



Army Polytechnic School
Applied Linguistics in English Career
Department of Languages

**“THE ROLE ENGLISH PLAYS IN THE ECONOMIC,
SOCIAL, AND INTELLECTUAL DEVELOPMENT OF
TEACHERS AT MADRE MARIA BERENICE
SCHOOL, QUITO, SEPTEMBER 2010”**

Author: Teresa del Rocío Chilibuina Arguello

Advisors: Lic. Mg. Miguel Ponce M.

Lic. Mg. Rocío Ortega

Quito, 2012

APPROVAL SHEET

We, Lic. Mg. Miguel Vinicio Ponce M. and Lic. Mg. Rocío Ortega, Director and Co-director are pleased to certify the Research Project under the title –**“THE ROLE ENGLISH PLAYS IN THE ECONOMIC, SOCIAL, AND INTELLECTUAL DEVELOPMENT OF TEACHERS AT MADRE MARIA BERENICE SCHOOL, QUITO, SEPTEMBER 2010”**-- developed by Teresa del Rocío Chiliquinga Arguello, who have finished all the subjects in Applied Linguistics in the English Program of the Army Polytechnic School, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized on the correspondent university instance.

Lic. Mg. Miguel Vinicio Ponce
Thesis Director

Lic. Mg. Rocío Ortega
Thesis Co-director

ACKNOWLEDGEMENT

There are several persons to thank for supporting me during my career. It is not much to say thank you, but I will be always grateful.

First, I say thanks to God because he blessed me with all my capabilities and my family, and because I always have everything I need to achieve my goals.

To my parents, because they were the ones who gave me life and an education, they supported me in every step, in every achievement and in every obstacle, they taught me the things which there are not written in books, they taught me to be a good person, they taught me to respect, they taught me to give all my effort in each activity; to my parents, my eternal support.

To my brother, because when he was 12 years old he helped me to take care of my son while I was studying and I could accomplish all my activities at the College, thanks for making my role as mother easier, I will be for you when you need me.

Finally but no less important, I want to say thanks to my advisors Lic. Mg. Miguel Ponce and Lic. Mg. Rocío Ortega for their support and guidance, for their corrections, comments and recommendations, thanks because you were the light in my way.

Teresa Chilingua

DEDICATORY

This project is dedicated with the most immense love to my son. This is the product of days without you. All which I have done was thinking about you. I want you to be proud of your mother, this is part of my effort to be a good example for you. To accomplish it I spent a lot of time without you, but this is the most beautiful reward.

I will always be with you. My entire career I was thinking about you, each piece of work was dedicated to you, and you were and are my reason to accomplish every achievement. I love you with all my heart. Simply, you are the reason for my life.

Teresa Chilibingwa

INDEX

GENERAL INDEX OF CONTENTS

	Page
Title page	I
Certificate	ii
Acknowledgement	lii
Dedicatory	iv
General index of contents	v
Summary	ix
Introduction	x
Research topic	xi

PART ONE

RESEARCH PROBLEM

1.1 Problem identification	1
1.2 Problem formulation	3
1.3 Variables Matrix	4
1.4 Objectives	5
1.4.1 General objectives	5
1.4.2 Specific Objectives	5
1.5 Justification	6

PART TWO

THEORETICAL FRAMEWORK

CHAPTER I

MADRE MARIA BERENICE SCHOOL

1.1 Institutional identity	7
1.1.1 History	7
1.1.2 Location	7
1.1.3 Infrastructure	8
1.1.4 Educational model	9
1.1.5 Curricular model	10
1.1.6 Pedagogical model	10
1.1.7 Didactical model	10

CHAPTER II

THE POSTIVE ROLE OF ENGLISH

2.1 The positive role of English	11
2.1.1 Fields of English	11
2.1.2 Countries where English is spoken	13
2.1.3 The necessity of learning English	14
2.1.4 Uses of English	14
2.1.5 Methodologies to teach English	16
2.1.6 The people who are interested in English	19
2.1.7 Time since people have become interested in the English language	19
2.1.8 Necessity to learn the language	20

CHAPTER III

THE ECONOMIC, SOCIAL, AND INTELLECTUAL DEVELOPMENT OF THE PEOPLE

3.1 Economical development	22
3.2 Social development	22
3.3 Intellectual development	24

CHAPTER IV

THE POSITIVE ROLE OF ENGLISH IN THE ECONOMIC, SOCIAL AND INTELLECTUAL DEVELOPMENT OF ENGLISH SPEAKERS

4.1 The positive role of English in the economic development of English speakers	25
4.1.1 General vision about the tourism	26
4.1.2 Consignments from United States	27
4.1.3 The positive role of English in the social development of English speakers	29
4.1.3.1 English teachers have several opportunities	29
4.1.3.2 Development of projects	29
4.1.3.3 Foreign people teach English	30
4.2 The positive role of English in the intellectual development of English speakers	31
4.2.1 People get scholarships if they speak English	31
4.2.2 Some post grades have specific requests	32

CHAPTER V

OTHER CAUSES OF THE CORE PROBLEM

5.1 Little children learn English	34
5.2 Students have more resources to look for information	35
5.3 English is a global language	35
5.4 Everybody wants to speak English	36

6.1 Hypothesis system	40
6.2 Working Hypothesis H_i	40
6.3 Null Hypothesis H_o	40

PART THREE

METHODOLOGICAL DESIGN

3.1 Research type and design	41
3.2 Population and sample	41
3.3 Fielding	41
3.4 Instruments for data collection	41
3.5 Processing and analysis	41

PART FOUR

TESTING THE HYPOTHESIS

4.1 Graphical exposition of results	42
4.1.1 Data Matrix	42
4.1.2 Analysis of results	43
4.2 Verification of the hypothesis	53
4.3 Conclusions	55
4.4 Recommendation	56

PROPOSAL

5.1 Analysis of participants	57
5.2 Problem tree	58
5.3 Objectives tree	59
5.4 Strategies tree	60
5.5 Analytic structure of the proposal	61
5.6 Logical framework matrix	62
5.7 Budget	65
5.8 Activities schedule	66
5.9 Evaluation	66
Bibliography	67
Netgraphy	68
Glossary	70
Annexes	72

SUMMARY

To develop this research I have followed the scheme proposed by the Army Polytechnic School Language Department.

The English language is a universal language; it helps to develop the economy, the society, and intellect of the people, the benefits of learning English are several.

English language develops the economy because businessmen need to speak this language to do good business, these businesses are linked to tourism for example, tourist guides must be English speakers to guide foreign people, and it increases the number of visitors of English speakers to Ecuador. Consignments from United States help the economy; migrants have to learn English to get jobs in countries where English is spoken.

English language develops the quality of life because it is a tool to get good jobs, for example; English teachers have the opportunities to get work in public institutions, and they receive a good salary, in this way the quality of life of people is getting better. Foreign people are interested in teaching English in Ecuador, to help poor societies; they teach English to children and adults, the society improves through the knowledge of a second language.

Finally, students who speak English have several opportunities to get a scholarship to study in foreign Colleges where English is spoken; they are able to acquire new interesting information.

INTRODUCTION

Nowadays English is the global language, it is the key to do business or to travel, and it is very useful to get information and to get better jobs and salaries.

The objectives of this project are focused on demonstrating the role English plays in our society and its development, especially at “Madre Maria Berenice” High School staff.

Part I, refers to “Research Problem” and it contains the problem identification, problem formulation, variables, general objectives, specific objectives and the justification of the project.

Part II, is concerned with the “Theoretical Framework” that involves theoretical focus, in this case about the role of English; hypothesis system, working hypothesis H_i , and Null hypothesis H_o .

Part III, focuses on the “Methodological Design” which contains research type and design, population and sample, fielding, instruments for data collection, processing and analysis.

Part IV, is about “Testing the hypothesis” it shows the graphical exposition of results obtained through the survey to teachers of “Madre María Berenice” School, conclusions of the project, and recommendations.

Part V, deals the “Proposal” of the project, and its data.

The References Material contains the biography and netgraphy of this project and the survey applied to the teachers to get the data.

RESEARCH TOPIC

**“THE ROLE ENGLISH PLAYS IN THE ECONOMIC, SOCIAL, AND
INTELLECTUAL DEVELOPMENT OF TEACHERS AT MADRE MARIA BERENICE
SCHOOL, QUITO, SEPTEMBER 2010”**

PART ONE

RESEARCH PROBLEM

1.1 PROBLEM IDENTIFICATION

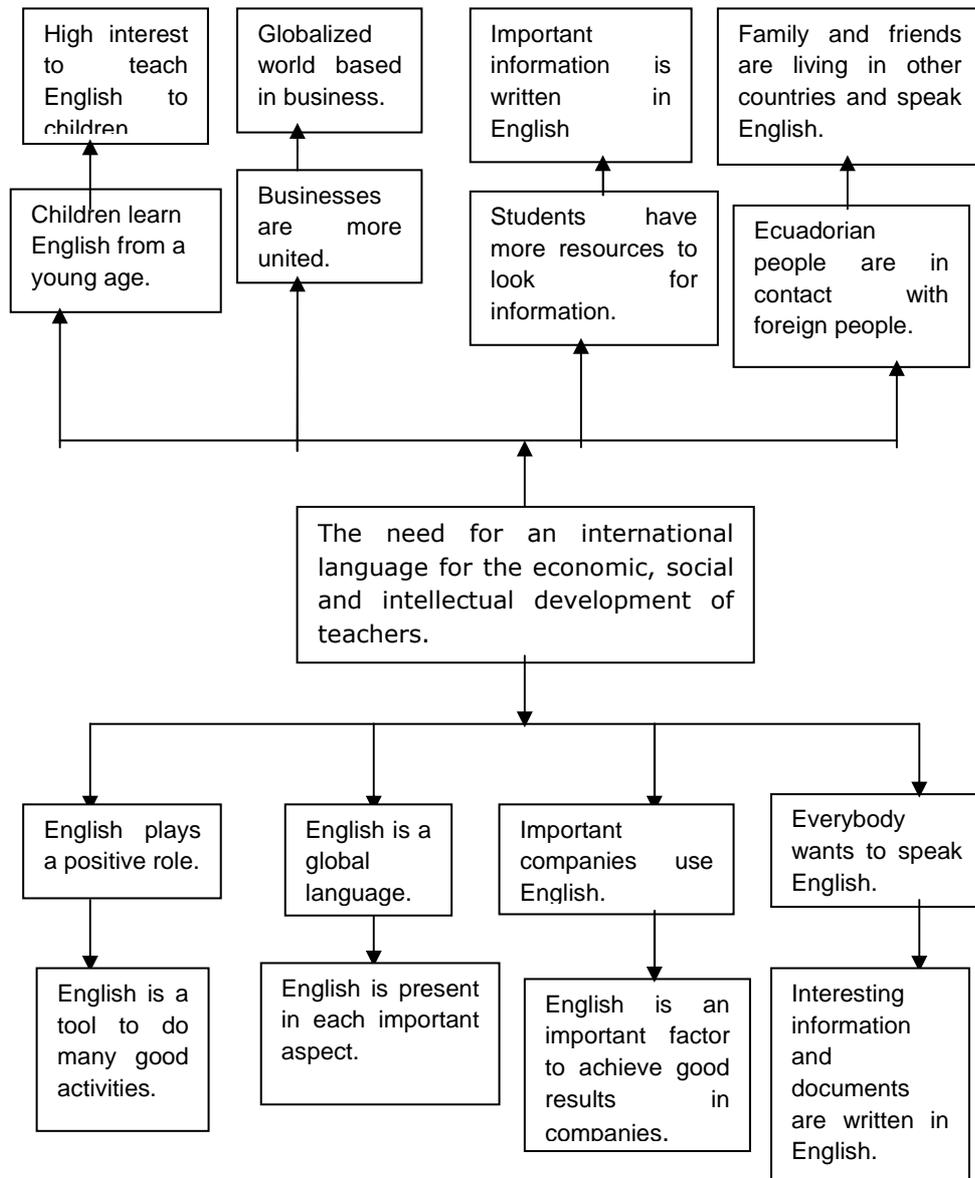
Nowadays the need for an international language for the economic, social and intellectual development of societies is the most important tool to accomplish the goals of the globalized world.

Some children are learning English from a young age because it is easier to acquire a second language at this time. Parents, teachers and everybody know that English is a good tool to get good results in several aspects of life.

