot extrapolate to the real world from their learning on made-up material)

- 3.** The provision of opportunities for learners to focus not only on language, but also on the learning process itself.

4. An enhancement of the learner's own personal experience as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.¹⁵

3.12 ENGLISH MATERIAL

➤ Wallpicture and Wall poster

Are illustrate scenes, people and the large enough to be seen by all the students. It can be:

- Produced commercial for Language teaching purposes.
- Produced for other educational purpose, for example, a road safety poster o for commercial purpose unconnected with education, for example, a publicity poster.
- Produced by the teacher and /or students, either draws or made by college.

¹⁵ HASMAN, Elvia A. Methods and techniques Forum Washington , D.C United States department of states Editor 2000

It have a traditional role in the presentation of new language, both vocabulary and structures, to the students, In the hand, the teacher can introduces many words for people and object seen in a street. The scene and an opportunity to move controlled practice by students, as a whole gives context for this new Language and an opportunity to move into controlled practice by students.

➤ **Picture flash cards:**

Are pictures mounted or draw on cards approximately 15 cm by 20cm. They are normally used by teacher in oral work for cueing responses to questions or in more open communicative work for stimulation conversation, story-telling, etc, The normal picture cards has a picture on one side only, However, both sides can be used and the cards can be folder or cut in various ways with particular teaching purposes in mind.

➤ **Word flash cards**

Are usually about 8 cm in height and are as a long is necessary for to text, they are principally, though not exclusively used in the teaching of reading and writing.

➤ **Workcards**

Are (about 15cm x20) and worksheet are for individual students use or for use by students working in small group. They provide an extremely useful base for the development of all four skills without the teacher's immediate involvement. Good course books provide a lot of this kind of material, However, many teacher make their own materials for students matter how good their course book.

This type of visual material can be treated with a very wide range of techniques, only some can be exemplified her,

Four any individual and group work activities to be successful two things are necessaries.

- The students should understand what they have do.

- The language demands on the students should be within their capabilities.

4. MOTIVATION IN THE ENGLISH TEACHING LEARNING PROCESS

4.1. *Introduction*

Keeping your students motivated to learn is one of the biggest challenges any teacher faces. There's nothing worse than going into a class full of people who don't really want to be there.

As an EFL teacher most of us have the chance to work with a variety of age groups. Adults are usually in your classroom because they have made the choice to be there and in most cases they have made a financial commitment towards their learning and they know exactly what they want to achieve by improving their language skills.

However, children and teenagers often haven't made their own decision to attend the English class and they are obliged either by their parents or school to do so. It is sometimes appropriate for teachers to take an active role in trying to improve the motivation levels of a group. A highly motivated group of students is generally a lot easier and more fun to teach. Obviously there's only so much you can do, but most teachers have come across de-motivated students at some time in their careers and it's often worth addressing the problem when you recognise it before it escalates further. Don't however feel personally responsible for a student's lack of motivation. There are often many factors that contribute towards a lack of motivation and these should be

taken into account. Here are some ideas that I've put together which may go some way towards increasing motivation levels in a group or at least addressing the problems and bringing them out into the open.

4.2. *Kinds of Motivation*

Intrinsic Motivation.

The following are traits of human nature:

- To be curious
- To be active
- To initiate thought and behavior
- To make meaning from experience
- To be effective at what we value

Intrinsic motivation occurs when the learning activity and the learning environment elicit motivation in the student.

We do not motivate students but rather create, through our teaching, opportunities that can evoke motivation in students.

The following help to create intrinsic motivation:

- When the goals and rewards of the learning are meaningful to the learner.

When the learning is important to the student.

- When the learning assists the learner in obtaining valued accomplishments.
- When the learning assists the learners in integrating themselves with the world, with others, and promotes self-awareness

Extrinsic Motivation.

In the classroom, it is a way of doing things to children rather than working with them" KOHN, 1993 (p.784). This view of management disregards a child's ability to think and reason on their own, not allowing them the chance to develop self-determination or independent thinking.¹⁶

Punishments or rewards are used to control the motivation of the students.¹⁷

In situations where one person (the teacher) is clearly in power, extrinsic motivation has a greater opportunity to be effective.

