



**ARMY POLYTECHNIC SCHOOL  
DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**TITLE:** THE INCIDENCE OF THE ENGLISH LANGUAGE  
LEARNING ON THE ECUADORIAN CULTURAL EDUCATIONAL  
CONTEXT AT MANUEL ABAD HIGH SCHOOL, 10<sup>TH</sup> YEAR OF  
BASIC EDUCATION, SCHOOL YEAR 2006 -2007

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**QUITO – ECUADOR  
YEAR 2007**

## **LEGAL FOUNDATION**

This Project is legally sustained to its research, development and execution with the due authorizations: from the Manuel Abad High School and the regulation of the internal Law of Education of Army Polytechnic School “ESPE”.

For previously mentioned perseverance they are attached in the next page “The application with the approval by authorities of the Educational Institution” and like Annex N° 1. “Copies of the chapters and the respective articles previous to obtain a degree in applied linguistics”

- Chapter 1      OF THE REQUIREMENTS: Arts. 127 to 137
- Chapter 2      OF THE GRADUATION PROCEDURE: Arts. 138 to 148
- Chapter 3      OF THE FINAL GRADE SCORE: Arts. 149 to 152

Quito, 25 de septiembre del 2006

Licenciada  
Luz Cárdenas  
Rectora  
COLEGIO MANUEL ABAD  
Presente.-

Por medio de la presente solicitamos a usted la autorización en la Institución para llevar a cabo un Proyecto de Tesis que está encaminado a la obtención del Título de **Licenciatura en Lingüística Aplicada al Idioma Inglés** de la Escuela Politécnica del Ejército ESPE.

Es importante señalar que este proyecto se elaborará considerando las necesidades que tiene la Institución con respecto al mejoramiento del aprendizaje del Idioma Inglés y que al culminar se dispondrá a Colegio Manuel Abad la ejecución del mismo.

Por la atención favorable que de a la presente anticipamos nuestros sinceros agradecimientos.

Atentamente,

Jesenia Verdezoto  
Student

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Autorización

## ACKNOWLEDGEMENT

We want to thank for the dissertation. At first, to God for giving us the force to achieve our goals, the light for our understandings to clarify our ideas and to guide each of us in our steps to finish our thesis.

This dissertation would not have been possible without the exceptionally and valuable guidance and support of our teachers **Msc. Juan Donoso** and **Lic. Miguel Ponce**. They have broadened and deepened our understanding and ESPE University for its great contribution in our educational improvement.

Finally, we thank to our parents, brothers, friends for their love and support, and for sharing their intellectual curiosity with us

Thank to them for motivating us to work and finish this research in the best way.

## **CERTIFICATION**

We, Msc Juan Donoso, Director and Lic. Miguel Ponce Co - Director, duly certify that the thesis under the title: The incidence of the English language learning on the Ecuadorian cultural educational context at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007, has been reviewed and we found it apt for oral sustain.

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**Msc Juan Donoso**  
**Director**

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**Lic Miguel Ponce**  
**Co – Director**

## **DEDICATION**

This project is dedicated to all people who contributed  
in the learning process of English and mainly those who helped  
is to achieve this project successfully

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## **SUMMARY OF THE WORK**

The project looks for determining the incidence of the English language learning on the Ecuadorian cultural educational context at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007.

In the same one, the trends and mega world trends are analyzed, the different theories, learning strategies, and some lesson plans to be developed as an improvement of the problem found in the research.

## INTRODUCTION

The project tries to determine the incidence of the English language learning on the Ecuadorian cultural educational context at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007.

This project is based on acculturation causes on the educational system and even around the country, and tries to set up new strategies in order to avoid this alienation mainly in students and teachers, because the problem must be eradicated from this point at first.

The quality of education has been a commitment for every under developed countries where the acculturation has more incidence because they learn foreign languages and even worse they don't have learning strategies to avoid this alienation. We are imitating American culture; we are losing our traditions as well as our values and personality. Also the lack of an educational plan that attacks to the main defaults of the Education, for all this we cannot change or improve the quality of the educational system from one day to another.

This paper tends to prove the level of acculturation in the Ecuadorian educational context because young people are sensible to this lost of identity and to suggest a model of teaching process in order to learn English without losing identity. Besides, the acculturation comes from American culture because the teaching of English language has become global and even it is nowadays a necessity. The problem evolves when students don't have critical thinking to receive the information in such a way this information doesn't let them lost their own traditions and values.

After recognizing the problem the quantitative level of acculturation over a traditional education, we could improve its original proposal, as in its planning, as in its orientation and modification to start changing mentalities for future generations. Because it seem a little bit difficult to make a drastic change in

students who don't have a criteria constructed yet, and even worse in a society who doesn't have a real commitment to change a problem.

Finally, with a critical thinking in the student it is possible to solve many social problems of the country; we wish to reach significative achievements, especially in our area. Therefore, we will accomplish our main objective is to improve the learning process of English in the secondary level. We think that it is possible to educate critical teenagers with a high potential to defend their culture and their country wherever they go.

### **RESEARCH TOPIC**

The incidence of the English language learning on the Ecuadorian cultural educational context at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007.

# **CHAPTER ONE**

## **RESEARCH PROBLEM**

## CHAPTER ONE

### 1. RESEARCH PROBLEM

#### 1.1. PROBLEM IDENTIFICATION.

One of the common ideals of the Latin American countries is the improvement of the quality of the education as a way of development and progress of their people, so it is necessary a deep reformation on the education according to the reality of the country. Nowadays, the Ecuadorian educational system is facing serious problems of lost of identity, alienation, and consumerism and so on. We are imitating American culture; we are losing our traditions as well as our values and personality. Also the lack of an educational plan that attacks to the main defaults of the Education, for all this we cannot change or improve the quality of the educational system from one day to another.

In order to improve a little bit this problem, we firstly have to analyze the educational phenomenon as a whole, in all the general aspects. This is the unique way to stop and give solutions to the educational problems of the nation. We have seen the necessity to investigate the influence that the English Language has in our culture, in order to detect if the results of ESL in the Ecuadorian educational system are positive or negative; moreover we have considered important this research because a fusion of cultures can create several modifications in the behavior and customs of a country. Which are these implications of the American culture in Ecuador and its educational context? This is the question we will try to solve in this project.

The formation of million professionals in the world, and hundreds of thousands in our nation, with a solid critical thought might have done a something to prevent that the enormous majority of persons live in subhuman conditions; it had not also allowed that the nature runs the risk of being annihilated or that the human being has been led to a dangerous degree of alienation and lives in a shameful dependence of the big hegemonic groups. If we think about the enormous conglomerate of academicians, intellectuals and scientifics whose knowledge had not been to the service of the power, if their critical conscience was reminding them that the science and the culture must be to the service of the human being and the planet, of surely, another world we would have now.

## 1.2. PROBLEM SETTING.

A language can become a worldwide one for the power of the people who talks it. This power can be different: politic (military), technologic, economic and cultural.

Every one of them influences in the development of English in different moments.<sup>1</sup> English has become a dominant language mainly in the cultural aspects. Although, the Ecuadorian music had its “Golden Age” in the first half of XX century, but from then on it wasn’t widely known because of the presence of other types of foreign sounds such us rock, romantic and so on. Almost 55% of the young people prefer to listen to rock and English songs. Also, the clothing in our culture has changed quite a lot. Before we were accustomed to wear what our country provided us and now we tend to buy only clothes of foreign brands. This inclination should be analyzed in order to know the effects of the American culture in our society. So, we will examine the incidence of the English language learning on the Ecuadorian cultural educational context at Manuel Abad high school, 10th year of basic education, school year 2006 -2007

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<sup>1</sup> <http://weblog.educ.ar/educacion-tics/archives/005660.php>

### 1.3. VARIABLES WORKING OUT

Variable	Conceptual definition	Dimensions	Sub dimensions	Sub dimensions	
<b>INDEPENDENT:</b> English Language Learning	The phases and activities involved in developing and implementing a rational and effective English Language Program.	<ul style="list-style-type: none"> <li>• Skills</li> <li>• Resources</li> <li>• Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Speaking</li> <li>• Writing</li> </ul> <ul style="list-style-type: none"> <li>→ Humans</li> <li>→ Technical</li> <li>→ Physical</li> </ul> <ul style="list-style-type: none"> <li>→ Direct</li> <li>→ The Reading</li> <li>→ The Audio lingual Method</li> <li>→ Community Language Learning</li> <li>→ The Silent Way</li> <li>→ Total Physical Response</li> <li>→ The Grammar-Translation</li> </ul>	Didactic material Books Laboratory	



		<ul style="list-style-type: none"> <li>• Contents</li> <li>• Evaluation</li> <li>• Competences</li> </ul>	Cognitive Procedural Attitudinal  Diagnostic Formative Summative  Linguistics  Pragmatics	Self assessment Peer assessment  Phonology Grammar Vocabulary Discourse  Functional Sociolinguistic Interactional Cultural	          <i>A1(Breakthrough)</i>          A2 (Waystage)
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<p><b>DEPENDENT:</b> Cultural- Educational Context</p>	<p>The ideas, arts, academic level and way of life of a people or nation at a certain time.</p>	<ul style="list-style-type: none"> <li>• Customs</li>   <li>• Music</li>   <li>• Religion</li>   <li>• Arts</li> </ul>	<p>Traditions Celebrations</p> <p>Folklore Dance</p> <p>Beliefs Philosophy Gods</p> <p>Literature Painting Sculpture Architecture</p>		
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## **1.4. OBJECTIVES**

### **1.4.1. General Objectives**

- To analyze the English Language Learning process at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007
- To identify the main characteristics of the Ecuadorian Cultural–Educational context at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007
- To determine the English Language Learning incidence in the Cultural Educational context at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007

### **1.4.2. Specific Objectives**

- To identify the main problems of the English Language learning process at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007
- To determine how the English Language learning impact in the Ecuadorian teenagers at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007
- To suggest alternatives in order to improve the English Language learning process at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007
- To investigate customs, ideas, manifestations and behaviors that conform our culture at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007
- To analyze the changes of the Ecuadorian Cultural – Educational Context at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007.
- To detect what the Educational process of English applied at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007 is.
- To understand the importance of English Language in our educational process at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007

- To give a vision of English Language and its influence as part of Ecuadorian culture.
- To detect if the incidence of English Language learning in our Cultural – Educational context produce alienation and identity lost at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007

#### **1.4. JUSTIFICATION**

We have seen during some years that English Language has been accepted around the world but without cultural implications therefore we consider important to know deeper its evolution because it could be grateful to learn more about its influence in our culture: music, folklore, religion and other significant aspects that are own of a country have enriched language. Moreover, the necessity to know if the Ecuadorian educational system is applying a good method in the English Language learning process, specially at the secondary level; what are the main educative problems and effects that a Foreign Language presents in the students of a High School in order to suggest several alternatives and solutions if it's necessary.