Businesses are more successful when workers learn English because international companies can communicate better with national companies which have English speaking workers who are able to transmit the purposes of the companies and are able to solve problems in a common language.

Societies need to be closer to the universal language, it is very important to communicate with foreign people to gain new knowledge from them. English opens doors to get friends and share ideas around the world. English speaking teachers will be comfortable to come to Ecuador because they know that Ecuadorians want to learn English.

English is useful for students because important information is written and expressed in English, students have several sources of information if they learn English, and they will have a better understanding of contents according to their degrees.



1.2 PROBLEM FORMULATION

This research is going to take place at Madre María Berenice School in Quito, and it will be focused on 30 people who are teachers in this school. The question this study tries to answer is **does English play a role in the economic, social, and intellectual development of teachers at Madre María Berenice School, Quito, September 2010?**

1.3 VARIABLES MATRIX

VARIABLES	DEFINITION	DIMENSIONS	SUBDIMENSIONS
<p>I.V (x)</p> <p>The English language role</p>	<p>English has several fields where it is applied and used in a good way to accomplish specific goals for the benefit of teachers at Madre María Berenice School.</p>	<p>Economic</p> <p>Social</p> <p>Intellectual</p>	<p>Quality of life of English speakers.</p> <p>Friendship and relationships.</p> <p>Important and useful information</p>
<p>D. V (y)</p> <p>The economic, social and intellectual development at Madre María Berenice School</p>	<p>Teachers at Madre María Berenice School need to manage English to develop their performance in several aspects.</p>	<p>-Research information</p> <p>- Read books</p> <p>-Do business.</p> <p>-Social meetings.</p>	<p>Knowledge</p> <p>Economic progress</p>

1.4 OBJECTIVES

1.4.1 General objectives

- To establish the benefits to English in teachers at Madre María Berenice School.
- To establish the most important fields in which English is useful.
- To determine if English plays a role in the economic, social, and Intellectual development of teachers at Madre Maria Berenice School, Quito, September 2010.

1.4.2 Specific objectives

- To investigate the improvement of the quality of life of English speaking teachers at Madre María Berenice School.
- To know the intellectual progress of English speaking teachers at Madre María Berenice School.
- To establish the benefits of applying English when teachers at Madre María Berenice School need to get employment.

1.5 JUSTIFICATION

Nowadays our world is globalized and technological; computers, calculators, televisions, medical machines, dictionaries, books are made in countries where English is spoken. Our future improves with the learning of English because documents from instructions to cook to instructions to manage complex machines are expressed in English. People need to do business, meet people or just study, and English is the second most spoken language around the world, it is a universal language.

Every company needs to do great business and the way to do it is speaking English, managers and important people need to speak English to do business or to run a business, to acquire new machines, to know about that machine, and obviously to contact the foreign business and partner.

In this social world it is necessary to be in contact with other countries and other societies and obviously these countries do not speak our language, we need to learn to English to express our ideas.

The learning of English has brought several benefits to students, because they can get information in this language without problems, and students are able to know about new and interesting topics. People will improve their knowledge.

The purpose is to show the benefits about learning and practising English in economical, social and intellectual aspects in our society, because from little children until great businessmen, English is present everywhere because it is necessary for the good development of a country.

PART TWO
THEORETICAL FRAMEWORK
CHAPTER I

1.1 Institutional Identity

Address: Panamericana Sur. Km 5. Eternit

Province: Pichincha

Sector: Guamaní

MADRE MARIA BERENICE SCHOOL “Hermanitas de La Anunciación”

1.1.1 History: The religious community “Hermanitas de La Anunciación” is from Colombia, it is the country of birth of its founder Madre María Berenice and it is where the main house is located. From the beginning the Hermanitas de La Anunciación were guided by Madre María Berenice and they have dedicated their services to the educational field and the social-parroquial pastoral which includes the formation of youth groups, the missionary childhood, first communions, visits to homes with problems, preparations for baptism, marriages, etc.

1.1.2 Location: Madre María Berenice High School is located on the South Panamericana Km. 15, Street “G” Number 111, Turubamba Alto neighborhood, Parroquia Chillogallo, Cantón Quito, Province of Pichincha. Students who attend to this High School come from:

- San Bartolo
- La Lucha de los Pobres
- Chillogallo
- La Ecuatoriana
- Ciudadela del Ejército
- Anín
- Guamaní
- San Fernando

- Santo Tomás
- Matilde Álvarez
- La Florencia
- San Juan de Turubamba
- Cataguango
- La Victoria Central
- La Victoria Baja
- Cutuglagua
- La Joya
- Santo Domingo de Cutuglagua
- Tambillo

1.1.3 Infrastructure: -The institution has a good infrastructure; it has its own physical space of 4.000m² to educate students in a good environment, distributed as follows:

SPACES	OUTBUILDING	QUANTITY
ADMINISTRATIVE	Principal's office	1
	Vice Principal's office	1
	Secretary's office	1
	Collect office	1
	Inspector's office	1
	Store	1
	Teacher's room	1
	DOBE's office	1
	PEDAGOGICAL	Classrooms
SPECIAL FACILITIES	Library	1

	Chapel-auditorium	1
	Computer laboratory	1
	English laboratory	1
	Science Laboratory	1
	Audio visual classroom	1
STUDENT FACILITIES	Snack bar	2
	Toilets	30
	Sports store	1

1

1.1.4 The educational model: Constructivism

According to Piaget the constructivism model is the psychological focus which establishes that the central point of the human being learning is the construction of the knowledge on his/her own. By this reason learning is the processor and organizer activity where the student elaborates the new learning according to revisions, transformations and restructuring of the last learned knowledge.

The methodology of teaching-learning, in the constructivism model, has as its basis a conjunction of theoretical components such as meaningful learning, multiple intelligences, and the theory of the zone of development, inter-hemispheric integration, active methods, interactive work, team work, meta-cognitive strategies, cognitive schemes, styles and rhythms of learning, etc.

¹Document of the school.

1.1.5 The curricular model: Competences

The curricular model is based on competences; according to Martha Vasquez it intends to focus the problems of professional people as principal point for design. It is characterized by: using resources which simulate real life, offering a wide variety of resources for the students to analyze and solve problems, and emphasize the cooperative work supported by a tutor.

1.1.6 The pedagogical model: Constructivism

It tries to produce learning, retain and transfer it under a method which has pre-defined results by measurable, precise, quick, logical and exact objectives. The teacher guides the student until they reach an instructional objective. The plan of teaching is configured by the educational objectives, the educational experiences, its organization and its evaluation.

1.1.7 The didactical model: Constructivism

In this model the focus of work is sited on who learns, and the use of resources from the surroundings which make the establishment of meanings possible. In this way, the learning of concepts, laws, values, attitudes and norms, comes through experiences and previous knowledge, leading to the necessity of overcoming obstacles through learning.

CHAPTER II

2.1 THE POSITIVE ROLE OF ENGLISH

According to Ana Raquel Galán Mendoza, nowadays it is very important to learn English. Each day it is used in almost every area of human knowledge and development. English is the language of the today's world. It is, in the globalization age, the biggest international language, a "lingua franca" which has repercussions on the non-Anglo-Saxons countries, and which affects almost directly the different fields and professions. Speaking English is an evident necessity. In actual fact, it is probable that one who does not master this language would be in a situation of disadvantage in front of an English speaker.

English language improves the communication with people of other countries, in the globalized world where we live. English has become the global language of communication by excellence, one of the most spoken languages around the world. It is a common language, or it has a special status, in almost 75 countries around the world.²

2.1.1 Fields of English

In the economical field, in business and in international business, everything is written, spoken, and read in English.

The principal airlines, for example, have adopted English as their official language. Workers need to know this language to get a better salary and to get a better opportunity in the company.

There are a lot of people who use English day by day: not just to communicate ideas, also in jobs of low responsibility its knowledge could become an essential competence, because machines, techniques and books are principally in this language.

²La importancia de conocer el idioma Inglés [online]. Available from <http://www.juntadeandalucia.es/averroes/~14700596/.../need_ing.htm>

Nowadays, any researcher or professional who wants to be able to access specialized books needs to know English to be informed about current advances which are happening in their field of knowledge. 75% of the scientific bibliography is in English. This tendency also applies to other informative media (television, radio, newspaper, videos, and movies.)

English is the language of the telecommunications (with 80% of the information electronically kept being in English). Of the estimated total of 40 million users of the Internet, 80% communicate in this language. The majority of the sites are edited in English. Even though the percentage of users of the web who are not native speakers of English is increasing quickly, especially in Asia, practically all centers have computers to make jobs easier, and any person who is able to manage them knows that, although a lot of computer programs are translated to Spanish, it is common to find situations where it is necessary to know English to understand the interactive language of the computer.

In the same way it is necessary to speak English to travel or go on vacations to foreign countries: to shop, to take transportation without getting lost, to have contact with people and culture in a broad way. It is the language of entertainment and popular culture: with the music and cinema industry etc.

In the field of studies, it is a key tool for academic goals, especially in some professional careers where it is an indispensable request in order to graduate. It is the most taught language in educational centers in Europe, reaching 46% of the students in primary and 91% of secondary.

2.1.2 Countries where English is spoken

-English as official principal language

In several countries, English is the dominant language, but it does not have an official character. In Australia, English is spoken by the majority of the population and is the language used in governmental institutions; however, Australia does not have an official language. The case is the same in the United Kingdom and the United States, although several states and regions in USA have English as official language. English is the unique official language of the Commonwealth. English is one of the official languages of the United Nations, the European Union and the Olympic International Committee.

-English as no official principal language

Some countries speak English as its principal language but not official, including countries in The Caribbean and The Pacific. The old British and American colonies include, Anguila, Antigua y Barbuda, Bahamas, Barbados, Belice, Islas Vírgenes Británicas, Islas Caimán, Dominica, Federation of Micronesia, Granada, Guam, the Bahía of Guantánamo, Guyana, Jamaica, Johnston, Montserrat, Islas Marianas del Norte, Palaos, Puerto Rico, Isla de San Cristobal and Islas Nieves, Santa Lucía, San Vicente and the Granadinas, Trinidad and Tobago, Islas Turcas y Caicos, Islas Vírgenes de los Estados Unidos. Although these islands are small, they are cultural and linguistically linked to the United Kingdom to the United States. However, because of the influence of tourism, English is still the principal language in all the Caribbean and the Pacific.³

2.1.3 The necessity of learning English.

³ Países cuyo idioma oficial es el inglés [online]. Available from <http://es.wikipedia.org/wiki/Anexo:Pa%C3%ADses_cuyo_idioma_oficial_es_ingles>

According to Gabriel Cachimuel today's society demands English. This demand is because of commerce, tourism, the existence of foreign institutions, because some communitarian work is supported by foreign people and because of the necessity of communicating with English speakers. Indigenous people manage the artisanal commerce and the majorities speak a low level of English when they communicate with foreign people to sell their handicrafts. This touristic influence motivates some communities to be interested in learning English.

A lot of students in colleges around the country have specializations in the career of Languages (English) of the faculty of humanities and education sciences or in a language center. In this field, currently there are good work opportunities. ⁴

2.1.4 Uses of English

Levels of usage.

According to Margery Berube the levels of English usage are shown below:

-Standard English is the language we use for public discourse. It is the working language of our social institutions. The news media, government, legal professions, and teachers in our schools and universities all aim at Standard

-Nonstandard English: There are many expressions and grammatical constructions that are not normally used in Standard English. These include regional expressions, such as *might*, *could*, and other usages, such as *ain't* and *don't*, they are typically associated with dialects used by people belonging to less prestigious social groups. These nonstandard

⁴CACHIMUEL Anrango, Gabriel. Vuelta arriba acabamos la escuela, vuelta abajo no podemos: la comunidad. La Paz, Plural Editores, 2008, 181 p, 1sted.

varieties of English are no less logical or systematic than Standard English.

-Formal English: On some occasions it is important to adhere to the conventions that characterize serious public discourse and to avoid expressions that we might use in more casual situations. Formal writing and speaking are characterized by the tendency to give full treatment to all the elements that are required for grammatical sentences. Thus in formal English you may hear *May I suggest that we reexamine the problem?* Where both clauses have a subject and verb and the subordinate clause is introduced by the conjunction *that*. Of course, formal English has many other features. Among these are the careful explanation of background information, complexity in sentence structure, explicit transitions between thoughts, and the use of certain words such as *may* that are reserved chiefly for creating a formal tone. Situations that normally require formal usage would include an article discussing a serious matter submitted to a respected journal, an official report by a group of researchers to a government body, a talk presented to a professional organization, and a letter of job application.