In situations where the students believe their perspectives are valid and their rights are equal to the person distributing the rewards or punishment, there is

¹⁶ Good. T. L. & Brophy, J Psicología educativa. México: Editorial McGraw Hill.

often the formation of "power-relationships" with a high probability of subversion, conflict, and/or resentment

4.3. General Strategies to motivate the students

4.3.1. Capitalize on students' existing needs.

Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs your students may bring to the classroom are the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do grades. Design assignments, in-class activities, and discussion questions to address these kinds of needs. (Source: McMillan and Forsyth, 1991)

4.3.2. Make students active participants in learning

Students learn by doing, making, writing, designing, creating, solving. Passivity dampens students' motivation and curiosity. Pose questions. Don't tell students something when you can ask them. Encourage students to suggest approaches to a problem or to guess the results of an experiment. Use

small group work. See "Leading a Discussion," "Supplements and Alternatives to Lecturing," and "Collaborative Learning" for methods that stress active participation. (Source: Lucas, 1990)

4.3.3. Ask students to analyze what makes their classes more or less motivating.

Sass (1989) asks his classes to recall two recent class periods, one in which they were highly motivated and one in which their motivation was low. Each student makes a list of specific aspects of the two classes that influenced his or her level of motivation, and students then meet in small groups to reach consensus on characteristics that contribute to high and low motivation. In over twenty courses, Sass reports, the same eight characteristics emerge as major contributors to student motivation:

- Instructor's enthusiasm
- Relevance of the material
- Organization of the course
- Appropriate difficulty level of the material
- Active involvement of students
- Variety
- Rapport between teacher and students
- Use of appropriate, concrete, and understandable examples

4.4. *Techniques of motivation*

4.4.1. *Structuring the Course to Motivate Students*

4.4.1.1. *Work from students' strengths and interests*

Find out why students are enrolled in your course, how they feel about the subject matter, and what their expectations are. Then try to devise examples, case studies, or assignments that relate the course content to students' interests and experiences. For instance, a chemistry professor might devote some lecture time to examining the contributions of chemistry to resolving environmental problems. Explain how the content and objectives of your course will help students achieve their educational, professional, or personal goals. (Sources: Brock, 1976; Cashin, 1979; Lucas, 1990)

4.4.1.2. *When possible, let students have some say in choosing what will be studied*

Give students options on term papers or other assignments (but not on tests). Let students decide between two locations for the field trip, or have them select which topics to explore in greater depth. If possible, include optional or alternative units in the course. (Sources: Ames and Ames, 1990; Cashin, 1979; Forsyth and McMillan, 1991; Lowman, 1984)

4.4.1.3. *Increase the difficulty of the material as the semester progresses*

Give students opportunities to succeed at the beginning of the semester. Once students feel they can succeed, you can gradually increase the difficulty level. If assignments and exams include easier and harder questions, every student will have a chance to experience success as well as challenge. (Source: Cashin, 1979)

4.4.1.4. *Vary your teaching methods*

Variety reawakens students' involvement in the course and their motivation. Break the routine by incorporating a variety of teaching activities and methods in your course: role playing, debates, brainstorming, discussion, demonstrations, case studies, audiovisual presentations, guest speakers, or small group work. (Source: Forsyth and McMillan, 1991)

4.4.2. Motivating Students by Responding to Their Work

4.4.2.1. *Give students feedback as quickly as possible*

Return tests and papers promptly, and reward success publicly and immediately. Give students some indication of how well they have done and

how to improve. Rewards can be as simple as saying a student's response was good, with an indication of why it was good, or mentioning the names of contributors: "Cherry's point about pollution really synthesized the ideas we had been discussing." (Source: Cashin, 1979)

4.4.2.2. *Reward success*

Both positive and negative comments influence motivation, but research consistently indicates that students are more affected by positive feedback and success. Praise builds students' self-confidence, competence, and self-esteem. Recognize sincere efforts even if the product is less than stellar. If a student's performance is weak, let the student know that you believe he or she can improve and succeed over time. (Sources: Cashin, 1979; Lucas, 1990)

4.4.2.3. *Introduce students to the good work done by their peer*

Share the ideas, knowledge, and accomplishments of individual students with the class as a whole:

- Pass out a list of research topics chosen by students so they will know whether others are writing papers of interest to them.

- Make available copies of the best papers and essay exams.

- Provide class time for students to read papers or assignments submitted by classmates.

- Have students write a brief critique of a classmate's paper.

- Schedule a brief talk by a student who has experience or who is doing a research paper on a topic relevant to your lecture.

4.4.2.4. Be specific when giving negative feedback.

Negative feedback is very powerful and can lead to a negative class atmosphere. Whenever you identify a student's weakness, make it clear that your comments relate to a particular task or performance, not to the student as a person. Try to cushion negative comments with a compliment about aspects of the task in which the student succeeded.