Another important aspect that we have to consider it is the possible alienation that could be implicit during this cross of cultures; we have seen that teenagers usually adopt several behaviors and traditions which don't correspond to our culture. This is an interesting phenomenon, but we need to analyze how positive or negative could be this foreign influence in our cultural and educational context. This fact could be the cause of an identity lost and since this point of view; we also consider the project important because through the same we can rescue our values, our customs, and our culture.

Furthermore, this project tries to examine the impact that language has in a culture, using methodological and didactic tools in order to make people conscious of the incidence of learning English Language in the Ecuadorian educational process. We don't pretend to be the last word about the topic but we wish to give lights for future investigations. We hope that this work could be used by teachers and students to improve learning strategies. Finally, the professional exigencies persuade us to acquire valuable and deep knowledge of language, education and culture; taking in account all aspects and not only general ones.

# **CHAPTER TWO**

## **THEORETICAL FRAME**

## **CHAPTER TWO**

### **2. THEORETICAL FRAME**

Through this chapter we will show the theory in which we are going to base our project and the study of the effects of the English language in the Ecuadorian culture at the educational context. First, we will show a vision of what's happening in the Ecuadorian culture, after we will support with a theory and finally we will make an overview of the society.

#### **2.1. THEORETICAL AND CONCEPTUAL FOCUS**

Since we live in a society where every one is related with others, the power nations specially are guiding our ideas of living to the point of spreading English language almost as a global one. In our country this issue has arrived to the point that it is necessary in order to get a job or to be in a high position, even in the educational aspect we can perceive that English is being taught even in gardens. So, we can truly say that English has become inured to foreign habits.

On the contrary some English learners find it difficult to identify themselves with native English because of cultural and linguistic problems, at least initially. This does not, of course, mean that they are not trying. Acculturation takes place for most they feel difficult to learn about the language.

Even though, it is important to talk about the intercultural communication which directly is related with this project because if we are talking about other language we are dealing with other culture and customs. The intercultural communication can help us to create an atmosphere that promotes the cooperation and the understanding among the different cultures and it has special characteristics that it to develop such a function. These features can be: sensitivity to the cultural differences and an appreciation of the cultural singularity, tolerance for the ambiguous communication behaviors, flexibility to change or to adopt alternatives; and reduced expectations regarding an effective communication; for example, one will be satisfied if it has been able to communicate at least at certain understanding level, instead of at a level of total understanding.

The last issue referred in that paragraph is really concerned with my theory that English language is difficult to learn at all and sometimes we just feel satisfy with knowing a little bite or even worst trying to imitate English native speakers.

This project seeks to demonstrate that values and customs are manifested the second language learning. At the same time native linguistic knowledge, values and customs impose constraints on how learners of a second language identify themselves. It is sometimes difficult to make difference between what is cultural and what is linguistics, this acquisition of a second language is not culturally value-free, that acculturation and linguistic competence goes hand in hand, and that acculturation indicates identity shift.

In some kind the incidence of the English language in the Ecuadorian culture at the educational context is the lost of identity from the students because most of them when they are at a certain level of comprehension they feel the hero of the world and start performing as they were native speakers. Besides, we have been loosing our customs, for example there are a lot of people that prefers to celebrate Halloween that a national date. Halloween is not our customs but American one.

Stereotyping is a form of pre judgment that is as prevalent in today's society as it was 2000 years ago. It is a social attitude that has stood the test of time and received much attention by social psychologists and philosophers alike. Many approaches to, or theories of stereotyping have thus been raised. Hamilton (1979) calls this a 'depressing dilemma'.<sup>2</sup> Stereotyping is also a cultural phenomenon. Americans really show the out group homogeneity effect compared to other cultures. Americans like to see self as individualistic.

We do have a choice in our assumptions and there is flexibility about human thinking. Therefore, cognition is not as rigid as categorization implies. It is an oversimplification in itself to suggest that language oversimplifies the world, because it is due to language that our views of the social world can be expressed. However, language does not have to be present for stereotyping. Even so, language aids our categorization and thus, our stereotyping. It is the

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<sup>2</sup> <http://www.echeat.com/essay.php?t=26250>

same language that we may use to stereotype that enables us to be the reverse.

The process of English learning as a second language carries to a practice of acculturation<sup>3</sup> that involves different levels of destruction, survival, domination, resistance, modification, and adaptation of native cultures following interethnic contact. Traditional conceptualizations of acculturation have taken a one-dimensional approach contending that individuals must lose cultural characteristic to gain characteristics from other cultural groups for cultural and social adaptation. Contemporary conceptualizations take a multidimensional approach that place both cultures on different continuums indicating an individual's ability to maintain their culture of origin while adopting characteristics from other groups deemed appropriate for cultural adaptation (Berry, 2003; Conceptual approaches to acculturation from *Acculturation: Advances in theory, measurement, and applied research* by Chun, Balls Organist, and Marin). Berry conceptualizes acculturation as occurring in strategies (assimilation, marginalization, separation, and integration) where individuals make determinations about maintaining cultural characteristics and the amount of contact needed with dominant group members to obtain a suitable means of adaptation. Research on the topic of acculturation has indicated that individuals unable to reconcile these cultural changes often experience acculturative stress resulting in reduced mental health outcomes among some groups.<sup>4</sup>

All Cultures are inherently predisposed to change and, at the same time, to resist change. There are dynamic processes operating that encourage the acceptance of new ideas and things while there are others that encourage changeless stability. It is likely that social and psychological chaos would result if there were not the conservative forces resisting change. When alien culture traits diffuse into a society on a massive scale, acculturation frequently is the result. The culture of the receiving society is significantly changed. However, acculturation does not necessarily result in new, alien culture traits completely replacing the original culture. Whether acculturation takes place often depends on the relationship between the culture that is receiving the new traits and the culture of their origin. If one society is militarily dominant in the culture contact

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<sup>3</sup> **Acculturation** is the exchange of cultural features which result when groups come into continuous firsthand contact. Either or both groups of the original cultural patterns may be changed a bit, but the groups remain distinct overall

<sup>4</sup> Berry, 2003; Burnam, Hough, Kamo, Escobar, & Telles, 1987; Hovey, 2000



and they perceive their own culture as being superior in terms of technology, customs and quality of life, it is not likely that they will be acculturated.

For instance, we believe that the study of English language in every institution of Ecuador must be obligatory otherwise we think this one wouldn't be a good one for our children. Acculturation has taken place in every place of our society until the point of feeling it as an obligation to be part of our society.

## 2.2. STRUCTURE

### 2.2.1 ENGLISH LANGUAGE LEARNING

#### SKILLS

Language educators have long used the concepts of four basic language skills:

- ❖ Listening
- ❖ Speaking
- ❖ Reading
- ❖ Writing

The four basic skills are related to each other by two parameters:

- ❖ the mode of communication: oral or written
- ❖ the direction of communication: receiving or producing the message

We may represent the relationships among the skills in the following chart:

	<b>Oral</b>	<b>Written</b>
<i>Receptive</i>	Listening	Reading
<i>Productive</i>	Speaking	Writing

Learning English as Second language is a challenge and a duty that implies four important fields to cover the learning of this language, those fields are:

#### Listening

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.

There are two kinds of listening situations in which we find ourselves:

- interactive, and
- non-interactive

Interactive listening situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some non-interactive listening situations are listening to the radio, TV, films, lectures, or sermons. In such situations we usually don't have the opportunity to ask for clarification, slower speech or repetition.

Richards proposes that the following are the micro-skills involved in understanding what someone says to us<sup>5</sup>. The listener has to:

- Retain chunks of language in short-term memory
- Discriminate among the distinctive sounds in the new language
- Recognize stress and rhythm patterns, tone patterns, intonation contours.
- Recognize reduced forms of words
- Distinguish word boundaries
- Recognize typical word-order patterns
- Recognize vocabulary
- Detect key words, such as those identifying topics and ideas
- Guess meaning from context
- Recognize grammatical word classes
- Recognize basic syntactic patterns
- Recognize cohesive devices
- Detect sentence constituents, such as subject, verb, object, prepositions, and the like

## **Reading**

Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the text and the context of the reading situation. Reading is a mean of communication and basic elements of communication are the sender, the

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<sup>5</sup> 1983, cited in Omaggio, 1986, p. 126

receiver, and the message. It, then, involves the communication of a message between an author and a reader. The meaning constructed by a reader is dependent to a large extent on the relationship between the author's purpose for writing the text and the reader's purpose for reading.