-Informal English: This is a broad category applied to situations in which it is not necessary, and in many cases not even desirable, to use the conventions of formal discourse. Informal language incorporates many of the familiar features of Spoken English, specially the tendency to use contractions and to abbreviate sentences by omitting certain elements. Where formal English has *May I suggest that we reexamine the manuscript?* In informal English you may get *Want to look this over again?* Informal English tends to assume that the audience share basic assumptions and background knowledge with the writer or speaker, who therefore alludes to or even omits reference to this information, rather than carefully explaining this as formal discourse requires. Typical information situations would include a casual conversation with classmates, a letter to

a close friend, or an article on a light topic written for a newspaper or magazine whose readership shares certain interests of the writers.⁵

2.1.5 Methodologies to teach English

Second-language teaching is a field that provides an excellent meeting ground for the many theoretical and practical aspects of psycholinguistics to come together. It is here that there is a chance to see how ideas of human language and learning interconnect.

These are some second language teaching methods:

-The Grammar-Translation Method

According to Omaggio Hadley Grammar-Translation essentially involves two components: (1) the explicit explanation of grammatical rules using the native language, and (2) the use of translation, in the native language, to explain the meaning of vocabulary and structures. Typically, textbooks using Grammar-Translation have lessons that include a reading passage in the target language, a list of vocabulary items and their translations, and an explanation in the native language of important points of grammar exemplified in the text.

Translation is typically done from the target language into the native language, with reverse translation seldom being done.

-The Natural Method

According to Gouin children learn language within a context of meaning-related situations. This observation of children's language learning was then applied to second-language teaching methods.

⁵ BERUBE, Margery. Book of English usage. Boston, The American Heritage.

This method refers to the adherence to the natural sequence of a child acquiring its first language, (1) speech comprehension, (2) speech production, and, much later, (3) reading and (4) writing. Grammar was not taught directly. Rather, grammatical rules and structures were to be learned through induction by experiencing speech in a situational context. Meaning was to be gained through experience and exposure to objects, situations, and events; translation was to be avoided.

Typically, teachers would not use prepared situations or material. Learning was through “spontaneous” conversation and demonstration, all of which was done in the target language and supported with gestures and actions.

-The Direct Method

According to Sauveur and Franke the language teaching should be undertaken within the target language system, which was the first stimulus for the rise of the direct method.

The theorists believed that by applying scientific knowledge from psychology and linguistics, language learning could be made more efficient, with the result that students would learn faster than they would under the spontaneous and unplanned lessons of the Natural Method.

The characteristic of the direct method are:

- teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials
- teaching grammar by using an inductive approach focusing on spoken language
- focus on question-answer patterns
- teacher-centering

The structured nature of the Direct Method is such that, in the hands of a good teacher, it can be used in relatively large classes of 30 or even 40 students, with teachers getting students to speak in chorus.

-The Audiolingual Method

This approach to language learning is similar to the direct method. The audiolingual method advised that students be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audiolingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

Applied to language instruction, and often within the context of the language lab, this means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio lingualism, there is no explicit grammar instruction; everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously.⁶

-The Communicative Method

According to Robert Langs this approach gives full credence to the unconscious side of emotional life and has rendered it highly sensible and incontrovertible by discovering a new, validated, and deeply meaningful way of decoding unconscious messages. This procedure-called trigger decoding-has brought forth new and highly illuminating revisions of our understanding of both emotional life and psychotherapy, and it calls for significant changes in presently accepted psychoanalytic thinking and practice.

The Communicative Approach has exposed and offered correctives for much of what is wrong with our current picture of the emotional mind and today's psychotherapies-critical errors in thinking and practice that have cause untold suffering throughout the world. The approach has shown

⁶STEINBERG, Danny. SCIARINI, Natalia. An introduction to Psycholinguistics.Pearson Longman. Secondedition.

that emotional problems do not arise first and foremost from disturbing inner memories and fantasies or daydreams; nor do they arise primarily from consciously known thoughts and patterns of behavior. Instead, emotional disturbances arise primarily from failed efforts at coping with current emotionally-charged traumas. The present-day focus by mainstream psychoanalysts on the past on inner fantasies and memories has been replaced in this communicative approach with a focus on the present, as experienced and reacted to consciously and unconsciously-in brief, the primacy afforded by mainstream psychoanalysts to fantasy and imagination has been replaced by the primacy afforded by the communicative approach to reality, trauma, and perception.⁷

2.1.6 The people who are interested in English.

When a person who is looking for a job knows two languages, such as English and Spanish, they have more opportunities to get a good job. There are not a lot of people who are able to talk Spanish and English. So, there is less competition.

There are many industries which need bilingual people. People who generally work generally in sales need to improve their communicative abilities. Selling is all about communication with people. The best way of communicating is to know that the entire world can understand the message which one wishes to transmit.

2.1.7 Time since people have become interested in the English language.

According to Carolina Quezada Narvaez the rise of English in this century has been considerable, because of the global tendencies in economy, social and intellectual aspects. Because of English is one of the most used languages around the world, a lot of times it is called the “global

⁷ <http://www.escp.org/approach.html>

language” the “lengua franca” of the modern age. Hundreds of millions of people are learning English, the language of the planet for commerce, technology and, increasingly, for power.

There are three types of speakers of the English language: those for whom it is their mother tongue, those who speak English as second language and people who are learning English as a foreign language. According to David Crystal (2003), “never has there been a language which is spoken more frequently by persons who use it as second language than as a mother tongue.” Those who speak English as foreign language and second language surpass those who speak English as mother tongue in a proportion of 3 to 1. The British Council declares that although English is not an official language in several countries, it has a special status in at least 75 countries. This is the principal language taught as a second language around the world. ⁸

2.1.8 Necessity to learn the language.

- It is the second most spoken language in the world.
- The International Colleges demand the presentation of an exam of foreign language; English is selected by the majority of students around the world.
- It is the business language, of tourism, of entertainment, etc.
- 75 per cent of the information in different media (books, newspapers, radio, television, etc.) is in English.
- It is requirement for graduation in any professional career in the majority of countries in the world.
- The possibility of being contracted is better for people who dominate a foreign language.
- The person develops capabilities of thinking and of production.
- Many instructive handbooks are written in English.
- English is helpful to be in contact with American people and their culture.

⁸La popularidad del Inglés en el siglo XXI [online]. Available from:<<http://www.eumed.net/rev/tlatemoani/05/cqn.htm>>

-On the internet 85 per cent of the information is in English.

-75 per cent of the specialized scientific bibliography is in English.⁹

⁹ 10 razones para aprender Inglés[online]. Available from:<http://es-es.facebook.com/note.php?note_id=273475646009885>

CHAPTER III

THE ECONOMIC, SOCIAL, AND INTELLECTUAL DEVELOPMENT OF THE PEOPLE

3.1 Economical development.

According to Reuters the Ecuadorian economy has grown to 8,0 per cent in 2011 from 3,58 per cent in 2010, impelled by heavy public overheads and the high costs of crude oil, according to the President of the Central Bank, Pedro Delgado.

The data overcomes the previsions of the Government of the socialist Rafael Correa of an economic expansion of 6,5 per cent. “The most important is that the increasing of the PIB (Intern Rough Product) in 2011 is not just of the petroleum sector, but the non-petroleum, the real sector of the economy”, said Delgado later to participate in a council of ministries. The heavy public overhead in roads, hospitals and schools has supported the high popularity of Correa, who could look for a new term of four years in the elections of 2013, but also has impelled the costs to the consumer, which in 2011 grew by 5,41 per cent.¹⁰

3.2 Social development.

-United States Agency to the international development.

The cooperation for the Agency has focused on topics such as education, health, environment and agriculture.

Currently the program is focused on:

¹⁰ REUTERS. Ecuador habría crecido 8,0 % en 2011. El Comercio. Negocios. Quito, Ecuador, 20 de Enero, 2012.

-Peace, security and social investment:

This program helps the social and economical development of the populations in border regions. The program's objectives are to increase employment opportunities, improve local government's capacity; and develop production and commercialization of local productive markets. In September 2006, 489.000 people in the south border and 500.000 people in the north border got new bridges, water systems, recycling, roads and irrigation.

-Democracy:

This program helps to improve local governments; the penal justice; the participation of civil society in democratic processes; and promoting electoral processes. With this program 39 local governments have carried out processes of participative planning; more than 10.000 persons have defense services and legal help in nine cities.

-Biodiversity Conservation:

This program is very important in the conservation of natural resources, focused in the National System of Protected Areas, in indigenous territories and in water sources. The program improves local capacity to do conservation actions and to promote responsible tourism in protected areas. In Galápagos, this project has supported participative management, marine reserve limitation and responsible tourism for community benefits.

-Other enterprises:

1. To avoid the traffic of persons, including prevention and protection of victims.
2. To promote the participation of people with physical and intellectual problems in economic activities and democratic processes.

3. Centers to improve the abilities of teachers in schooling.

4. Prevention of natural disasters.¹¹

3.3 Intellectual development

The educational system has improved since the last report in 2006. The majority of students have completed the basic education.

The new system of evaluation controls students, teachers, management and the curriculum, it makes it easier to identify and correct problematic areas. In addition, the Ministry of Education is working on the creation of educative standards and the formation of an autonomous responsible entity of operation.

There is an evaluation to teachers, a regularization of the selection process, improving the system, creating new incentives, and beginning to create new standards. In addition, education has high economical support.

The academic achievements evaluated in the national and international exams are too low. Besides, there are differences between the grades of students with a good economic situation compared to students with a low economic situation.

The first essential part to achieve these objectives is to have information which generates a shared diagnostic to plan the necessary reforms to improve the quality and equality of the educative system.¹²

¹¹<http://spanish.ecuador.usembassy.gov/policy/usaaid.html>

¹² <http://maestrosymaestras.blogcindario.com/2011/03/00016-calidad-de-la-educacion.html>

CHAPTER IV

THE POSITIVE ROLE OF ENGLISH IN THE ECONOMIC, SOCIAL, AND INTELLECTUAL DEVELOPMENT OF ENGLISH SPEAKERS

4.1 The positive role of English in the economic development of English speakers.

English plays a positive role in economic development. There are two important factors; the first factor is that it is important to improve business, for this reason “Business English” appeared which is specially to run a business, and the second factor is because English is very important in tourism because the people who work in this field need to speak English to help tourists and benefit economically.

According to Shormishtha Panja “Business” and “English” are historically linked together. The business interest in English has spread across the world since the 16th century. The period of English colonization grew roots in several parts of the world and this language became consolidated as a king language through which people across the world could communicate with one another. As a communicative medium, particularly in the areas of trade and commerce, it has become an essential pre-requisite and its relevance seems to grow further.

Business English is the usage of the language for special purposes, as a communicative medium to conduct business functions. It is a communicative medium in business organizations to carry out several functions. It is a shared medium in a globalized business scenario helping non-native speakers of the language to communicate with each other. Business English is a communicative competence that needs to be understood in the context of the workplace.

In many handbooks of Business English, it is usual to find diverse topics related to travel, because the managers of any company will have to travel frequently to foreign countries to talk with clients and partners.

The importance of tourism in the economic sector has made learning of English be the most important field nowadays.

The World Tourism Organization (UNWTO) shows that the number of tourists at the international level will be 1,6 thousand million in 2020, and the revenue will be over 2000 million dollars.

The development in tourism is caused by diverse factors, such as the increase of free time of the population especially in developed countries; the interest in nature and cultural topics; new information technologies , communication and transportation; and migration which improves the movement of people between countries.

These factors have determined a change in the international demand for tourism during recent years, which pass of a massive tourism to other with more selective and characterized destined for their natural and cultural resources. This tendency allows several developed countries rich in biodiversity and culture to become in new tourism places.¹³

4.1.1 General vision about the tourism.

According to Esteban Ruiz, the tourist activity becomes an important driving force of the national economy and be one of the principal economical activities of the country, which at the same time can generate capacities and improve equity in the distribution of benefits amongst the different actors, especially in the rural and poor zones.

Tourism contributes around 680 million dollars per year to the economy of the country, alongside petroleum, consignment of immigrants and banana production as the principal economical activities of the country. It represents approximately the 4,4 percent of the Gross National Product

¹³ PANJA, Shormishtha. Business English. New Delhi. Pearson Logman. 2009. 392 p. 2nd edition.