4.4.2.5. Avoid demeaning comments

Many students in your class may be anxious about their performance and abilities. Be sensitive to how you phrase your comments and avoid offhand remarks that might prick their feelings of inadequacy.

If you follow these steps, your students will learn that it is all right not to have an instant answer. They will also learn to develop greater patience and to work at their own pace. And by working through the problem, students will

experience a sense of achievement and confidence that will increase their motivation to learn.¹⁸

4.5. SEVEN RULES OF MOTIVATION.

➤ ***1 Set a major goal, but follows a path***

The path has mini goals that go in many directions. When you learn to succeed at mini goals, you will be motivated to challenge grand.

➤ ***Finish what you start***

A half finished project is of no use to anyone. Quitting is a habit. Develop the habit of finishing self-motivated projects.

➤ ***Socialize with others of similar interest.***

Mutual support is motivating. We will develop the attitudes of our five best friends. If they are losers, we will be a loser. If they are winners, we will be a winner. To be a cowboy we must associate with cowboys.

➤ ***Learn how to learn***

¹⁸ Gross Davis, motivation students .University of California Berkeley. <http://www.Motivation Students>.

Dependency on others for knowledge supports the habit of procrastination. Man has the ability to learn without instructors. In fact, when we learn the art of self-education we will find, if not create, opportunity to find success beyond our wildest dreams.

➤ ***Harmonize natural talent with interest that motivates***

Natural talent creates motivation, motivation creates persistence and persistence gets the job done.

➤ ***Increase knowledge of subjects that inspires***

The more we know about a subject, the more we want to learn about it. A self-propelled upward spiral develops.

➤ ***Take risk***

Failure and bouncing back are elements of motivation. Failure is a learning tool. No one has ever succeeded at anything worthwhile without a string of failures.

6. HYPOTHESIS

5.1 General hypothesis

The English teaching techniques are related to the meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009

5.2 Specific hypothesis

5.2.1 The techniques applied in receptive skills are not generating meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009

5.2.2 There is little application of specific techniques to work on the development of productive skills so that teachers are not getting meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009

5.2.3 The lack of motivation by part of teachers causes desinterest to learn the English language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.

7. METHODOLOGY

We believe that every research is a complex process which needs the support of different methods that help to develop in a efficient away, therefore we have chosen the scientific method because it has the appropriate steps to do it. This method will let us, state our topic and problem, the general and specific objectives and in basis of them we may formulate the corresponding hypothesis and visualize the way to make their contrast.

This method will be used in the researching of the theoretical – scientific fundaments to explain the relation of the variables of this work, and afterward state the most pertinent recommendation according to the conclusions that we reach, the same that they will contribute with some ideas to improve the English teaching learning process the “27 the Febrero” High School.

We will apply the descriptive method because through it we will detail the problems that our group found in this educative institution.

The description of the variables independent, dependent and we can describe coherence in all the researching work presenting the results and supporting the conclusions, this method will let us to describe the techniques that the teacher use to develop the four skills the English Language.

In addition is help us to detailed the students learning during the class period.

We will use the analytic-synthetic method which will serve to analyze the techniques that the teachers use in their classes and knowledge that the students have about English Language.

To establish conclusions the methodology as the all the researched work and we will analyze the bibliography and the obtained data in the field work.

The explicative method will be used, in the explanation of the all theoretical referents that have the teachers students of the 27 the Febrero High School about the English teaching learning process.

We will use the descriptive statistics which will serve to represent the data in the tables, squares and graphs to get a better understanding of the information.

Techniques and Instruments.

To obtain the empirical information we will apply the following techniques and instruments.

The survey will be applied to obtain information about students meaningful learning and to know what kind of techniques the teachers apply to develop

the English teaching learning process with the students of high school curriculum. It will be administered to teachers and students with a premade questionnaire which will contain closed ended questions about the topic that we will research.

Procedures

After we apply the research tools we will process the data through the tabulation with the descriptive statistics for the closed questions, and we will contrast the information of the teachers and students which will allow to get the desire information.

After we organize the empiric information taking as a theory referents the specific hypothesis of the researching work, and then we will analyze and interpret the empirical information according to the theoretical referents; And finally we will draw the conclusions and recommendations using valuable criteria and taking into account the stated objective which oriented the investigative process.

To prove the hypothesis we will use the descriptive statistic with tables and square which will help us analyze the result and to state valuable conclusions based in realistic data.