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

The reader has to:

- Decipher the script. In an alphabetic system or a syllabary, this means establishing a relationship between sounds and symbols. In a pictograph system, it means associating the meaning of the words with written symbols.
- Recognize vocabulary.
- Pick out key words, such as those identifying topics and main ideas.
- Figure out the meaning of the words, including unfamiliar vocabulary, from the (written) context.
- Recognize grammatical word classes: noun, adjective, etc.
- Detect sentence constituents, such as subject, verb, object, prepositions, etc.
- Recognize basic syntactic patterns.
- Reconstruct and infer situations, goals and participants.
- Use both knowledge of the world and lexical and grammatical cohesive devices to make the foregoing inferences, predict outcomes, and infer links and connections among the parts of the text.
- Get the main point or the most important information.
- Distinguish the main idea from supporting details.
- Adjust reading strategies to different reading purposes, such as skimming for main ideas or studying in-depth.

## **Speaking**

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

There are three kinds of speaking situations in which we find ourselves:

- interactive,
- partially interactive, and
- non-interactive

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

We can also show some micro-skills involved in speaking where the speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

## **Writing**

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic

representation of speech, but the development and presentation of thoughts in a structured way.

The writer needs to:

- Use the orthography correctly, including the script, and spelling and punctuation conventions.
- Use the correct forms of words. This may mean using forms that express the right tense, or case or gender.
- Put words together in correct word order.
- Use vocabulary correctly.
- Use the style appropriate to the genre and audience.
- Make the main sentence constituents, such as subject, verb, and object, clear to the reader.
- Make the main ideas distinct from supporting ideas or information.
- Make the text coherent, so that other people can follow the development of the ideas.
- Judge how much background knowledge the audience has on the subject and make clear what it is assumed they don't know.

## **RESOURCES**

In the ESL teaching world there is currently a continuing debate as to which type of class materials for oral and listening activities is more suitable. The choices are between authentic dialogues and materials taken from authentic sources such as radio interviews, magazine articles etc. and scripted dialogues prepared especially for the lesson by the teacher or some other English teaching source. Generally, the argument for authentic materials is that the materials should represent what learners will be confronted with in every day life when using English. On the other hand, proponents of scripted materials feel that by preparing the material students are not introduced to issues that may be beyond the scope of the current level.

### **Authentic Dialogues**

The advantages of authentic dialogues are probably mostly in the area of listening comprehension. By using authentic dialogues, learners are confronted with 'real life' experiences in which they will have to function. By using these authentic dialogues, the teacher can focus on variations in pronunciation, and how intonation and incomplete structures are used to

express meaning. By having students focus on such areas of openings and closure, a teacher could then lead the class to discussion about, and practice of, appropriate types of openings and closure as well as other appropriate language (or inappropriate as the case may be). Other, more subtle issues may also be addressed by using authentic dialogues. For an advanced class, the issue of flouting co-operative principles may be discussed by using the manner in which this is achieved in an authentic dialogue as an example. Students could then model oral activities on the exchange and see how close they can come to producing the same effect

### **Scripted Dialogues**

Using scripted dialogues are probably most useful when a teacher is trying to focus on correct form. This is particularly appropriate when working towards stimulating oral work. By using a scripted dialogue, the teacher can steer the class towards new or recycled language skills while keeping irregularities to a minimum.

Especially in the case of lower level classes, where communication skills are generally the primary target of such an activity, the use of a scripted dialogue allows the teacher to concentrate on 'bare-bone' structures without having to worry about confusing the students. The issue of shared knowledge does not need to be addressed, as well as other linguistic subtleties (such as flouting co-operative principles in order to express irony) and the teacher can use his/her knowledge of the class's ability to model the conversational flow.

## **METHODS**

### **The Reading Approach**

This approach is selected for practical and academic reasons. It is for specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

The priority in studying the target language is first, reading ability and second, current and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount

of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

### **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.

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.

The basic premise of the Direct Method is that students will learn to communicate in the target language, partly by learning how to think in that language and by not involving L1 in the language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of pictures or pantomime. There is to be a direct connection between concepts and the language to be learned.

## **The Audio Lingual 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.

## **Community Language Learning**

In the early seventies, Charles Curran developed a new education model he called "Counseling-Learning". This was essentially an example of an innovative model that primarily considered "affective" factors as paramount in the learning process. Drawing on Carl Rogers' view that learners were to be considered not as a "class", but as a "group", Curran's philosophy dictated that students were to be thought of as "clients" - their needs being addressed by a "counselor" in the form of the teacher. Brown (1994:59), in commenting on this approach also notes that "In order for any learning to take place ... what is first needed is for the members to interact in an interpersonal relationship in which students and teacher join together to facilitate learning in a context of valuing and prizing each individual in the group." Curran was best known for his extensive studies on adult learning, and some of the issues he tried to address were the "threatening" nature of a new learning situation to many adult learners and the anxiety created when students feared making "fools" of them. Curran believed that the counseling-learning model would help lower the instinctive



defenses adult learners throw up, that the anxiety caused by the educational context could be decreased through the support of an interactive "community" of fellow learners. Another important goal was for the teacher to be perceived as an empathetic helping agent in the learning process, not a threat.

The Counseling-Learning educational model was also applied to language learning, and in this form it became known as Community Language Learning. Based on most of the principles above, Community Language Learning seeks to encourage teachers to see their students as "whole persons", where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced. Students typically sit in a circle, with the teacher outside the ring. They use their first language to develop an interpersonal relationship based on trust with the other students. When a student wants to say something, they first say it in their native language, which the teacher then translates back to them using the target language. The student then attempts to repeat the English used by the teacher, and then a student can respond using the same process. This technique is used over a considerable period of time, until students are able to apply words in the new language without translation, gradually moving from a situation of "dependence" on the teacher-counselor to a state of independence.

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

### **The Silent Way**

In addition to "affective" theories relative to language learning, another challenge to the Audio-lingual Method was under way already in the sixties in the form of the "Cognitive Code" and an educational trend known as "Discovery Learning." These concepts most directly challenged the idea that language learning was all about mimicry and good "habit-formation." An emphasis on

human cognition in language learning addressed issues such as learners being more responsible for their own learning - formulating independent hypotheses about the "rules" of the target language and testing those hypotheses by applying them and realizing errors. When students create their own sets of meaningful language rules and concepts and then test them out, they are clearly learning through a discovery/exploratory method that is very different from rote-learning. This appears to have much more in common with the way people learn their native language from a very early age, and can account for the way children come out with new language forms and combinations that they have never heard before. The underlying principles here are that learners become increasingly autonomous in, active with and responsible for the learning process in which they are engaged.

Caleb Gattegno founded "The Silent Way" as a method for language learning in the early 70s, sharing many of the same essential principles as the cognitive code and making good use of the theories underlying Discovery Learning.

Teachers using the Silent Way want their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusions about the language through a trial and error style approach. Based on these principles and using the techniques described below, it was hoped that students would eventually be able to actively use the language for self-expression, relating their thoughts, feelings and perceptions.

### **Total Physical Response**

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 tenets are:

Understanding that 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 and 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.

## The Grammar Translation Method

Latin and Ancient Greek are known as "dead languages", based on the fact that people no longer speak them for the purpose of interactive communication. Yet they are still acknowledged as important languages to learn (especially Latin) for the purpose of gaining access to classical literature, and up until fairly recently, for the kinds of grammar training that led to the "mental dexterity" considered so important in any higher education study stream.

Latin has been studied for centuries, with the prime objectives of learning how to read classical Latin texts, understanding the fundamentals of grammar and translation, and gaining insights into some important foreign influences Latin has had on the development of other European languages. The method used to teach it overwhelmingly bore those objectives in mind, and came to be known (appropriately!) as the *Classical Method*. It is now more commonly known in Foreign Language Teaching circles as the *Grammar Translation Method*.

It is hard to decide which is more surprising - the fact that this method has survived right up until today (alongside a host of more modern and more "enlightened" methods), or the fact that what was essentially a method developed for the study of "dead" languages involving little or no spoken communication or listening comprehension is still used for the study of languages that are very much "alive" and require competence not only in terms of reading, writing and structure, but also speaking, listening and interactive communication. It is worth looking at the objectives, features and typical techniques commonly associated with the Grammar Translation Method, in order to both understand how it works and why it has shown such tenacity as an "acceptable" language teaching philosophy in many countries and institutions around the world.

Most teachers who employ the Grammar Translation Method to teach English would probably tell you that (for their students at least) the most fundamental reason for learning the language is give learners access to English literature, develop their minds "mentally" through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at High School or Tertiary level.

Some teachers who use the method might also tell you that it is the most effective way to prepare students for "global communication" by beginning with the key skills of reading and grammar. Others may even say it is the "least stressful" for students because almost all the teaching occurs in L1 and students are rarely called upon to speak the language in any communicative fashion.

According to Prator and Celce-Murcia, the key features of the Grammar Translation Method are as follows:

- (1) Classes are taught in the mother tongue, with little active use of the target language.
- (2) Much vocabulary is taught in the form of lists of isolated words.
- (3) Long elaborate explanations of the intricacies of grammar are given.
- (4) Grammar provides the rules for putting words together, and instruction often focuses on the inflection of words.
- (5) Reading of difficult classical texts is begun early.

- (6) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- (7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- (8) Little or no attention is given to pronunciation.