(GNP). It has demonstrated a big capacity of reaction in front of the increasing and decreasing phases experienced by the Ecuadorian economy. For each dollar generated in the economy, 10 cents correspond to tourism, generating around 52 thousand sources of work per year.

Also, an increment of 1 dollar in the tourism demand, generates an increase in production of 2,75 dollars, which is a positive indicator.

The country receives an average of 660 thousand international visitors per year and there is movement of around a million national tourists. The principal visitors come from: USA and Canada, Peru and Colombia and some European countries such as Germany, France, Spain, Italy and England.¹⁴

4.1.2 Consignments from United States

According to Henry Bischoff the English language is a basic element of American citizenship. It does not mean that anyone who speaks English with an accent is Un-American, or imply that those who do not speak English are unwelcome in the United States.

In America, language integration is an integral part of political integration, an integral part of the national cohesiveness. And it is notable that United States as a country has been unsuccessful in integrating many Hispanic immigrants into its political and cultural life.

Learning English to become a citizen is a perfectly reasonable requirement that benefits both the society and migrants themselves. It is no kindness to Hispanic immigrants to add to their present ability to listen to the radio, watch television, vote, or get educated in Spanish. Americanization is not an illiberal or a xenophobia process. Through

¹⁴ RUIZ, Esteban. BALLESTEROS, Doris. Turismo comunitario en Ecuador: desarrollo y sostenibilidad social. Quito. Abya Yala. 2007. 333 P. 1st ed.

Americanization United States reach out to migrants and welcome them fully within our society, and migrants reach out to United States and enter fully into the society.

A big source of economical development of the country is consignments; it is the product of the effort accomplished in foreign countries for the emigrant population.

In 2002, according to the Multilateral Fund of Investments, Latin America and The Caribbean got 32 thousand million dollars by consignments. From United States and Europe, Ecuador received 1575 million dollars.

In 2003, the Multilateral Fund of Inversions reported that consignments to America had increased to 38047 million dollars.

It is affirmed that each migrant labor consigns approximately one thousand dollars. According to the Multilateral Fund of Investments of the Inter American Bank of Development (2003), nearly a million Ecuadorians, 24 percent of the adult population, receive consignments from their family who live out of the country. In this study it is affirmed that the average consignment increases to 175 dollars monthly and three quarters of the receptors get less than 500 dollars monthly. In the poll applied by FLACSO in the South region of the country in 2001 the average consignment was 150 dollars, and the majority of receptors were in of low incomes sectors but not the poorest.¹⁵

¹⁵ BISCHOFF, Henry. *Immigration issues*. United States of America. Greenwood press. 2002. 377 p. 1st ed.

4.1.3 The positive role of English in the social development of English speakers.

4.1.3.1 English teachers have several opportunities

Because of the demand for skills in English in the market, work is increasing, and the demand for qualified teachers also increases. Tourism to South America is also increasing, and as such the necessity for English is especially high in the most populated cities of Ecuador, Quito, Guayaquil and Cuenca.

There are several opportunities for English teachers in public schools in, and in several private language schools in the country. .

Opportunities for English instructors exist in Ecuador's public schools, and in the country's numerous private language schools, which particularly recognize the value of native English-speaking teachers.

4.1.3.2 Development of projects

The Ministry of Education and culture has established as law of state the improvement of the learning of this language, locating it with special hierarchy in the new curriculum of the basic, and of “bachillerato” education.

In 1992 the Ecuadorian and British governments signed an agreement of technical bilateral cooperation with the principal objective of improving the quality of the teaching and learning of the English Language in the country. In addition, the curricular area is in reform.

The results of the project are as follows:

- Five members of the national coordination team improved skills in the language.

- Handbooks for teachers produced by the National Project Team (CRADLE): orientation about the use of the new curriculum of English, methodology, academic reading, improving of the English language, use of English language in the classroom, pronunciation, English for primary schools, course for the application of the national test of English.
- Five thousand English teachers from all the provinces improved their knowledge by the provincial and national team according to the produced handbooks of course.
- Twenty five teacher resource centers are working in the country with special books and adequate equipment, product of British donations.¹⁶

4.1.3.3 Foreign people teach English

Thirteen English speaking volunteers coming from U.S.A. are part of the Project “English opens doors”, created in 2003 by the Ministry of Education, with the purpose of improving the teaching and learning of the English language, through professional teacher development and support to the school to reach international standards in the mastering of this language.

Since 2006, “Fundación Minera Escondida”, has been supporting the initiative of the Ministry of Education. It has helped to benefit a high number of teachers and students in the region. In fact only this year more than 6 thousand students in 4th and 5th grades in the region will learn English through the volunteers help.

The program “English Opens Doors” has benefited the following institutions: the community Anfogasta, Santa Emilia High School, Lois Hat High School, Industrial Lyceum, Marta Narea Lyceum, Arturo Prat School,

¹⁶ Convenio Internacional Ecuatoriano-Británico [online]. Available from: <http://www.fronesis.org/mec/cradle/p1.htm>

Corazón de María High School, San José High School and República del Ecuador School. In the community of Calama, the Andrés Bello School and the Obispo Silva Lazaeta Institute. In Taltal, the Luis Ojeda Carvajal Basic School. In Tocopilla the Sagrada Familia High School.

The Regional Ministerial secretary of education, Vicente Ayala Araya, emphasized that the low results obtained in the test “Simce”, demonstrated the necessity of designing more and better strategies for teaching English.¹⁷

4.2 The positive role of English in the intellectual development of English speakers.

4.2.1 People get scholarships if they master English

In our country several scholarships are not approached because of the lack of a second language such as English and French. The Ecuadorian Institute of Educational Credit and Scholarships (IECE) demonstrates this.

The principal of this institution, Alba Luz Mora, says that per year 300 scholarship programs from around the world enter Ecuador. In 2005 there were 170 students who applied to them.

For candidates the most difficult is to obtain a scholarship which asks for speaking and writing another language. An Ecuadorian student says that she studied English in an institute, but she did not learn the language. There are more cases, where the learning of another language is indispensable to take the course, as in the School of Ecotourism of the UCE.

¹⁷ Comienza trabajo de Voluntaries Angloparlantes 2011 [online]. Available from: <http://www.fme.cl/sala-de-prensa/376-comienza-trabajo-devoluntarios-angloparlantes-2011.html>

A student of fourth year who takes six hours a week says that English is not good here. There is not enough preparation to develop conversation with tourists.

The situation changes a little in the Pontific Catholic University of Ecuador, where 5 years ago students had to study English for four levels and nowadays they study eight levels.

In the case of the students of private high schools such as the “Americano”, “Academia Cotopaxi”, “Alemán”, “Menor San Francisco de Quito”, and others, this problem does not exist, because students are bilingual. It assists students because they can access the most important scholarships, as is the case of the Fullbright Commission of Ecuador, which has a system of post graduate studies for professionals who dominate English which also demonstrates academic excellence.

4.2.2 Some post graduates have specific requests.

The Fullbright Commission of Ecuador manages a program of scholarships for post graduates through an agreement between the United States and the Congress of Ecuador, to people who are English speakers.

The candidates, amongst the various requirements, must write two essays in a second language arguing the reason to pursue the post graduate course and the future benefits.

By these requirements, the students and professionals reinforce their knowledge in languages.

English helps students to acquire new knowledge because they can pursue an International education if they speak English, in this way developing their abilities and becoming better professionals.

In some institutes or academies of English, a course costs between \$45 and \$840 monthly. In the majority, it is said that, on concluding the

course, the students will be prepared to talk and write perfectly in the English language. These institutes offer the mastery of the language in anywhere from four months to nine months to one and a half years, attending class two hours each day.¹⁸

¹⁸ Con otro idioma se facilita el acceso a becas [online]. Available from: <http://www.explored.com.ec/noticias-ecuador/con-otro-idioma-se-facilita-el-acceso-a-becas-224223-224223.html>

CHAPTER FIVE

OTHER CAUSES OF THE CORE PROBLEM

5.1 Little children learn English.

According to *Opal Dunn*, young children are natural language acquirers; they are self-motivated to pick up language without conscious learning, unlike adolescents and adults. They have the ability to imitate pronunciation and work out the rules for themselves. Any idea that learning to talk in English is difficult does not occur to them unless it's suggested by adults, who themselves probably learned English academically at a later age through grammar-based text books.

-The advantages of beginning early

- Young children are still using their individual, innate language-learning strategies to acquire their home language and soon find they can also use these strategies to pick up English.
- Young children have time to learn through play-like activities. They pick up language by taking part in an activity shared with an adult. They first make sense of the activity and then get meaning from the adult's shared language.
- Young children have more time to fit English into the daily program. School programs tend to be informal and children's minds are not yet cluttered with facts to be stored and tested. They may have little or no homework and are less stressed by having to achieve set standards.
- Children who have the opportunity to pick up a second language while they are still young appear to use the same innate language-learning strategies throughout life when learning other languages. Picking up third, fourth, or even more languages is easier than picking up a second.

- Young children who acquire language rather than consciously learn it, as older children and adults have to, are more likely to have better pronunciation and feel for the language and culture. When monolingual children reach puberty and become more self-conscious, their ability to pick up language diminishes and they feel they have to consciously study English through grammar-based programs. The age at which this change occurs depends greatly on the individual child's developmental levels as well as the expectations of their society.¹⁹

5.2 Students have more resources to look for information.

According to Victor Martín García the technologies of Information and Communications (TIC), are managing the informatics or information revolution. A new society was born, the *cyber-society* or new society of the information, supported by the climax of these technologies. These technologies are developing, essentially, in English.

The unstoppable increase of the internet is configuring the consolidation of the English language as a technological and business language, because an elevated percentage of the sites on the web are constructed in this language.²⁰

5.3 English is a global language.

According to David Crystal a headline of this kind must have appeared in a thousand newspapers and magazines in recent years. "English Rules" is an actual example, presenting to the world an uncomplicated scenario

¹⁹ How young children learn English as another language [online]. Available from: <http://learnenglishkids.britishcouncil.org/en/parents/articles/how-young-children-learn-english-another-language>

²⁰ GARCIA, Victor. Informática, información y comunicación. México. Cáritas Española. 1997. 300 P. 1st ed.

suggesting the universality of the language's spread and the likelihood of its continuation. A statement prominently displayed in the body of the associated article, memorable chiefly for its alliterative ingenuity, reinforces the initial impression: "The British Empire may be in full retreat with the handover of Hong Kong. But from Bengal to Belize and Las Vegas to Lahore, the language of the sceptred isle is rapidly becoming the first global lingua franca".

Millennial retrospectives and prognostications continued in the same vein, with several major newspapers and magazines finding in the subject of the English Language an apt symbol for the themes of globalization, diversification, progress and identity addressed in their special editions. Television programs and series also addressed the issue, and achieved world-wide audiences. Certainly, by the turn of the century, the topic must have made contact with millions of popular intuitions at a level which had simply not existed a decade before.

These are the kinds of statement which seem so obvious that most people would hardly give them a second thought. Of course English is a Global Language, they would say. English is in television, it is spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu.²¹

5.4 Everybody wants to speak English.

The National Polytechnic School has about 3000 students daily in various programs.

²¹ CRYSTAL, David. English as a global language. Cambridge. Cambridge University Press. 2003. 212 p. 2nd ed.

It is difficult to reveal the mystery. How many Ecuadorians speak English? There is not an exact data.

But all the time more Ecuadorian people want to learn the language which dominates the world.

In 69 Universities and Institutes in the country it is an obligation for the student, according to their studies, to have the proficiency in some language.

Jenny Valencia, a professional and public employee, thinks that it is the universal language, because around the world, more and more people speak different languages. English language is not a style, it is a necessity.

She is one of 3000 students of the Center of Continual Education of the National Polytechnic School.

The majority of students are professionals, who want to improve their performance as professionals.

The improvement is just in English Language, because it is the most demanded language.

The Center has been working since 1985 and began with an average of 300 students. The increase was evident in the last 8 years, remembers the director, Jorge Laza,

There are 14 levels, from basic to advanced academics, including conversation and special courses for who are English teachers.

In the "Pontificia Universidad Católica Del Ecuador", each semester there are 2500 registered students in English language. This is a requirement for the students of the Centre.

Before there were 1200 students, pointed out Edison Santacruz, English area Coordinator. The College supports the learning of the language. They must do homework in English.

There are courses open for those who are not students, too. But the admissions decreased because the internal demand is very high.