8. TIMETABLE

MONTH \ ACTIVITIES	2010				2010																						
	July			August			September				October			November			December										
	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project	x																										
Write the recommendations to the project		x	x																								
Approving of the project				x																							
Checking and redesign of the research instruments				x																							
Application of the research instruments					x	x																					
Processing of the research							x	x	x	x	x																
Drawing conclusions												x	x														
Elaboration of the report													x	x													
Private qualification of the thesis														x	x												
Writing the recommendations														x	x												
Public sustentation and Graduation															x	x									x	x	

9. RESOURCES

1. HUMAN RESOURCES

- Dra. Carmen Ojeda
- Mg. Carmen Dávila
- Adela Carrión
- Clara Jiménez

2. 9.2 MATERIAL RESOURCES

- Computer
- Books
- Dictionary
- Sheet of paper
- Copies

3. 9.3 ECONOMIC RESOURCES

➤ Printing	
➤ The first spelling	\$150
➤ The second spelling	\$150
➤ Printing the final work	\$300
➤ Extras spending	<u>\$150</u>
Total	\$750

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11. ANEXES

STUDENTS' SURVEY

1 SURVEY FOR THE STUDENTS.

The present research work will be done with the purpose to find out about the techniques that are applied by the teachers and the meaningful learning with the students of 1st, 2nd and 3rd years of High School Curriculum at "27 de Febrero" High School, which will help us to look for some alternatives of solution in the problems, For that reason we ask you in a respectful way to answer the following survey:

1. Do you like to read in English?

- a) Yes ()
- b) No ()
- c) Sometimes ()

2. How often does your teacher make you practice the reading and listening skills?

- a) Every class ()
- b) Twice a week ()
- c) Three times a week ()
- d) From time to time ()

Why:.....

.....

3. What kind of techniques does your teacher apply in pre-listening or reading?

- a) Pre-viewing ()
- b) Skimming ()
- c) Scanning ()
- d) Predicting ()
- e) Organizing ()
- f) Others ()

4. Does your teacher give you the opportunity to choose the topic to read?

- a. Yes ()
- b. No ()

Why:.....

.....

5. Tick the item that your teacher uses to explain the meaning of new words.

- a) You explain the word through mimics ()
- b) You give students the meaning directly ()

- c) You ask to guess the meaning according to the context ()
- d) You ask the students you look it up in the dictionary ()

Explain:.....

.....

6. What does your teacher use to develop the listening skill?

- a) He/She reads the text to the students ()
- b) You play the CD ()
- c) Both ()

7. What kind of material does your teacher use to practice reading and listening skills? Mark the item.

- a) Novels ()
- b) Newspapers ()
- c) Magazines ()
- d) Poems ()
- e) The book readings ()

8. How often do you work with the speaking and writing skills in the English class?

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

9. What kind or techniques does your teacher use to work on speaking skill?

- a) Pair work
- b) Group work
- c) Discussions
- d) Role plays
- e) The book exercises

10. Mark the writing steps that your teacher uses to practice during the class.

- a) Prewriting (planning) ()
- b) Drafting (write a first draft) ()
- c) Revising and editing (proofreading) ()
- d) Publishing and reflecting (re-write and polish) ()

11. Are you interested in learning the English language?

- a) Yes ()
- b) No ()
- c) A little ()

12. How often does your teacher encourage you to learn the English language?

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

13. Mark the items you think your teacher takes into account to teach the English language?

- a) Work from students' strengths and interests ()
- b) Let students to choose what will be studied ()
- c) Vary their teaching methods ()
- d) Rewards success ()
- e) Follow the book activities ()
- f) Avoid demeaning ()

14. According to your opinion what is the students' achievement?

- a) Excellent (20-19) ()
- b) Very good (18-17) ()
- c) Good (16-15) ()
- d) Regular (14-13) ()
- e) Deficient (12-0) ()

11.2 SURVEY FOR THE TEACHERS

The present research work will be done with the purpose to find out about the techniques that are applied by the teachers and the meaningful learning with the students of 1st, 2nd and 3rd years of High School Curriculum at "27 de Febrero" High School, which will help us to look for some alternatives of solution in the problems, For that reason we ask you in a respectful way to answer the following survey:

1. Do your students like to read in English?

- 1. Yes ()
- 2. No ()
- 3. Sometimes ()

2. How often do you make students to practice the reading and listening skills?

- a) Every class ()
- b) Twice a week ()
- c) Three times a week ()
- d) From time to time ()

Why:.....

.....

3. What kind of techniques do you apply in pre-listening or reading?

- a. Pre-viewing ()
- b. Skimming ()
- c. Scanning ()
- d. Predicting ()
- e. Organizing ()
- f. Others ()

4. Do you give your students the opportunity to choose the topic to read?

- a. Yes ()
- b. No ()

Why:.....