Many people who have undertaken foreign language learning at high schools or universities even in the past 10 years or so may remember many of the teaching techniques listed above for the Grammar Translation Method. They may also recall that the language learning experience was uninspiring, rather boring, or even left them with a sense of frustration when they traveled to countries where the language was used only to find they couldn't understand what people were saying and struggled mightily to express themselves at the most basic level

## **CONTENTS**

### **Cognitive**

The term cognition (Latin: cognoscere, "to know") is used in several loosely related ways to refer to a faculty for the human-like processing of information, applying knowledge and changing preferences. Cognition or cognitive processes can be natural and artificial, conscious and not conscious; therefore, they are analyzed from different perspectives and in different contexts, in anesthesia, neurology, psychology, philosophy, systemic and computer science. The concept of cognition is closely related to such abstract concepts as mind, reasoning, perception, intelligence, learning, and many others that describe numerous capabilities of human mind and expected properties of artificial or synthetic intelligence. Cognition is an abstract property of advanced living organisms; therefore, it is studied as a direct property of a brain or of an abstract mind on sub symbolic and symbolic levels.

In psychology and in artificial intelligence, it is used to refer to the mental functions, mental processes and states of intelligent entities (humans, human organizations, highly autonomous robots), with a particular focus toward the study of such mental processes as comprehension, inference, decision - making, planning and learning. Recently, advanced cognitive researchers have been especially focused on the capacities of abstraction, generalization, concretization/specialization and meta-reasoning which descriptions involve

such concepts as beliefs, knowledge, desires, preferences and intentions of intelligent individuals.

The term "cognition" is also used in a wider sense to mean the act of knowing or knowledge, and may be interpreted in a social or cultural sense to describe the emergent development of knowledge and concepts within a group that culminate in both thought and action.

#### • **Cognition as and in a social process**

In multiple observations, some dating back to antiquity, language acquisition in human children fails to emerge unless the children are exposed to language. Thus, 'language acquisition' is an example of an 'emergent behavior', which in fact requires a narrow, yet evolutionarily reliably occurring, set of inputs. In this case, the individual is made up of a set of mechanisms 'expecting' such input from the social world.

In education, for instance, which has the explicit task in society of developing child cognition, choices are made regarding the environment and permitted action that lead to a formed experience. In social cognition, face perception in human babies emerges by the age of two months. This is in turn affected by the risk or cost of providing these, for instance, those associated with a playground or swimming pool or field trip. On the other hand, the macro-choices made by the teachers are extremely influential on the micro-choices made by children.

#### **Procedural**

It is now widely recognized that the most important factors in any teacher's effectiveness are the interaction with students, the knowledge and personality of the teacher. The best teachers are able to translate information, good judgment, experience, and wisdom into a significant knowledge of a subject that is understood and retained by the student. Teachers need the ability to understand a subject well enough to convey its essence to a new generation of students. The goal is to establish a sound knowledge base on which students will be able to build as they are exposed to different life experiences. The passing of knowledge from generation to generation allows students to grow into useful members of society.

Teachers should have a firm grasp of a given knowledge area so that they can pass it on to their students using whatever techniques are effective. Different people learn in different ways, and many things will have to be explained many different times in many different ways before most of the students "get it". Some students, unfortunately, never will "get it"--since they are not interested or have not learned enough of the foundation knowledge of a given subject to advance to a new level. The main role of a teacher is to teach the students the core knowledge accumulated over centuries of human experience well enough for them to understand and retain enough of this knowledge to be able to continue to build on it and, at least in part, understand how the world works.

These ideas reflect a traditional view of teaching in which the responsibility for learning is placed on the student. In contemporary British pedagogy particularly, the onus lies on the teacher to create the appropriate dynamic for effective learning by students of all abilities, backgrounds and inclinations. The teacher is more than a repository of knowledge: effective teaching draws on a range of skills, insights and techniques which afford access to knowledge as well as to the development of appropriate skills. Students may not 'get it' because their social backgrounds exclude them from curricula which presuppose certain cultural and social values. It is the job of teachers to understand and identify barriers to learning, to remove those barriers and to bring the best out of those they educate.

### **Attitudinal**

When college undergraduate students are asked what they want to get from foreign language instruction, a heavy majority stress that they wish to attain competence in communication with the spoken language; learning to read is also important, but secondary. This is accord with unpublished findings in a wide variety of schools.

The perennial question of the role of motivation may be raised in connection with foreign language teaching. So one could infer that as long as learners remain cooperative and actively engage in learning whether they want to or not, motivational differences will not make much difference in achievement. Motivation will be related to achievement; however, when it

affects how well students will persevere in active learning efforts in a situation in which they are relatively free to lag in attention. Success has also been related to two measures of motivation: a “motivational intensity scale” and an “orientation index” measuring the degree to which the student was oriented toward “integrative” motivations (desire to be like, and to communicate with) rather than merely “instrumental” motivations (desire to use the foreign language as a tool to gain personal ends). These quotations stress, therefore, that the student’s attitude toward language study and toward the speakers of the language he/she is studying can have profound influences over and above those aptitude.

## **EVALUATION**

### **Assessment and Evaluation**

Assessment is the act of gathering information on a daily basis in order to understand individual students' learning and needs.

Evaluation is the culminating act of interpreting the information gathered for the purpose of making decisions or judgments about students' learning and needs, often at reporting time.

Assessment and evaluation are integral components of the teaching-learning cycle. The main purposes are to guide and improve learning and instruction. Effectively planned assessment and evaluation can promote learning, build confidence, and develop students' understanding of themselves as learners.

Assessment data assists the teacher in planning and adapting for further instruction. As well, teachers can enhance students' understanding of their own progress by involving them in gathering their own data, and by sharing teacher-gathered data with them. Such participation makes it possible for students to identify personal learning goals.

This curriculum advocates assessment and evaluation procedures which correspond with curriculum objectives and instructional practices, and which are sensitive to the developmental characteristics of early adolescents. Observation, conferencing, oral and written product assessment, and process



(or performance) assessment may be used to gather information about student progress.

### **Guiding Principles**

The following principles are intended to assist teachers in planning for student assessment and evaluation:

- Assessment and evaluation are essential components of the teaching-learning process. They should be planned, continuous activities which are derived from curriculum objectives and consistent with the instructional and learning strategies.
- A variety of assessment and evaluation techniques should be used. Techniques should be selected for their appropriateness to students' learning styles and to the intended purposes. Students should be given opportunities to demonstrate the extent of their knowledge, abilities, and attitudes in a variety of ways.
- Teachers should communicate assessment and evaluation strategies and plans in advance, informing the students of the objectives and the assessment procedures relative to the objectives. Students should have opportunities for input into the evaluation process.
- Assessment and evaluation should be fair and equitable. They should be sensitive to family, classroom, school, and community situations, and to cultural or gender requirements; they should be free of bias.
- Assessment and evaluation should help students. They should provide positive feedback and encourage students to participate actively in their own assessment in order to foster lifelong learning and enable them to transfer knowledge and abilities to their life experiences.
- Assessment and evaluation data and results should be communicated to students and parents/guardians regularly, in meaningful ways.

Using a variety of techniques and tools, the teacher collects assessment information about students' language development and their growth in speaking, listening, writing, and reading knowledge and abilities. The data gathered during assessment becomes the basis for an evaluation. Comparing assessment information to curriculum objectives allows the teacher to make a decision or judgment regarding the progress of a student's learning.

## **Types of Assessment and Evaluation**

There are three types of assessment and evaluation that occur regularly throughout the school year: diagnostic, formative, and summative.

**Diagnostic assessment and evaluation** usually occur at the beginning of the school year and before each unit of study. The purposes are to determine students' knowledge and skills, their learning needs, and their motivational and interest levels. By examining the results of diagnostic assessment, teachers can determine where to begin instruction and what concepts or skills to emphasize. Diagnostic assessment provides information essential to teachers in selecting relevant learning objectives and in designing appropriate learning experiences for all students, individually and as group members. Keeping diagnostic instruments for comparison and further reference enables teachers and students to determine progress and future direction.

Diagnostic assessment tools such as the Writing Strategies Questionnaire and the Reading Interest/Attitude Inventory in this guide can provide support for instructional decisions.

**Formative assessment and evaluation** focus on the processes and products of learning. Formative assessment is continuous and is meant to inform the student, the parent/guardian, and the teacher of the student's progress toward the curriculum objectives. This type of assessment and evaluation provides information upon which instructional decisions and adaptations can be made and provides students with directions for future learning.

Involvement in constructing their own assessment instruments or in adapting ones the teacher has made allows students to focus on what they are trying to achieve, develops their thinking skills, and helps them to become reflective learners. As well, peer assessment is a useful formative evaluation technique. For peer assessment to be successful, students must be provided with assistance and the opportunity to observe a model peer assessment session. Through peer assessment students have the opportunity to become critical and creative thinkers who can clearly communicate ideas and thoughts to others. Instruments such as checklists or learning logs, and interviews or conferences provide useful data.

**Summative assessment and evaluation** occur most often at the end of a unit of instruction and at term or year end when students are ready to demonstrate achievement of curriculum objectives. The main purposes are to determine knowledge, skills, abilities, and attitudes that have developed over a given period of time; to summarize student progress; and to report this progress to students, parents/guardians, and teachers.

Summative judgments are based upon criteria derived from curriculum objectives. By sharing these objectives with the students and involving them in designing the evaluation instruments, teachers enable students to understand and internalize the criteria by which their progress will be determined.

Often assessment and evaluation results provide both formative and summative information. For example, summative evaluation can be used formatively to make decisions about changes to instructional strategies, curriculum topics, or learning environment. Similarly, formative evaluation assists teachers in making summative judgments about student progress and determining where further instruction is necessary for individuals or groups.

### **The Evaluation Process**

Teachers as decision makers strive to make a close match between curriculum objectives, instructional methods, and assessment techniques. The evaluation process carried out parallel to instruction is a cyclical one that involves four phases: preparation, assessment, evaluation, and reflection.