Besides, with an intermediate formation, those who want to be translators or interpreters or English teachers are accepted.

In that level there are 130 students, the project began with 30 students. They have to study for 4 years, explain Donald Stewart, director of the Linguistic School.

“La Universidad Técnica Particular de Loja”, offers a Degree in Education Sciences with mention in English, both normal and distance learning. This is because there are a lot of teachers of the subject working with no qualification. This is a valid option to accomplish requirements of their works, Luján Gonzales points out; she is director of the Regional of Quito.

For example, in 2002 and 2004 the number increased from 759 to 837 students.

But there are other Centers dedicated to English teaching such as the Fullbright Commission.

In October 2005 and June 2006, 305 interested students were registered in taking courses in U.S.A. 1022 students asked for information about taking the Toefl (English exam).

Susana Cabeza de Vaca, executive manager, comments they offer courses pre-beginner, beginner, six superior levels and one preparatory level.

A placement test is always applied and only people older than 18 years are accepted.

The demand increased. In 1999 there were 1597 students, in 2003, there were 1661 students and this year there were 1649 students.²²

²² El idioma Inglés pasó de una obligación a una necesidad. El Comercio. Quito, Ecuador. 12 de Septiembre 2006.

2.6 HYPOTHESIS SYSTEM

2.6.1 Working Hypothesis H_i

The English language plays an important role in the economic, social and intellectual development of teachers at Madre Maria Berenice School, Quito, September 2010.

2.6.2 Null Hypotesis H_o

English does not play any role in the economic, social and intellectual development of teachers at Madre Maria Berenice School, Quito, September 2010.

PART THREE

METHODOLOGICAL DESIGN

3.1 RESEARCH TYPE AND DESIGN.

The research was applied, descriptive and of field. The technique for gathering data was by survey . It was correlational and quantitative.

3.2 POPULATION AND SAMPLE.

30 teachers who work at Madre María Berenice School participated in the survey.

3.3 FIELDING.

The field group work took place at Madre María Berenice School in September 2010. The technique for gathering data was a survey with specific questions to get the information needed.

3.4 INSTRUMENTS FOR DATA COLLECTION

Survey was the technique used to gathering data in this research project.

3.5 PROCESSING AND ANALYSIS

The data obtained were analyzed using descriptive statistics. Measures of central tendency and dispersion were used to compare results. Histograms were applied too.

PART FOUR
TESTING THE HYPOTHESIS

4.1 Graphical exposition of results

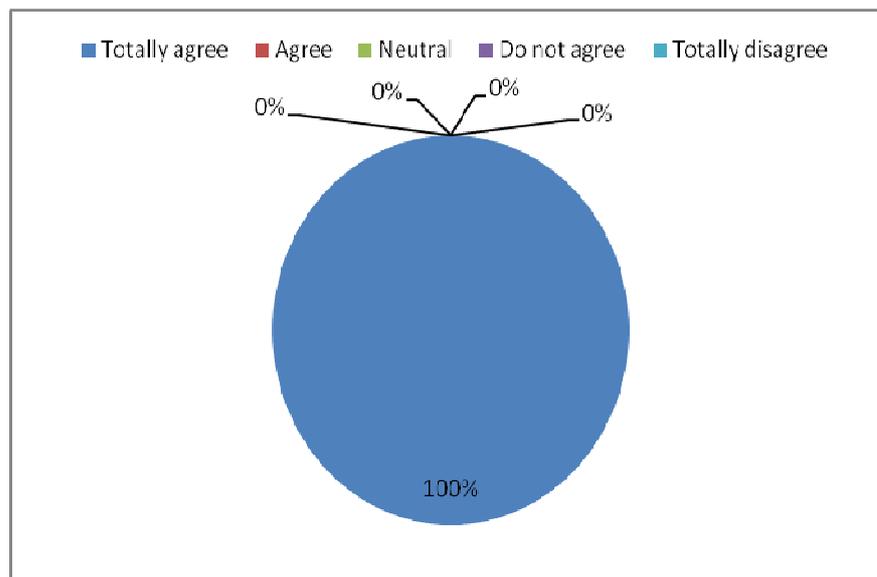
4.1.1 Data Matrix

VARIABLES QUESTIONS	Totally agree	Agree	Neutral	Do not agree	Totally disagre e	Total
1. English language is a factor of labour mobility	30	0	0	0	0	30
2. English language increases access to the sources of information.	14	5	6	4	1	30
3. Ecuadorians have better international communication.	16	10	4	0	0	30
4. English language improves business management.	26	4	0	0	0	30
5. English speakers have better salaries.	27	3	0	0	0	30
6. English language improves the quality of life.	29	1	0	0	0	30
7. Ecuadorian people know the benefits of learning.	20	7	3	0	0	30
8. English language helps the economy because there are several techniques to apply the language and do good business.	26	4	0	0	0	30
9. Bilingual people improve tourism in Ecuador.	22	8	0	0	0	30
10. Local businesses have better opportunities because they are able to attend to English speakers.	21	9	0	0	0	30
TOTAL	231	51	13	4	1	300

4.1.2 Analysis of results

1. English language is a factor of labour mobility.

ITEM	FREQUENCY	PERCENTAGE
Totally agree	30	100%
Agree	0	0%
Neutral	0	0%
Do not agree	0	0%
Totally disagree	0	0%

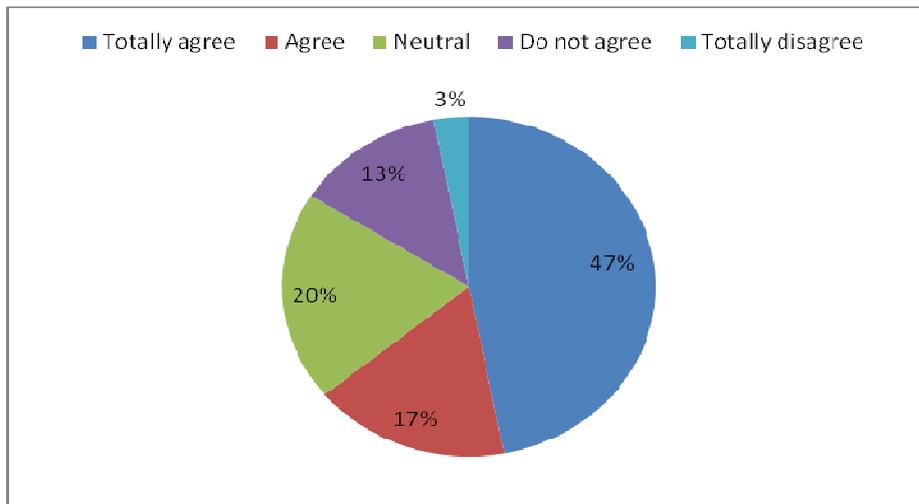


Analysis:

It shows that all the teachers of “Madre María Berenice” School are in agreement that English language is a factor of labour mobility, they know the benefits that exist if people speak English, every day more English speakers are required.

2. English language increases access to the sources of information.

ITEM	FREQUENCY	PERCENTAGE
Totally agree	14	47%
Agree	5	17%
Neutral	6	20%
Do not agree	4	13%
Totally disagree	1	3%

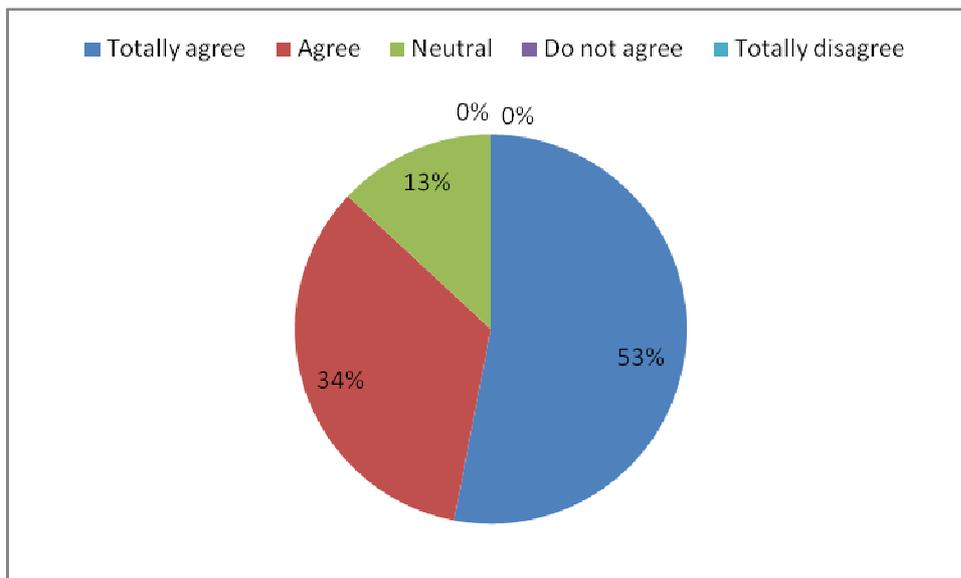


Analysis:

This demonstrates that teachers at “Madre María Berenice” School have different points of view, 47% think that English is very useful to access sources of information, but the remainder think that in Ecuador there are no sources of information in English, in this way there is no better access to information, there is not enough information in English about all the topics in Ecuador.

3. Ecuadorians have better international communication.

ITEM	FREQUENCY	PERCENTAGE
Totally agree	16	53%
Agree	10	34%
Neutral	4	13%
Do not agree	0	0%
Totally disagree	0	0%

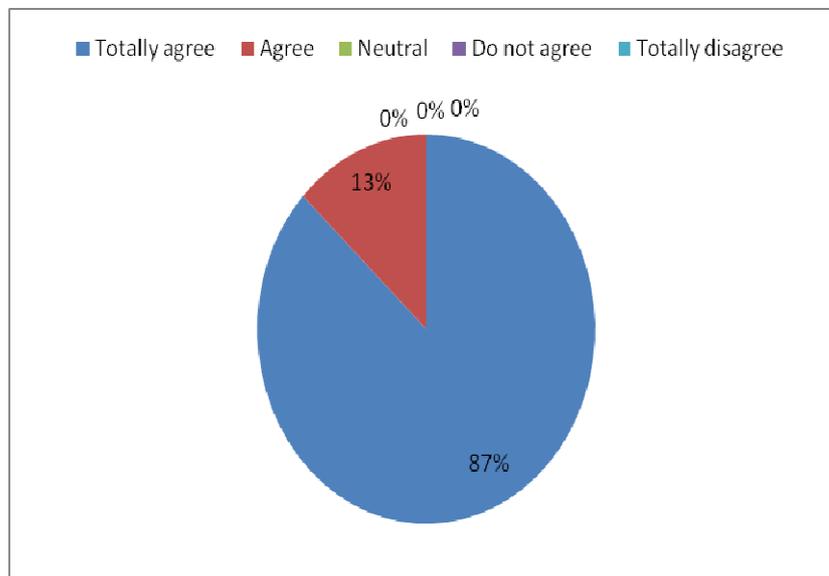


Analysis:

This shows that the majority of teachers think that Ecuadorians have better international communication thanks to the English language. The rest of the teachers have some doubts about it because they do not think that Ecuadorians should be able to speak with native English speakers perfectly.

4. English language improves business management.

ITEM	FREQUENCY	PERCENTAGE
Totally agree	26	87%
Agree	4	13%
Neutral	0	0%
Do not agree	0	0%
Totally disagree	0	0%

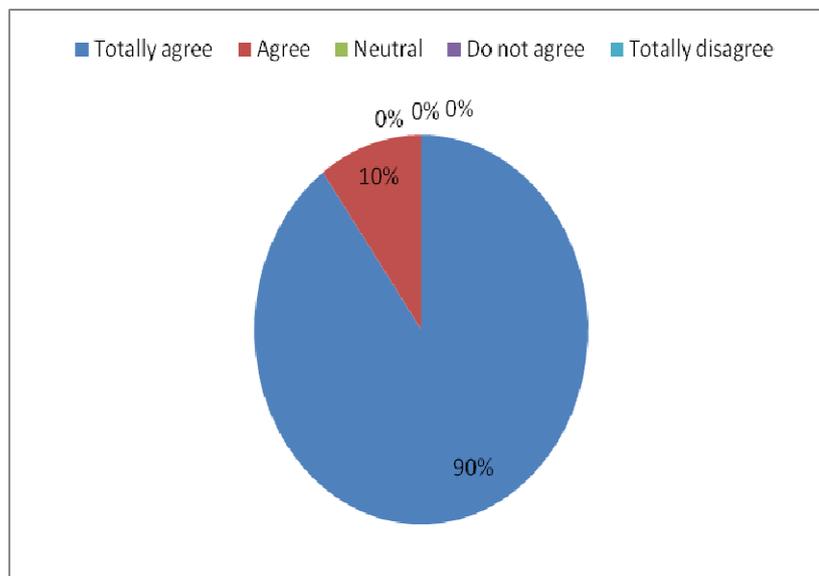


Analysis:

This shows that English increases business because there are more opportunities to deal with foreign businessmen and accomplish contracts or associations. English helps to get better contracts with important foreign companies because expositions, suggestions and explanations are clear. In this way every day there is more business thanks to the English language.