5. Tick the item that you use to explain your students the meaning of new words.

- a) You explain the word through mimics ()
- b) You give students the meaning directly ()
- c) You ask to guess the meaning according to the context ()
- d) You ask the students you look it up in the dictionary ()

Explain:.....

6. What do you prefer when you develop listening activities?

- a) You read the text to the students ()
- b) You play the CD ()
- c) Both ()

7. What kind of material do you use to practice reading and listening skills?. Mark the item.

- a) Novels ()
- b) Newspapers ()
- c) Magazines ()
- d) Poems ()
- e) The book readings ()

8. How often do you work on the speaking and writing skills?

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

9. What kind or techniques do you use to work on speaking skill?

- a. Pair work
- b. Group work
- c. Discussions
- d. Role plays

e. The book exercises

10. Mark the writing steps that you use to practice with your students during the class.

- Prewriting ()
- Drafting ()
- Revising and editing ()
- Publishing and reflecting ()

11. Are your students interested in learning the English language?

- a) Yes ()
- b) No ()
- c) A little ()

12. How often do you encourage your students to learn the English language?

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

13. Mark the items that you take into account when you encourage your students?

- a)** Work from students' strengths and interests ()
- b)** Let students to choose what will be studied ()
- c)** Vary your teaching methods ()
- d)** Rewards their success ()
- e)** Follow the book activities ()
- f)** Avoid demeaning ()

14. According to your opinion how is the achievement in your students?

- Excellent (20-19) ()
- a) Very good (18-17) ()
- b) Good (16-15) ()
- c) Regular (14-13) ()
- d) Deficient (12-0) ()

THE ENGLISH TEACHING TECHNIQUES AND ITS RELATION TO THE MEANINFUL LEARNING WITH STUDENTS OF 1ST, 2ND, AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “27 DE FEBRERO” HIGH SCHOOL. ACADEMIC YEAR 2008-2009.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
General How does the English teaching techniques are related to the meaningful learning with the students of 1 st , 2 nd and 3 rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009?	General To find out about the relation between the English teaching techniques and the meaningful learning with the students of 1 st , 2 nd and 3 rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.	General The English teaching techniques are related to the meaningful learning with the students of 1 st , 2 nd and 3 rd years of high School Curriculum at “27 de Febrero” High School. Academic Period 2008-2009.		
Subproblems How the techniques applied in receptive skills are generating meaningful learning with the students of 1 st , 2 nd and 3 rd years of high School Curriculum at “27 de Febrero” High School?.	Specifics To determine the relation between the techniques applied in receptive skills and the meaningful learning with the students of 1 st , 2 nd and 3 rd years of high School Curriculum at “27 de Febrero” High School.	Specifics The techniques applied in receptive skills are not generating meaningful learning with the students of 1 st , 2 nd and 3 rd years of high School Curriculum at “27 de Febrero” High School.	<ul style="list-style-type: none"> • The techniques applied in receptive skills • Meaningful learning 	<ul style="list-style-type: none"> • Pre-listening or reading • Listening and reading • Post-listening and reading

<p>Academic Period 2008-2009</p> <p>What kind of techniques are applied to work on the development of productive skills to get meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School?. Academic Period 2008-2009</p> <p>Why the lack of motivation generates desinterest to learn the English language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School?. Academic Period 2008-2009</p>	<p>Febrero” High School.</p> <p>Academic Period 2008-2009</p> <p>To identify the techniques applied on the development of productive skills and their effect in the meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School.</p> <p>Academic Period 2008-2009</p> <p>To establish the influence of the lack of motivation on the desinterest to learn the English language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School.</p> <p>Academic Period 2008-2009</p>	<p>Academic Period 2008-2009</p> <p>There is little application of specific techniques to work on the development of productive skills so that teachers are not getting meaningful learning with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School.</p> <p>Academic Period 2008-2009</p> <p>The lack of motivation by part of teachers causes desinterest to learn the English language with the students of 1st, 2nd and 3rd years of high School Curriculum at “27 de Febrero” High School.</p> <p>Academic Period 2008-2009.</p>	<p>Techniques applied in productive skills</p> <p>Meaningful leaning</p> <ul style="list-style-type: none"> • Lack of motivation • Students’ disinterest 	<ul style="list-style-type: none"> • Role plays • Pair work • Group work • Discussions • Pre-writing • Drafting • Editing (proofreading) • Publishing • Reflecting <ul style="list-style-type: none"> • Extrinsic • Intrinsic • Positive • Negative • Like of the language • Interest
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