In the **preparation phase**, teachers decide what is to be evaluated, the type of evaluation to be used (diagnostic, formative, or summative), the criteria upon which student learning outcomes will be judged, and the most appropriate assessment techniques for gathering information on student progress. Teachers may make these decisions in collaboration with students.

During the **assessment phase**, teachers select appropriate tools and techniques, then collect and collate information on student progress. Teachers must determine where, when, and how assessments will be conducted, and students must be consulted and informed.

During the **evaluation phase**, teachers interpret the assessment information and make judgments about student progress. These judgments (or

evaluation) provide information upon which teachers base decisions about student learning and report progress to students and parents/guardians. Students are encouraged to monitor their own learning by evaluating their achievements on a regular basis. Encouraging students to participate in evaluation nurtures gradual acceptance of responsibility for their own progress and helps them to understand and appreciate their growth as readers and writers.

The **reflection phase** allows teachers to consider the extent to which the previous phases in the evaluation process have been successful. Specifically, teachers evaluate the utility, equity, and appropriateness of the assessment techniques used. Such reflection assists teachers in making decisions concerning improvements or adaptations to subsequent instruction and evaluation.

### **Student Assessment and Evaluation**

When implementing assessment and evaluation procedures, it is valuable to consider the characteristics of early adolescents. Developmentally, Middle Level students are at various cognitive, emotional, social, and physical levels. Assessment and evaluation must be sensitive to this range of transitions and address individual progress. It is unrealistic and damaging to expect students who are at various stages of development to perform at the same level. It is necessary to clarify, for Middle Level students, the individual nature of the curriculum and the assessment strategies used; students should recognize that they are not being compared to their peers, but that they are setting their own learning goals in relation to curriculum objectives.

Insensitive evaluation of the early adolescent can result in the student feeling low self-worth and wanting to give up. Regular, positive feedback is a valuable part of the learning process and helps students identify how well they have achieved individual goals and curriculum objectives. As students begin to achieve success, their sense of self-esteem increases and the need for extrinsic rewards gives way to the development of intrinsic motivation.

Early adolescents are vulnerable to peer approval or rejection, and they harbor a strong sense of fairness and justice. Because Middle Level students find it more satisfying to strive for immediately achievable goals rather than

long-term goals, they will respond positively to a system of continuous assessment and evaluation.

Effective evaluators of Middle Level students are astute observers who use a variety of monitoring techniques to collect information about students' knowledge, skills, attitudes, values, and language competencies. Well organized, concise, and accessible records accommodate the large quantities of data likely to be collected, and assist teachers' decision making and reporting.

Some effective techniques for monitoring student progress in the areas of oracy and literacy include the following:

- Make video and audio recordings of a variety of formal and informal oral language experiences, and then assess these according to pre-determined criteria which are based upon student needs and curriculum objectives.
- Use checklists as concise methods of collecting information, and rating scales or rubrics to assess student achievement.
- Record anecdotal comments to provide useful data based upon observation of students' oral activities.
- Interview students to determine what they believe they do well or areas in which they need to improve.
- Have students keep portfolios of their dated writing samples, and language abilities checklists and records.
- Keep anecdotal records of students' reading and writing activities and experiences.
- Have students write in reader response journals.
- Confer with students during the writing and reading processes, and observe them during peer conferences.

**Self-assessment** promotes students' abilities to assume more responsibility for their own learning by encouraging self-reflection and encouraging them to identify where they believe they have been successful and where they believe they require assistance. Discussing students' self-assessments with them allows the teacher to see how they value their own work and to ask questions that encourage students to reflect upon their experiences and set goals for new learning.

**Peer assessment** allows students to collaborate and learn from others. Through discussions with peers, Middle Level students can verbalize their concerns and ideas in a way that helps them clarify their thoughts and decide in which direction to proceed.

The instruments for peer and self-assessment should be collaboratively constructed by teachers and students. It is important for teachers to discuss learning objectives with the students. Together, they can develop assessment and evaluation criteria relevant to the objectives, as well as to students' individual and group needs.

### **Assessment and Evaluation Strategies**

Assessment data can be collected and recorded by both the teacher and the students in a variety of ways. Through observation of students, and in interviews or conferences with students, teachers can discover much about their students' knowledge, abilities, interests, and needs. As well, teachers can collect samples of students' work in portfolios and conduct performance assessments within the context of classroom activities. When a number of assessment tools are used in conjunction with one another, richer and more in-depth data collection results. Whatever method of data collection is used, teachers should:

- Meet with students regularly to discuss their progress
- Adjust rating criteria as learners change and progress.

### **COMPETENCES**

Communicative competence is a concept introduced by Dell Hymes and discussed and redefined by many authors. Hymes' original idea was that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes.

#### **Linguistics Competences**

The linguistics aspects of communicative competence are those that have to do with achieving an internalized functional knowledge of the elements and structures of the language.

- **Phonological**

Phonological competence is the ability to recognize and produce the distinctive meaningful sounds of a language, including:

- consonants
- vowels
- tone patterns
- intonation patterns
- rhythm patterns
- stress patterns
- any other supra segmental features that carry meaning

Related to phonological competence is orthographic competence, or the ability to decipher and write the writing system of a language.

- **Grammatical**

Grammatical competence is the ability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication. Grammatical competence as defined by Noam Chomsky would include phonological competence.

- **Lexical**

Lexical competence is the ability to recognize and use words in a language in the way that speakers of the language use them. Lexical competence includes understanding the different relationships among families of words and the common collocations of words.

Learners of English need to be able to recognize the concept of *chair* and what makes it different from a *stool*, a *sofa*, or a *bench*. They also need to know that a *chair* is a piece of *furniture*, and that there are various kinds of *chairs*, including *easy chairs*, *deck chairs*, *office chairs*, *rocking chairs* and so on. They also need to understand how *chair* is now used in an extended sense for what used to be termed a *chairman*, especially when referring to a woman, as in *Julie Wright is the chair of the committee*.

- **Discourse**

Discourse competence is used to refer to two related, but distinct abilities. Textual discourse competence refers to the ability to understand and construct monologues or written texts of different genres, such as narratives, procedural texts, expository texts, persuasive (hortatory) texts, descriptions and others. These discourse genres have different characteristics, but in each genre there are some elements that help make the text coherent and other elements which are used to make important points distinctive or prominent.

Learning a language involves learning how to relate these different types of discourse in such a way that hearers or readers can understand what is going on and see what is important. Likewise it involves being able to relate information in a way that is coherent to the readers and hearers.

### **Pragmatic Competences**

The pragmatic aspects of communicative competence are those that have to do with how language is used in communication situations to achieve the speaker's purposes.

- **Functional**

Functional competence refers to the ability to accomplish communication purposes in a language. There are a number of different kinds of purposes for which people commonly use language.

For example: Greeting people is one purpose for which we use language. What we actually say in English could be Good morning, Hi, How ya doin, or Yo, depending on who we are and who we are talking to.

- **Sociolinguistic**

Sociolinguistic competence is the ability to interpret the social meaning of the choice of linguistic varieties and to use language with the appropriate social meaning for the communication situation. Sociolinguistics is a very broad discipline and the term sociolinguistic competence could be used much more broadly than it is here, where we have restricted its use to refer to the recognition and use of appropriate varieties of language.



For example: When greeting someone in a very formal situation an American might say, Hello, how are you? or Nice to see you again, but if he were meeting a friend in an informal situation it would be much more appropriate to say Hi, or Hey, whatcha been doing?

- **Interactional**

Interactional competence involves knowing and using the mostly-unwritten rules for interaction in various communication situations within a given speech community and culture. It includes, among other things, knowing how to initiate and manage conversations and negotiate meaning with other people. It also includes knowing what sorts of body language, eye contact, and proximity to other people are appropriate and acting accordingly.

For example: A conversation with a checker at the check-out line in a grocery store in the US or England shouldn't be very personal or protracted, as the purpose of the conversation is mainly a business transaction and it would be considered inappropriate to make the people further back in the queue wait while a customer and the checker have a social conversation. Other cultures have different rules of interaction in a market transaction.

- **Cultural**

Cultural competence is the ability to understand behavior from the standpoint of the members of a culture and to behave in a way that would be understood by the members of the culture in the intended way. Cultural competence therefore involves understanding all aspects of a culture, but particularly the social structure, the values and beliefs of the people, and the way things are assumed to be done.

For example: It is impossible to speak Korean or Japanese correctly without understanding the social structure of the respective societies, because that structure is reflected in the endings of words and the terms of address and reference that must be used when speaking to or about other people.

- **Principles of the English language learning**

Language learning principles are generally sorted into three sub-groupings: *Cognitive Principles*, *Affective Principals* and *Linguistic Principles*.

Principles are seen as theory derived from research, to which teachers need to match classroom practices.

### Cognitive Principles

- Automaticity: Subconscious processing of language with peripheral attention to language forms;
- Meaningful Learning: This can be contrasted to *Rote Learning*, and is thought to lead to better long term retention;
- Anticipation of Rewards: Learners are driven to act by the anticipation of rewards, tangible or intangible;
- Intrinsic Motivation: The most potent learning "rewards" are intrinsically motivated within the learner;
- Strategic Investment: The time and learning strategies learners invest into the language learning process.

### Affective Principles

- Language Ego: Learning a new language involves developing a new mode of thinking - a new language "ego";
- Self-Confidence: Success in learning something can be equated to the belief in learners that they *can* learn it;
- Risk-Taking: Taking risks and experimenting "beyond" what is certain creates better long-term retention;
- Language-Culture Connection: Learning a language also involves learning about cultural values and thinking.