5. English speakers have better salaries.

ITEM	FREQUENCY	PERCENTAGE
Totally agree	27	90%
Agree	3	10%
Neutral	0	0%
Do not agree	0	0%
Totally disagree	0	0%

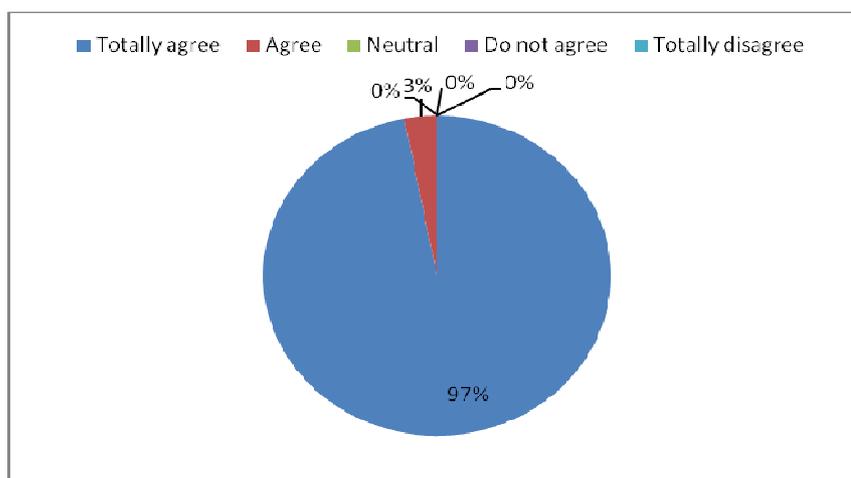


Analysis:

This shows that the majority of teachers think that English speakers have better salaries because they know that people who speak English are able to work in important companies or institutions. English speakers are asked to work in several companies because the companies want to increase their quality and be able to be present in the market with all the requirements.

6. English language improves the quality of life.

ITEM	FREQUENCY	PERCENTAGE
Totally agree	29	97%
Agree	1	3%
Neutral	0	0%
Do not agree	0	0%
Totally disagree	0	0%

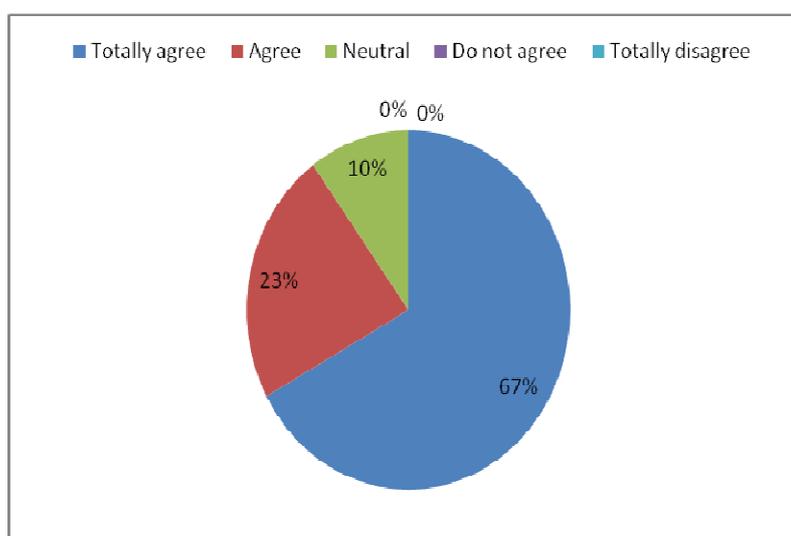


Analysis:

Teachers think that English improves the quality of life because English speakers have better jobs and in this way they have better salaries, English speakers have better possibilities to acquire good products including food and other products, besides they have more comfortable workplaces and have more possibilities to solve economic problems, besides they are able to acquire new knowledge to improve their careers and professions.

7. Ecuadorian people know the benefits of learning English.

ITEM	FREQUENCY	PERCENTAGE
Totally agree	20	67%
Agree	7	23%
Neutral	3	10%
Do not agree	0	0%
Totally disagree	0	0%

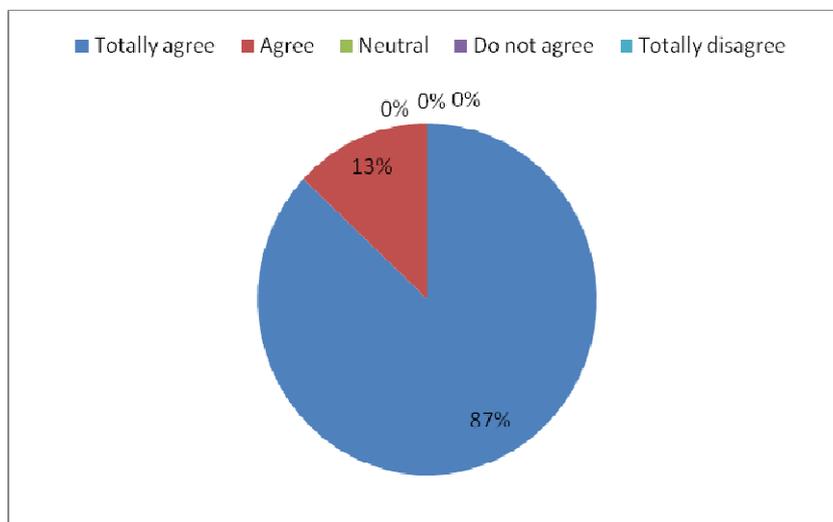


Analysis:

Teachers think that Ecuadorian people know the benefits of English but some teachers are not totally in agreement because some Ecuadorian people think that English is useful just to get a good job, they do not know that is important to share ideas, get information, read directions and so on. There is no necessary for information about English benefits.

8. English language helps the economy because there are several techniques to apply the language and get good business.

ITEM	FREQUENCY	PERCENTAGE
Totally agree	26	87%
Agree	4	13%
Neutral	0	0%
Do not agree	0	0%
Totally disagree	0	0%

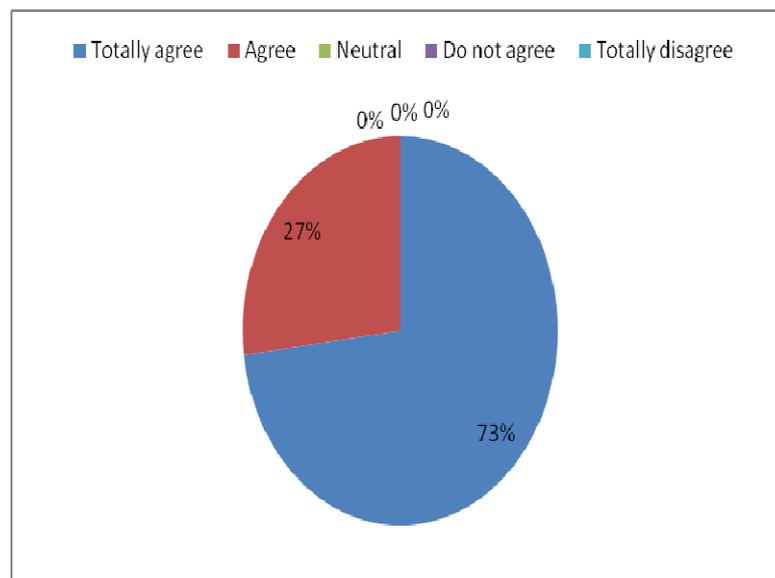


Analysis:

English language increases the economy because there are several techniques to do business: better professionals, sources of information, tourism in Ecuadorian cities and so on; teachers think that English has several applications and it improves the economy of Ecuador for each activity where English is present.

9. Bilingual people improve tourism in Ecuador.

ITEM	FREQUENCY	PERCENTAGE
Totally agree	22	73%
Agree	8	27%
Neutral	0	0%
Do not agree	0	0%
Totally disagree	0	0%

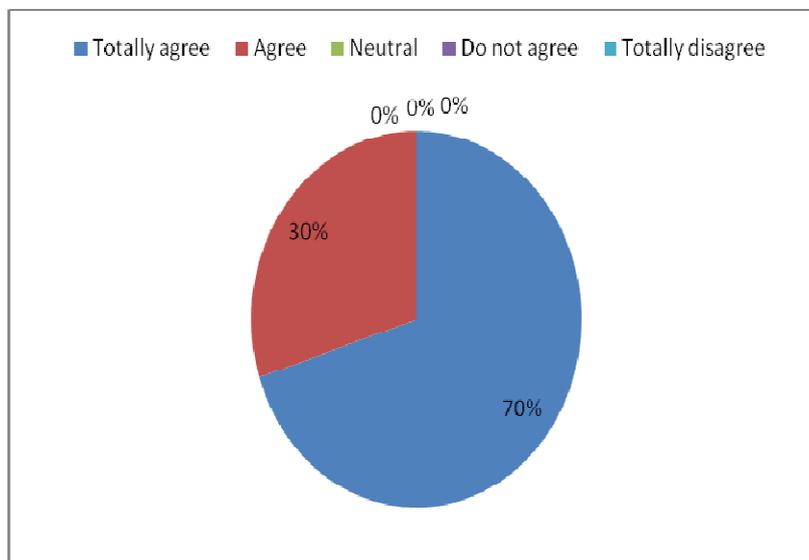


Analysis:

Teachers think that bilingual people are very important to increase the tourism in Ecuador because foreigners feel comfortable with people who speak their original language. English speakers attract native English speakers because they are able to explain the details of the tour in a natural way and are able to answer any question from the visitors; in this way each day more tourists come to visit Ecuador.

10. Local businesses have better opportunities because they are able to attend English speakers.

ITEM	FREQUENCY	PERCENTAGE
Totally agree	21	70%
Agree	9	30%
Neutral	0	0%
Do not agree	0	0%
Totally disagree	0	0%



Analysis:

Teachers think that local businesses are better if the person who works there speaks English because English speakers will want to acquire their products if they will be attended by a bilingual person who is able to explain ideas clearly and answer questions. Local businesses with English speaking personnel will get more clients and improve the company economy.

4.2 Verification of the hypothesis

Chi-Square Analysis

V a r i a b l e #1

	30	0	0	0	0					
V a r i a b l e # 2	14	5	6	4	1					
	16	10	4	0	0					
	26	4	0	0	0					
	27	3	0	0	0					
	29	1	0	0	0					
	20	7	3	0	0					
	25	4	0	0	0					
	22	8	0	0	0					
	21	9	0	0	0					

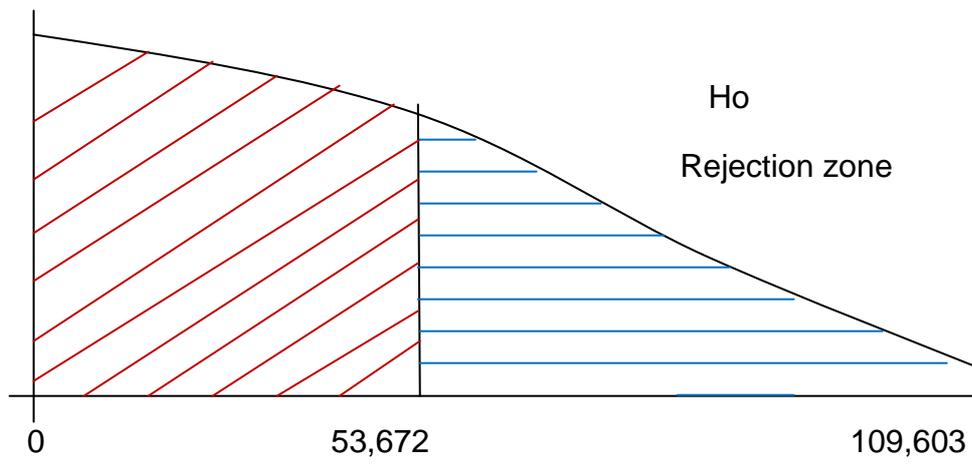
Chi-square = 109,603 (df = 36, p = ,0000)

Contingency coefficient = ,518

Phi coefficient = ,303

Ho

Acceptance zone



Ho

Rejection zone

0

53,672

109,603

4.3 Conclusions

- Once the data were processed it is evident that the Null hypothesis is rejected.
- English language is a factor of labor mobility because it is the global language; it is present in business, in the economy, in the field of academics and in the social aspect.
- Bilingual teachers have better relationships with English speakers and can communicate better.
- The tourism is improving because there are English speakers who are able to guide foreigners on a tour.
- English speakers have a better quality of life because they get better salaries.