### Linguistic Principles

- Native Language Effect: A learner's native language creates both facilitating and interfering effects on learning;
- Interlanguage: At least some of the learner's development in a new language can be seen as systematic;
- Communicative Competence: Fluency and *use* are just as important as accuracy and *usage* - instruction needs to be aimed at organizational, pragmatic and strategic competence as well as psychomotor skills.

## **Types of Learning**

- **Interactive Learning:**

This concept goes right to the heart of communication itself, stressing the dual roles of "receiver" and "sender" in any communicative situation. Interaction creates the "negotiation between interlocutors" which in turn produces meaning (semantics). The concept of interactive learning necessarily entails the existence of a lot of pair and group work in the classroom, as well as genuine language input from the "real world" for meaningful communication.

- **Learner-centered Learning:**

This kind of instruction involves the giving over of some "power" in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the students, as well as taking into account their learning needs and objectives.

- **Cooperative Learning:**

This concept stresses the "team" like nature of the classroom and emphasizes *cooperation* as opposed to *competition*. Students share information and help, and achieve their learning goals as a group.

- **Content-based Learning:**

This kind of learning joins language learning to content/subject matter and engages them both concurrently. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When students study math or science using English as the medium, they are more intrinsically motivated to learn more of the language.

- **Task-based Learning:**

This concept equates the idea of a "learning task" to a language learning technique in itself. This could be a problem solving activity or a project, but the task has a clear objective, appropriate content, a working/application procedure, and a set range of outcomes.

## Learning Process

First of all, it is necessary to define what learning is. Learning is the process of gaining understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skills and values, through study and experience. Learning causes a change of behaviour that is persistent, measurable, and specified or allows an individual to formulate a new mental construct or revise a prior mental construct (conceptual knowledge such as attitudes or values). It is a process that depends on experience and leads to long-term changes in behaviour potential. Behaviour potential describes the possible behaviour of an individual (not actual behaviour) in a given situation in order to achieve a goal. But potential is not enough; if individual learning is not periodically reinforced, it becomes shallower and shallower, and eventually will be lost in that individual.

The richness and complexity of the brain/mind system should alert us to the likelihood that what we simply call "learning" in fact refers to a multitude of processes. The picture is made still more complex by our use of "learning" to describe such different activities as learning to type (which is almost all sense-muscle training); learning about the history of education (which is almost all conceptual); learning the name of the third U.S. President (a small scale task); and learning a language (which is highly complex). As if this weren't enough, we each bring an individual pattern of skills and propensities to the learning process. Important in this is our own dominant sense mode (visual, auditory, or kinesthetic) and our personality orientation (such as orientations of *sensory*, *feeling*, *intellectual*, and *intuitive*). These individual characteristics determine our "learning style."

These steps could be applied directly to the learning process: *motivation*, *immersion*, *integration*, *use*, and *refinement*<sup>6</sup>. These aren't strictly steps, since they overlap each other in time, but they are the basic components of healthy whole brain learning. They are familiar elements to those who have studied creativity, but the recent brain research gives them a new depth of meaning. Let's now explore each in more detail.

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<sup>6</sup> <http://www.context.org/ICLIB/IC06/Gilman3.htm>

- **Motivation**

Each level in the brain has its own goals and motivation. If we are forced to learn something (such as a set of spelling words) and the net feeling associated with the experience is negative, we will later avoid using what we have supposedly learned. Our minds will avoid making meaningful connections between this area of learning and the rest of our life so that this experience won't "poison" the others

- **Immersion**

Learning is like completing a jigsaw puzzle - you need some pieces in place to realize that others are missing. Fortunately, we are born with some important starting pieces and most of us develop a rich supply of additional pieces (concepts, skills, perceptions, etc.) in our early years. By an immersion approach I mean exposure to a wide variety of information and experience related to what you are trying to learn, preferably involving many different senses.

- **Integration**

Positive motivation is essential for this internal integration. Your mind doesn't want to integrate unsought unpleasant information and will avoid as much processing of such information as it thinks it can get away with.

- **Use**

For the self-motivated learner, using the new knowledge or skills comes spontaneously as soon as some initial level of integration is achieved.

- **Refinement**

Use leads to feedback - more information to be integrated and put again to use. The cycle goes around and will do so as long as the motivation continues, indeed this is often the longest stage. In some situations it may be appropriate to track your level of performance and progressively demand more of yourself. The main danger here is getting into ruts.

## 2.2.2. CULTURAL-EDUCATIONAL CONTEXT

Culture has been called "the way of life for an entire society." As such, it includes codes of manners, dress, language, religion, rituals, and norms of behavior such as law and morality, and systems of belief.<sup>7</sup>

Culture is the combination of all the physical and behavioral aspects of a society. To study the people within a society, how they function, and what they value, gives the sociology student a more thorough understanding of society.

Large societies often have subcultures, or groups of people with distinct sets of behavior and beliefs that differentiate them from a larger culture of which they are a part. The subculture may be distinctive because of the age of its members, or by their race, ethnicity, class or gender. The qualities that determine a subculture as distinct may be aesthetic, religious, occupational, political, sexual or a combination of these factors.

In dealing with immigrant groups and their cultures, there are essentially four approaches:

- Monoculturalism: In Europe, culture is very closely linked to nationalism, thus government policy is to assimilate immigrants, although recent increases in migration have led many European states to experiment with forms of multiculturalism.
- Leitkultur (core culture): A model developed in Germany by Bassam Tibi. The idea is that minorities can have an identity of their own, but they should at least support the core concepts of the culture on which the society is based.
- Melting Pot: In the United States, the traditional view has been one of a melting pot where all the immigrant cultures are mixed and amalgamated without state intervention.
- Multiculturalism: A policy those immigrants and others should preserve their cultures with the different cultures interacting peacefully within one nation.

The way nation states treat immigrant cultures rarely falls neatly into one or another of the above approaches. The degree of difference with the host culture, the number of immigrants, attitudes of the resident population, the type

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<sup>7</sup> Jary, D. and J. Jary. 1991. *The HarperCollins Dictionary of Sociology*, page 101.

of government policies that are enacted and the effectiveness of those policies all make it difficult to generalize about the effects. Similarly with other subcultures within a society, attitudes of the mainstream population and communications between various cultural groups play a major role in determining outcomes. The study of cultures within a society is complex and research must take into account a myriad of variables.

## **CUSTOMS**

A custom is a story or a tradition that is memorized and passed down from generation to generation, originally without the need for a writing system. Tools to aid this process include poetic devices such as rhyme and alliteration. The stories thus preserved are also referred to as tradition, or as part of an oral custom. For example, it is now a tradition to have a Christmas tree to celebrate Christmas.

Although customs are often presumed to be ancient, unalterable, and deeply important, they are often much less "natural" than is often presumed. Many traditions have been deliberately invented for one reason or another, often to highlight or enhance the importance of a certain institution. Traditions are also frequently changed to suit the needs of the day, and the changes quickly become accepted as a part of the ancient tradition.

Some examples include "the invention of tradition" in Africa and other colonial holdings by the occupying forces. Requiring legitimacy, the colonial power would often invent a "custom" which they could use to legitimize their own position. For example, a certain succession to chieftdom might be recognized by a colonial power as traditional in order to favor their own favorite candidates for the job. Often these inventions were based in some form of tradition, but were grossly exaggerated, distorted, or biased toward a particular interpretation.

Other customs that have been altered through the years include various religious festivals such as Christmas. The actual date of Jesus' birth does not coincide with December 25 as in the Western Church. This was a "convenient" day for it to be held on so as to capitalize on the popularity of traditional solstice celebrations.

## **MUSIC**

An important aspect of culture that we should not miss stories, songs, and dances. All humans seem to need entertainment as a part of social intercourse. In fact, entertainment may be a crucial way in which humans collectively reassure each other about their emotional bonds and mutual reliability. They also provide opportunities for symbolism which reinforce fundamental cultural ideas. They may even do a certain amount of instruction, especially moral instruction in the ways of correct behaviour. Repeating the general rule one last time, the occurrence of these in a culture as a regular component is no surprise. Nevertheless, local customs, traditions, and idiosyncrasies may cause the specific to diverge substantially. This is probably less likely in the matter of entertainment than it is in the matter of spiritualism, however; because entertainment embraces a society's cultural roots more comprehensively. It is, in this sense, easier for foreign peoples to come together through entertainment than it is through religion. They are, in fact, more likely to fight over religion; whereas, I know of no case where one people has fought another over their specific culture of entertainment

## **RELIGION**

Yet another area of social behaviour is human reverence for the spiritual world and this usually can be identified by human's regard for sacred things and by their practices of ritual activity. No Neither biology or physical necessity explains this; yet we find it in almost all societies. It is, thus, an almost purely cultural attribute of society; that is, it comes almost purely out of people's mental and emotional states. It is, as psychoanalyst Carl Jung suggested, an attribute of the human's "collective unconscious." It is no surprise, then, that the divergence of concepts of the sacred and of patterns of ritual is the greatest in comparative cultural studies. What are socially most comparable are the institution itself and the ways in which the institution is supported by specific human roles or stations.

Religion refers to a specific set of beliefs and practices regarding the spiritual realm beyond the visible world, including belief in the existence of a single being, or group of beings, who created and govern the world. Ritual, prayer and other spiritual exercises are commonly part of religious practice.



Religious beliefs often provide guidance for behavior and explanations for the human condition. Religious beliefs and communities are often sources of strength for cultural groups coping with the demands of the majority culture. Religion can provide a sense of community and a basis for cohesion and moral strength within a cultural group. Religious communities can also serve as centers of support, resistance and political action.