4.4 Recommendations

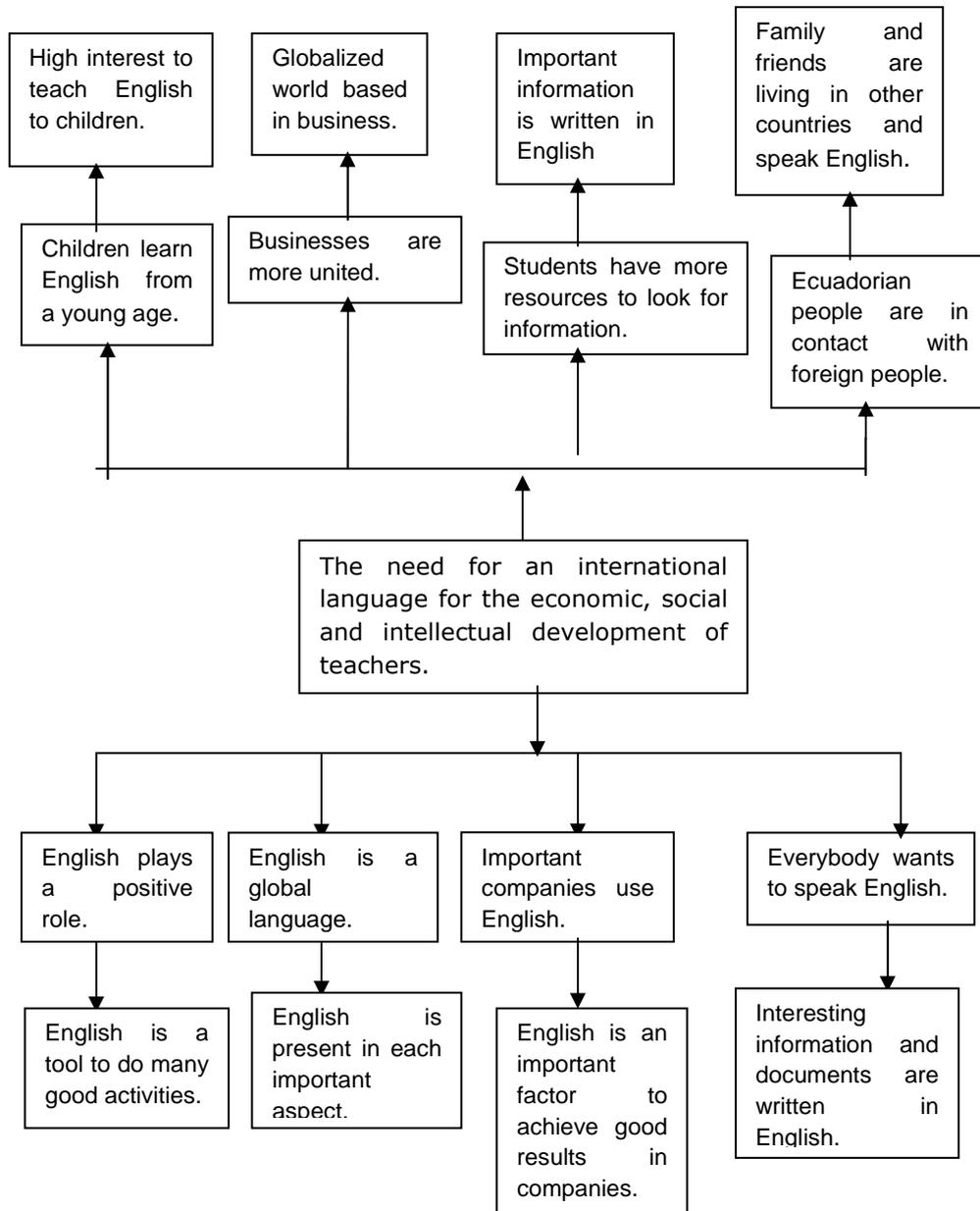
- The English language plays an important role in the economic, social and intellectual development of people; therefore it is necessary to learn this language to be a good professional.
- English language must be emphasized in schools because it opens several opportunities in every aspect of life nowadays.
- Teachers must learn English to express ideas to native English speakers and in this way be present in other countries.
- Tour companies must focus on improving the techniques to teach English to their tour guides to get a better quality of English speakers, in order to improve their economy.
- Teachers must learn English to improve their quality of life in all aspects; parents must motivate their children to acquire this language.

**PART FIVE
PROPOSAL**

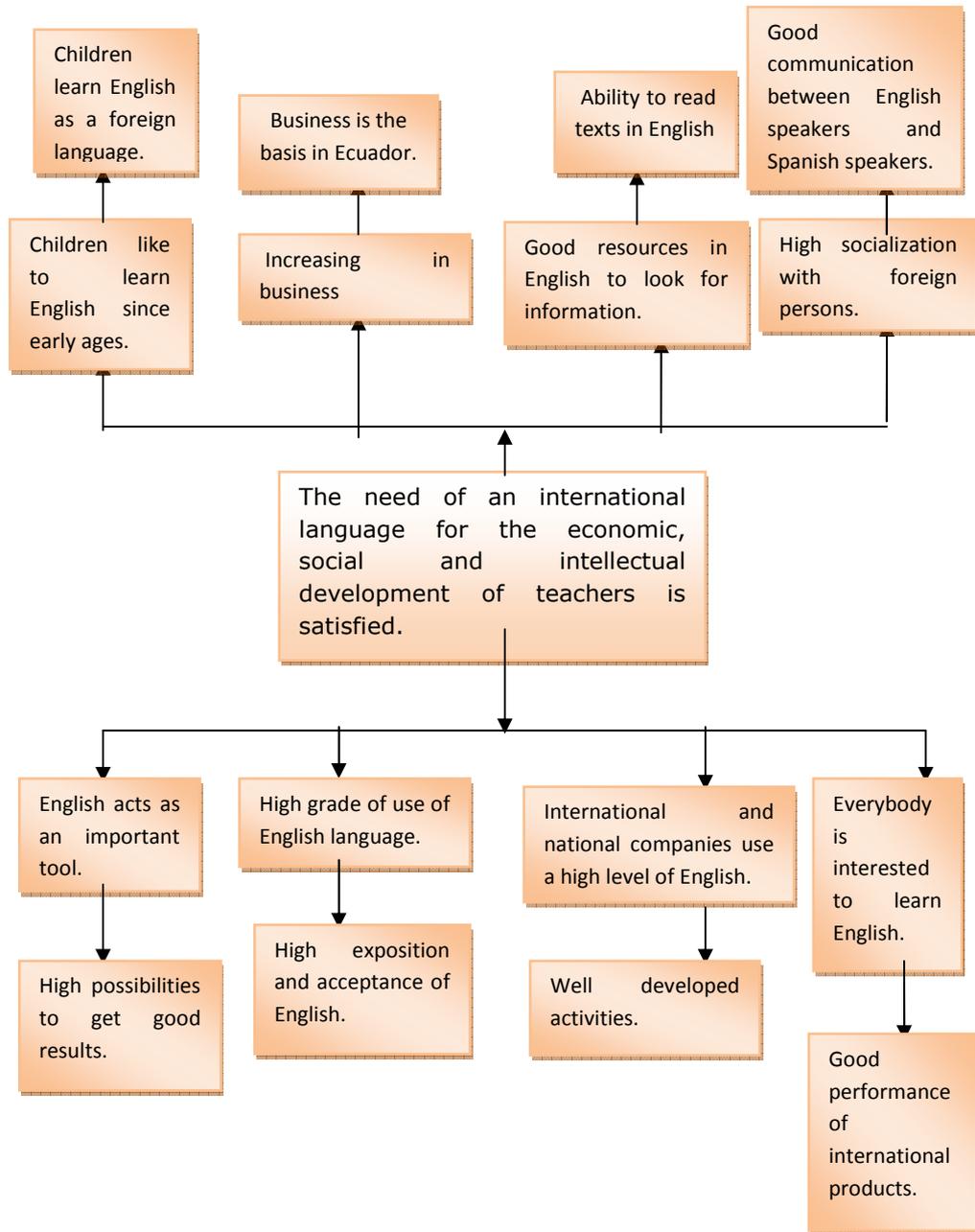
5.1 Analysis of participants

Groups	Interests	Perceived problems	Resources and mandates
Students	The acquisition of competences and skills which lets them communicate and express ideas in English.	Low level of English as a foreign language.	To get training in order to improve the general knowledge of English.
Government	Acquisition of new business with foreign companies to improve the economy of Ecuador.	Businesspeople don't have a good level of English and they aren't able to get good jobs.	To improve the methods to use English to get business.
Society	English is an indispensable tool in the society to keep contact with foreign people and to use technology.	The majority of people in society do not speak English.	To motivate people to learn English to be able to get information and transmit ideas.