Many, if not all, religions establish sexual norms. Most organized religions condemn homosexuality and so it is often difficult for gay, lesbian and bisexual people to find full acceptance and spiritual peace within their families' house of worship or religious tradition.

## **ARTS**

Art is that which is made with the intention of stimulating the human senses as well as the human mind and or spirit. An artwork is normally assessed in quality by the amount of stimulation it brings about. The impact it has on people, the amount of people that can relate to it, the degree of their appreciation, and the effect or influence it has or has had in the past, and all accumulate to the 'degree of art.' All "timeless masterpieces" in art possess these aspects to a great extent.

Something is not considered 'art' when it stimulates only the senses, or only the mind, or when it has a different primary purpose than doing so. As such, something can be deemed art in totality, or as an element of some object. For example, a painting may be a pure art, while a chair, though designed to be sat in, may include artistic elements. Art that has less functional value or intention may be referred to as fine art, while objects of artistic merit but serve a functional purpose may be referred to as craft. Paradoxically, an object may be characterized by the intentions (or lack thereof) of its creator, regardless of its apparent purpose; a cup (which ostensibly can be used as a container) may be considered art if intended solely as an ornament, while a painting may be deemed craft if mass-produced.

The ultimate derivation of 'fine' in 'fine art' comes from the philosophy of Aristotle, who proposed four causes or explanations of a thing. The Final Cause of a thing is the purpose for its existence, and the term 'fine art' is derived from this notion. If the Final Cause of an artwork is simply the artwork itself, "art for

art's sake," and not a means to another end, then that artwork could appropriately be called 'fine.' The closely related concept of beauty is classically defined as "that which when seen, pleases." Pleasure is the final cause of beauty and thus is not a means to another end, but an end in itself.

Art can describe several things: a study of creative skill, a process of using the creative skill, a product of the creative skill, or the audience's experience with the creative skill. The creative arts ("art" as discipline) are a collection of disciplines ("arts") that produce artworks ("art" as objects) that are compelled by a personal drive ("art" as activity) and echo or reflect a message, mood, or symbolism for the viewer to interpret ("art" as experience). Artworks can be defined by purposeful, creative interpretations of limitless concepts or ideas in order to communicate something to another person. Artworks can be explicitly made for this purpose or interpreted based on images or objects.

Art is something that stimulates an individual's thoughts, emotions, beliefs, or ideas through the senses. It is also an expression of an idea and it can take many different forms and serve many different purposes. Although the application of scientific theories to derive a new scientific theory involves skill and results in the "creation" of something new, this represents science only and is not categorized as art.

## **LANGUAGE**

Language and communication style refers to a wide variety of verbal and nonverbal patterns and behaviors, including social customs about who speaks to whom—both how and when.

## **LEVEL OF ACCULTURATION**

Acculturation is a process that occurs when two separate cultural groups come in contact with each other and change occurs in at least one of the two groups. While most changes are thought to occur only in immigrant groups in the U.S., the dominant (mainstream) culture in the U.S. has undergone change as a result of contact with "other" cultures.

Individuals within racial or ethnic groups can be:

- Acculturated having given up most of the cultural traits of the culture of origin and assumed the traits of the dominant culture.
- Bicultural, they are able to function effectively in the dominant culture while holding on to some traits of their own culture.
- Traditional holding on to a majority of the traits from the culture of origin while adopting only a few of the traits of the dominant culture.
- Marginal having little real contact with traits of either culture.

Individuals within any given cultural group can be anywhere along the continuum. For immigrants, it is common for there to be variation even within one family, with older generations holding onto traditional traits, and young people functioning more in a bicultural manner. The further away from the immigrant experience someone is born, the more likely it is that she or he will be acculturated.

Individuals and families, even generations away from the immigrant experience, however, hold on to at least some beliefs, attitudes, customs and behaviors of the original culture. That is why the metaphor of the "melting pot" to describe the culture of the U.S., has been replaced by that of the "tossed salad." In a salad, each ingredient retains its unique flavor, texture and shape while contributing to the whole.

### **2.2.3. IMPERIALISM**

Imperialism is a policy of exerting effective and continuing control or authority over foreign entities as a means of acquisition and/or maintenance of empires. This is either through direct territorial conquest or settlement, or through indirect methods of influencing or controlling the politics and/or economy. The term is used to describe the policy of a nation's dominance over distant lands, regardless of whether the subjugated nation considers itself part of the empire.

The "Age of Imperialism" usually refers to the Old Imperialism period starting from 1860, when major European states started colonizing the other

continents. The term 'Imperialism' was initially coined in the mid to late 1500s<sup>8</sup> to reflect the policies of countries such as Britain and France's expansion into Africa and America.

Lenin argued that capitalism necessarily induced imperialism in order to find new markets and resources, representing the last and highest stage of capitalism<sup>9</sup>. This theory of necessary expansion of capitalism outside the boundaries of nation-states was also shared by Rosa Luxemburg<sup>10</sup> and then by liberal philosopher Hannah Arendt. Since then, however, Lenin's theory has been extended by Marxist scholars to be a synonym of capitalistic international trade and banking.

Insofar as "imperialism" in the non-Marxist sense might be used to refer to an intellectual position, it would imply the belief that the acquisition and maintenance of empires is a positive good, probably combined with an assumption of cultural or other such superiority inherent to imperial power.

Imperialist policies have been criticized because they have often been used for economic exploitation of poorer countries as sources of raw materials and cheap labor. When imperialism is accompanied by overt military conquest of non-human rights abusing nations, it is also seen as a violation of freedom and human rights. Many instances of this have been recorded throughout Asia, Africa, and Europe, notably among the poorer, resource-rich countries.

In recent years, there has also been a trend to view imperialism not at an economic or political level, but as a cultural issue, particularly in regard to the widespread global influence of American culture. Some dispute this extension of the concept; however, on the grounds that it is highly subjective to differentiate between mutual interaction and undue influence, and also that this extension is applied selectively.

In nineteenth century Britain the word "imperialism" came to be used in a polemical fashion to deride the foreign and domestic policies of the French emperor Napoleon III. Britons, in a longstanding tradition to distinguish themselves from the European mainland, did not consider their own policies to

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<sup>8</sup> S. Gertrude Millin, Rhodes, London, 1933, p.138

<sup>9</sup> In Imperialism, the Highest Stage of Capitalism

<sup>10</sup> The Accumulation of Capital, 1913.

be "imperialist". They did speak of "colonization", the migration of people from British descent to other continents, giving rise to a "greater Britain" of English speaking peoples. Colonization was not yet associated with the rule of non-western peoples. India, which Britain acquired from the East India Trading Company, was widely regarded as an exception.

It was a very important exception, which nonetheless gave Britain cause for embarrassment. Benjamin Disraeli's move to make Queen Victoria "Empress of India" was even criticized as a dangerous act of (continental) "imperialism". Critics feared this would have negative repercussions on British freedom and the rule of Parliament. When the subordination of non-Western peoples by European powers resumed with greater vigor in the late 19th century, the term became commonplace among liberal and Marxist critics alike.

In the twentieth century the term "imperialism" also grew to apply to any historical or contemporary instance of a greater power acting, or being perceived to be acting, at the expense of a lesser power. Imperialism is therefore not only used to describe frank empire-building policies, such as those of the Romans, the Spanish or the British, but is also used controversially and/or disparagingly, for example by both sides in communist and anti-communist propaganda, or to describe actions of the United States since the American Presidency's acquisition of overseas territory during the Spanish-American War, or in relation to the United States' present-day position as the world's only "superpower".

Cultural imperialism is the practice of promoting, distinguishing, separating, and artificially injecting of the culture or language of one nation to another. It is usually the case that the former is a large, economically or militarily powerful nation and the latter is a smaller, less affluent one. Cultural imperialism can take the form of an active, formal policy or a general attitude. The term is usually used in a pejorative sense, usually in conjunction with a call to reject foreign influence.

Empires throughout history have been established using war and physical compulsion (military imperialism). In the long term, populations have tended to be absorbed into the dominant culture, or acquire its attributes indirectly.

Cultural imperialism is a form of cultural influence distinguished from other forms by the use of force, such as military or economic force. Cultural influence is a process that goes on at all times between all cultures that have contact with each other. For instance, African musical traditions influenced African American music, which in turn influenced American popular music — but cultural imperialism has nothing to do with that transmission. Similarly, the rise in the popularity of Yoga (from India) in Western nations has never relied on any kind of force. Similarly, people from poorer or less powerful states, nations and cultures often freely adapt cultural practices and artifacts from more powerful, wealthier societies without any force necessarily being applied. When people freely adopt cultural artifacts and practices of other cultures the use of the pejorative phrase "cultural imperialism" becomes problematic. When force is absent from cultural influence, use of the term "cultural imperialism" can easily become a debating tactic involving latent bigotry, xenophobia and nationalism — emotional responses to cultural influence that are also present to some degree at all times between all cultures that have contact with each other.

Cultural Imperialism is also very different from other imperialistic ways, in the sense that no military or economic intervention is needed to be able to influence countries. When this is the case, the user of the term may need to be prepared to justify why this pejorative term is used rather than the more neutral "cultural influence" or even "cultural dominance", or run the risk of using empty rhetoric or worse, malicious demagoguery, rather than making a substantive point.

One of the first known examples of cultural imperialism was extinction of the Etruscan culture and language caused by the influence of the Roman Empire<sup>11</sup>

The Greek culture built gyms, theatres and public baths in places that its adherents conquered (such as ancient Judea, where Greek cultural imperialism sparked a popular revolt), with the effect that the populations became immersed in that culture. The spread of the common Greek language was another large factor in this immersion.