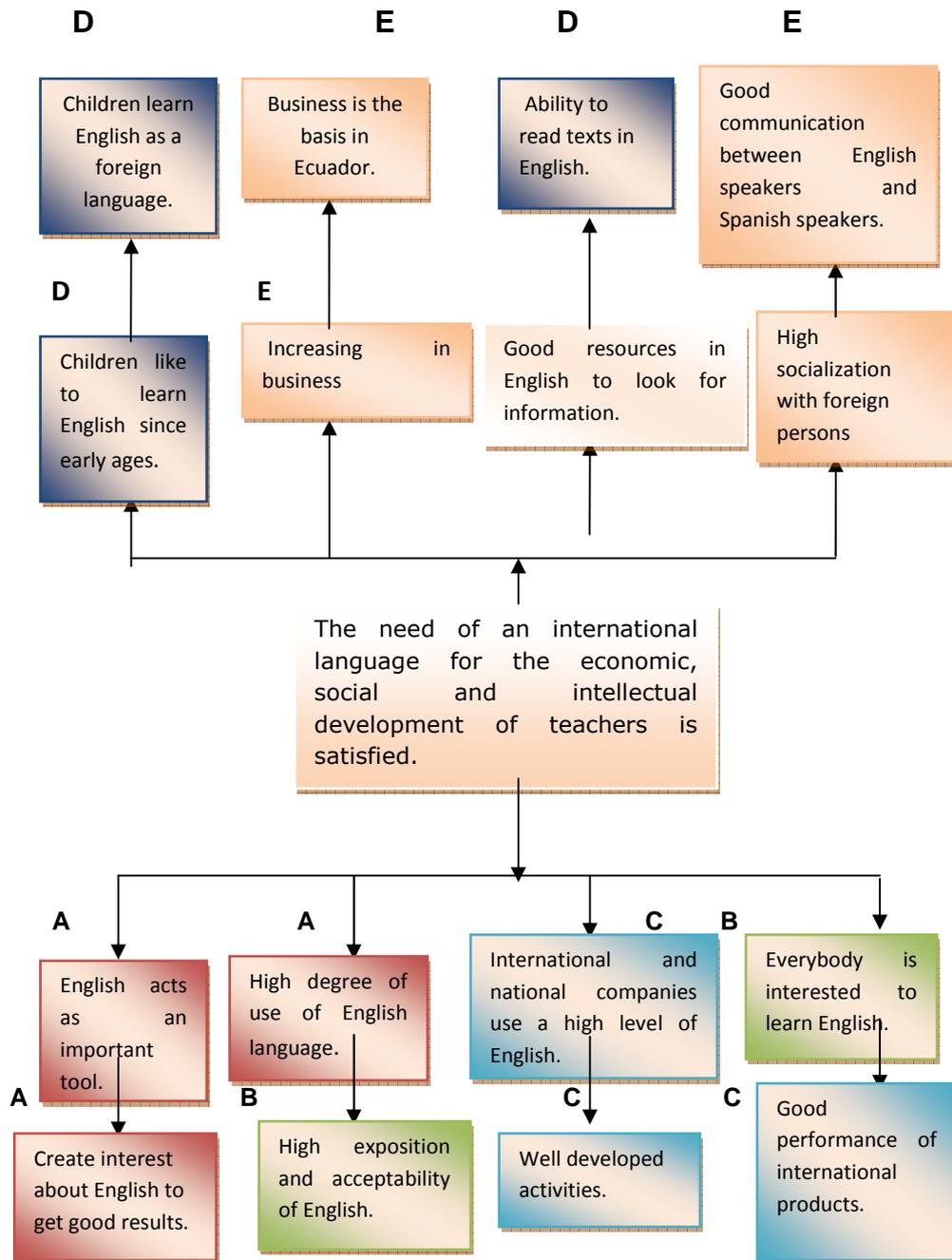
5.2 Problem tree



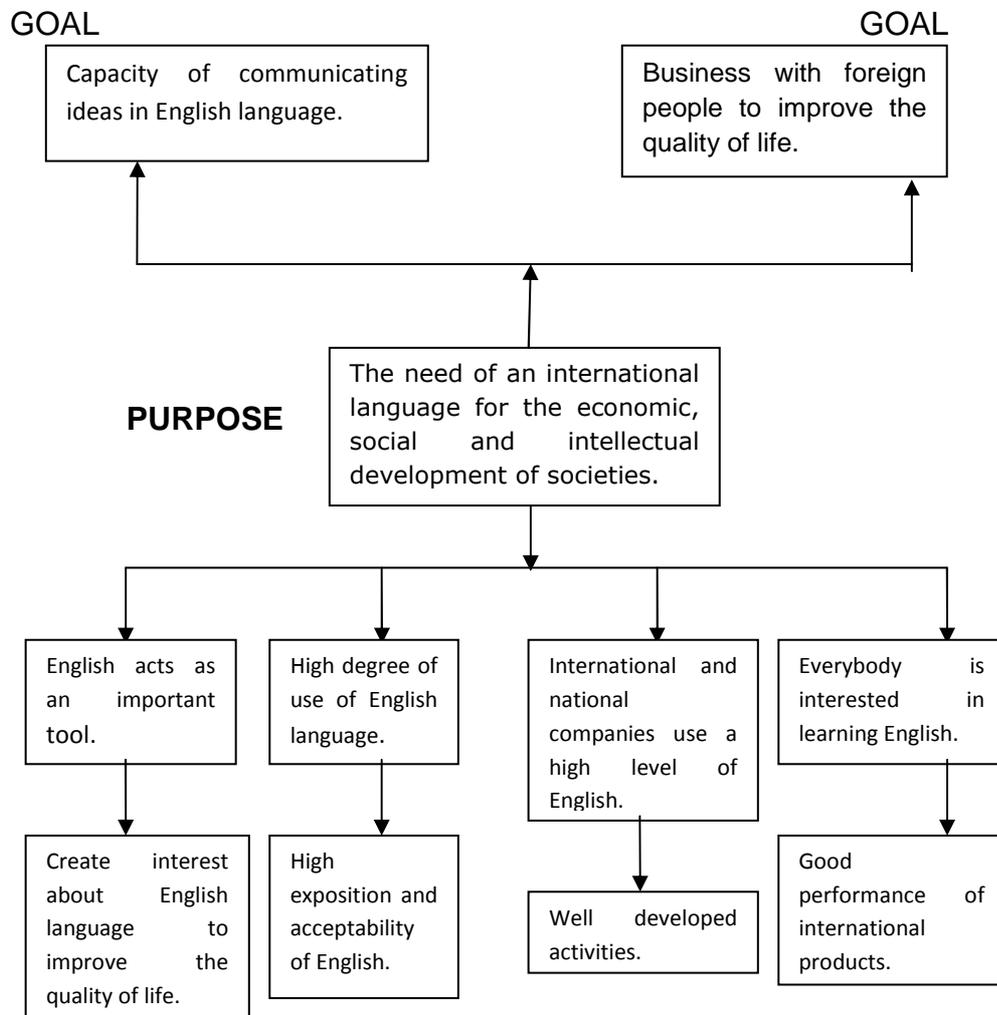
5.3 Objectives tree



5.4 Strategies tree



5.5 Analytic structure of the proposal



5.6 Logical framework matrix

Narrative summary of objectives	Indicators	Verification resources	Supposes
<p>Goal</p> <p>1. To encourage children to learn English since little to get a good second language.</p> <p>2. To get good results from businessman based in their management of English to get good business with foreign persons.</p>	<p>70% of children show interest in English.</p> <p>65% of businessmen speak English to get business.</p>	<p>Test results</p> <p>Data of International business.</p>	<p>Parents do not support their children to acquire a second language.</p> <p>Companies are interested in English usage.</p>
<p>Purpose</p> <p>An international language improves the economic, social and intellectual development of societies.</p>	<p>77% of English speakers have a benefit thanks to English.</p>	<p>Survey results about income.</p>	<p>Lack of information about the benefits of English language.</p>
<p>Components</p> <p>English is employed in</p>	<p>70% of persons use English in their daily</p>	<p>Surveys to common</p>	<p>Lack of usage on English in</p>

<p>several activities and get good results.</p> <p>Good businesses are product of the use of English in companies.</p> <p>Persons like to learn English to use it in several aspects.</p>	<p>lives.</p> <p>60% of companies get good business by the use of English language.</p> <p>95% of persons admit that English an important language.</p>	<p>persons in Quito.</p> <p>News and data in internet.</p> <p>Statistics of persons who use English and the fields where it is used.</p>	<p>the country.</p> <p>International companies do not pay attention about Ecuadorian companies.</p> <p>Lack of institutes to teach English.</p>
<p>Activities</p> <p>1. The training of teachers in English language using the technologies, for example courses on-line.</p> <p>2. The exposition of English in movies, songs and stories to familiarize teachers with</p>	<p>Resources</p> <p>-Teachers</p> <p>- Computers</p> <p>-Internet</p> <p>-TV</p> <p>-English books</p> <p>-English stories</p> <p>-English movies</p>	<p>Costs</p> <p>\$500,00</p> <p>US\$1.500</p>	

<p>this language.</p> <p>3. The creation of a club of English for teachers, they will go twice in the week and they will learn new contents.</p> <p>4. To look for information about scholarships to teachers to travel to other countries to learn English.</p>	<p>-Teachers</p> <p>-Classroom</p> <p>-Internet</p> <p>-Teachers</p> <p>-Internet</p>	<p>\$1,500</p> <p>\$2,500</p>	
--	--	----------------------------------	--

5.7 Budget:

Resources	Costs
-Tutor	- US\$ 1,000
-Desk-top Computer	- US\$ 600
-Printer	- US\$ 80
-Ink cartridges	- US\$ 80
-Scanner	- US\$ 200
-Stationary supplies	- US\$ 50
-Sheets of paper	- US\$ 20
-Bibliography	- US\$ 200
-Folders	- US\$ 10
-Internet account for eight months	- US\$ 240 - US \$ 150
-English-English dictionary	
	US\$ 2,630
TOTAL	

5.8 Activities schedule

Activities	Oct.	Nov.	Dec.	Jan.	Feb.
The training of teachers in English language using the technologies, for example courses on-line.	X				
The exposition of English in movies, songs and stories to familiarize teachers with the language.		X			
The creation of a club of English for teachers, they will go twice in the week and they will learn new contents.		X			
To look for information about scholarships to teachers to travel to other countries to learn English.				X	X

5.9 Evaluation

In the evaluation of processes, the focuses of attention were the activities of the project and their indicators. In the evaluation of results, the pertinent objectives were the components, the proposal and the goal of the logical framework of the project. In the evaluation of impact, in the column of objectives of the logical framework get configurative the hypothesis of development: it is assumed that the components, more some specific conditions of environment, generated in a time, the proposal (immediate impact) and the goal (impact of median and large period).

BIBLIOGRAPHY

Madre María Berenice School (2009 – 2010). Ideario Institucional, Quito, Ecuador.

Cachimuel Anrango, Gabriel. (2005) Vuelta arriba acabamos la escuela, vuelta abajo no podemos: la comunidad. La Paz, Plural Editores.

Brians, Paul. (2003) Common errors in English Usage. Oregon. Dover Publications. 1st edition.

Berube, Margery. (1996). Book of English Usage. Boston. The American Heritage. 1st edition.

STEINBERG, Danny. SCIARINI, Natalia. An introduction to Psycholinguistics. Pearson Longman. Second edition.

Giugale, Marcelo / López, Roberto. (2003). Ecuador: an economic and social agenda in the new millenium. Washington. The World Bank. 1st edition.

Arcos, Carlos / Espinoza, Betty. (2008). Desafíos para la educación en el Ecuador: calidad y equidad. Quito. FLACSO. 1st edition.

Panja, Shormistha. (2009). Business English. New Delhi. Pearson Logman. 2nd edition.

Ruiz, Esteban / Ballesteros, Doris. Turismo en Ecuador: Desarrollo y sostenibilidad social. Quito. Abya Yala. 1st edition.

Bischoff, Henry. (2002). Inmigration Issues. United Sattes of America. Grenwood press. 1st edition.

García, Victor. (1997). Informática, información y comunicación. México. Cáritas Española. 1st edition.

Crystal, David. (2003). English as a global language. Cambridge. Cambridge University Press. 2nd edition.

Ponce, Miguel. (2007) Project Design. Quito, Ecuador.

NETGRAPHY:

La importancia de conocer el idioma Inglés [online]. Available from <http://www.juntadeandalucia.es/averroes/~14700596/.../need_ing.htm>

-

Países cuyo idioma oficial es el inglés [online]. Available from <http://es.wikipedia.org/wiki/Anexo:Pa%C3%ADses_cuyo_idioma_oficial_es_ingl%C3%A9s>

La popularidad del Inglés en el siglo XXI [online]. Available from:<<http://www.eumed.net/rev/tlatemoani/05/cqn.htm>>

10 razones para aprender Inglés [online]. Available from: http://es-es.facebook.com/note.php?note_id=273475646009885

Convenio Internacional Ecuatoriano-Británico [online]. Available from: <http://www.fronesis.org/mec/cradle/p1.htm>

Comienza trabajo de Voluntarios Angloparlantes 2011 [online]. Available from: <http://www.fme.cl/sala-de-prensa/376-comienza-trabajo-devoluntarios-angloparlantes-2011.html>

Ecuador habría crecido 8,0% en 2011
http://www.elcomercio.com/negocios/Ecuador-crecimiento-economia-pib_0_631136973.html

Con otro idioma se facilita el acceso a becas [online]. Available from: <http://www.explored.com.ec/noticias-ecuador/con-otro-idioma-se-facilita-el-acceso-a-becas-224223-224223.html>

How young children learn English as another language [online]. Available from: <http://learnenglishkids.britishcouncil.org/en/parents/articles/how-young-children-learn-english-another-language>

GLOSSARY

1. ACCOUNT: A business data, as with a bank or store, in which money is kept, exchanged or owed. A detailed record of financial transactions.

2. BUSINESS: is a legally recognized organization designed to provide goods and/or services to consumers, businesses and governmental entities.[1] Businesses are predominant in capitalist economies. Most businesses are privately owned. A business is typically formed to earn profit that will increase the wealth of its owners and expand the business itself. The owners and operators of a business have as one of their main objectives the receipt or generation of a financial return in exchange for work and acceptance of risk. Notable exceptions include cooperative enterprises and state-owned enterprises. Businesses can also be formed as not-for-profit or be state-owned.

3. CURRENT: Belonging to the present time.

4. DESCRIPTIVE: The adjective has 3 senses:

1. Serving to describe or inform or characterized by description
2. Concerned with phenomena (especially language) at a particular period without considering historical antecedents
3. Describing the structure of a language.

5. DIALECT: A language considered as part of a larger family of languages or a linguistic branch.

6. GLOBAL: Involving the entire earth, worldwide.

7. HYPOTHESIS: A tentative explanation that accounts for a set of facts and can be tested by further investigation.

8. PERFORMANCE: The act of performing; the carrying into execution or action; execution; achievement; accomplishment; representation by action; as, the performance of an undertaking of a duty.

9. SAMPLE: A set of elements drawn from and analyzed to estimate the characteristics of a population.

10. TRADE OFF: An exchange in which something desirable, as a benefit or advantage, is given up for another regarded as more desirable.