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<sup>11</sup> [http://www.theculturedtraveler.com/Museums/Archives/U\\_Penn.htm](http://www.theculturedtraveler.com/Museums/Archives/U_Penn.htm)

As exploration of America increased, European nations including England, France, Belgium, the Netherlands, Spain and Portugal all raced to claim territory in hopes of generating increased economic wealth for themselves. In these new colonies, the European conquerors imposed their language and culture.

Similarly, policies of Russification were carried out in the Russian Empire throughout the 19th century.

A revealing instance of cultural imperialism is the Prayer Book rebellion of 1549, where the English state sought to suppress non-English languages with the English language Book of Common Prayer<sup>12</sup>. In replacing Latin with English, and under the guise of suppressing Catholicism, English was effectively imposed as the language of the Church, with the intent of it becoming the language of the people. At the time people in many areas of Cornwall did not speak or understand English.

In the lands conquered by Islamic armies, Arabic language and Arabic culture prevailed. From Morocco all the way to Indonesia, many local languages, religion, architecture, customs, even names were mixed with Arab Islamic traditions. Examples include the incorporation of Arabic calligraphy into the design of the Hagia Sofia mosque in Istanbul upon its conversion from a church. A significant amount of independence was kept for local traditions in many places that maintained daily interactions with non-Islamic lands; economically, politically, and culturally. An example is the continued existence of belly-dancing, which according to the stricter rulings of modesty and propriety in Islamic rulings is a fairly taboo practice, however, it is found all across the Middle East. Less cultural tolerance for existing traditions was practiced in lands that were kept more isolated from interactions with the non-Muslim world, such as Afghanistan and Saudi Arabia, where the strictest (to the extent of distortion) practices of Islamic law are shown. Cultural imperialism is also witnessed in Islamic lands gained through the incorporation of the Arabic language into the culture and educational systems. This is understandable considering that the Islamic holy book, the Qur'an, is written in Arabic, and has never changed the slightest bit in content or language ever since the times of the Prophet

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<sup>12</sup> "Reconsidering cultural imperialism theory" by Livingston A. White, *Transnational Broadcasting Studies*, Spring/Summer 2001.

Muhammad in the seventh century AD. Translations of the Qur'an from Arabic, a metaphorical, tri-literal-root, semetic language, into other languages have shown changes in the nuanced meanings of the words. Thus, wherever Islam spread, the Arabic language needed to fully understand the Holy Qur'an spread too. A prime example of this is seen in Muslim-occupied Spain in the twelfth century where the Arabic language, much more suitable for poetry than the current Latin, spread among the literate youth at a considerable rate.

Though the majority of international service trips and other related voluntary organizations generally advocate the promotion of the socioeconomic advancement of developing nations overseas, little research has been conducted concerning the overall effectiveness of many of these programs. Some believe that ideas associated with cultural imperialism and the active promotion of one's own language and culture pose positive as well as negative effects for those less affluent nations. A popular organization like the Peace Corps, for example, has been established for over forty-five years and continues to serve almost one hundred and forty impoverished nations worldwide. Although this particular organization endorses the growth of developing nations, two out of the three main goals comprising Peace Corps' mission statement place a strong emphasis on promoting a better understanding and acceptance of American culture and the United States. Whether intentional or unintentional, researchers have found that local power and gender differences are often overlooked during a community's participation in international development and funding organizations. Many modes of cultural imperialism have been analyzed but few studies have been conducted to test the effects associated with introducing elements of new culture, including technological advances and religious institutions.

The topic of information technology, in particular, has sparked a controversial debate as to whether technology actually facilitates economic growth and quality of life throughout the world. Arguments have been made that promoting the use of technology in developing nations may ultimately intensify global inequality, though studies have shown that access to information technology has increased economic expansion and decreased rates of child mortality in the developing world. Some studies have concluded that nationally and internationally funded projects with higher levels of participation have much better success rates and aid a broader section of the population.



'Cultural imperialism' can refer to either the forced acculturation of a subject population, or to the voluntary embracing of a foreign culture by individuals who do so of their own free will. Since these are two very different referents, the validity of the term has been called into question. The term cultural imperialism is understood differently in particular discourses: as "media imperialism" or as "discourse of nationality"

Cultural influence can be seen by the "receiving" culture as either a threat to or an enrichment of its cultural identity. It seems therefore useful to distinguish between cultural imperialism as an (active or passive) attitude of superiority, and the position of a culture or group that seeks to complement its own cultural production, considered partly deficient, with imported products or values.

The imported products or services can themselves represent, or be associated with, certain values (such as consumerism). According to one argument, the "receiving" culture does not necessarily perceive this link, but instead absorbs the foreign culture passively through the use of the foreign goods and services. Due to its somewhat concealed, but very potent nature, this hypothetical idea is described by some experts as "banal imperialism." Some believe that the newly globalized economy of the late 20th and early 21st century has facilitated this process through the use of new information technology. This kind of cultural imperialism is derived from what is called "soft power."

#### **2.2.4. CULTURAL DIVERSITY**

One of the reasons often given for opposing any form of 'cultural imperialism,' voluntary or otherwise, is the preservation of cultural diversity, a goal seen by some as analogous to the preservation of ecological diversity. Proponents of this idea argue either that such diversity is valuable in itself, or instrumentally valuable because it makes available more ways of solving problems and responding to catastrophes, natural or otherwise. Opponents of this idea deny the validity of the analogy to biodiversity, and/or the validity of the arguments for preserving biodiversity itself.

### **2.2.5. CULTURAL FASCISM**

Some claim that the attempt to preserve the purity of a culture against no coercive incursions is itself a far worse imposition. Proponents of this view argue that not only people ought to have the right to choose what media and other products they consume, including those of external cultures, but also that the lack of such rights is part of a kind of nationalism that leads in a dangerous direction. Not only is "Cultural Imperialism" a misnomer and an intellectually invalid concept, proponents of this view say, but it is by nature a culturally fascist accusation or retort against cosmopolitanism, and, ultimately, racist. This is part of a larger world view known as circular political theory[citation needed] (the farther you go to the extreme left, the closer you come to the extreme right, and vice versa), which interprets so-called "anti-imperialist" movements and the "new leftism" as merely superficial reworking of classic fascism.[citation needed]

Opponents of this idea respond that it trivializes the idea of fascism, and that nationalism or cultural pride as such is not intrinsically dangerous. Some add that the root of its mistake is to mischaracterize fascism by its surface traits, ignoring the importance of its social base; similar rhetoric in the mouths of the powerful and the powerless has a different meaning. On the other hand, one could retort that the very idea of cultural imperialism itself trivializes imperialism, as revealed by a comparison of Japanese atrocities in China in the late 1930s to the influence of American jazz and film in Paris during that same period

### **2.2.6 GLOBALIZATION**

Globalization is a term describing the increasing interdependence, integration and interaction among people, companies and corporations in disparate locations around the world. This umbrella term refers to a complex medley of economic, trade, social, technological, cultural and political relationships. The term has been used as early as 1944; however Theodore Levitt is usually credited with its first use in an economic context<sup>13</sup>. Besides, Globalization refers to method of movement from one locality on the globe to another.

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<sup>13</sup> Globalisation shakes the world BBC News

Globalization also has a number of different focuses and aspects which contribute in varying amounts to the effect of globalization across the globe:

- Industrial globalization (alias trans ilove it nationalization) - rise and expansion of multinational enterprises
- Financial globalization - emergence of worldwide financial markets and better access to external financing for corporate, national and sub national borrowers
- Political globalization - spread of political sphere of interests to the regions and countries outside the neighborhood of political (state and non-state) actors
- Informational globalization - increase in information flows between geographically remote locations
- Cultural globalization - growth of cross-cultural contacts
- Globalism - connection between cultures, nations, and people, it embodies cultural diffusion, the desire to consume and enjoy foreign products and ideas, adopt new technology and practices, and participate in a "world culture". It is a universal, internationalist impulse that the world is connected.
- Globalist - someone who is aware of world issues, enjoys new ideas, and considers himself as global citizens with an open mind to both criticize and agree with others.

Technology has now created the possibility and even the likelihood of a global culture. The Internet, fax machines, satellites, and cable TV are sweeping away cultural boundaries. Global entertainment companies shape the perceptions and dreams of ordinary citizens, wherever they live. This spread of values, norms, and culture tends to promote Western ideals of capitalism.

Globalization has economic roots and political consequences, but it also has brought into focus the power of culture in this global environment - the power to bind and to divide in a time when the tensions between integration and separation tug at every issue that is relevant to international relations. The impact of globalization on culture and the impact of culture on globalization merit discussion. The homogenizing influences of globalization that are most often condemned by the new nationalists and by cultural romanticists are actually positive; globalization promotes integration and the removal not only of

cultural barriers but of many of the negative dimensions of culture. Globalization is a vital step toward both a more stable world and better lives for the people in it. Furthermore, these issues have serious implications for American foreign policy. For the United States, a central objective of an Information Age foreign policy must be to win the battle of the world's information flows, dominating the airwaves as Great Britain once ruled the seas.

### **2.2.7. CULTURE AND CONFLICT**

Culture is not static; it grows out of a systematically encouraged reverence for selected customs and habits. Indeed, Webster's Third New International Dictionary defines culture as the "total pattern of human behavior and its products embodied in speech, action, and artifacts and dependent upon man's capacity for learning and transmitting knowledge to succeeding generations." Language, religion, political and legal systems, and social customs are the legacies of victors and marketers and reflect the judgment of the marketplace of ideas throughout popular history. They might also rightly be seen as living artifacts, bits and pieces carried forward through the years on currents of indoctrination, popular acceptance, and unthinking adherence to old ways. Culture is used by the organizers of society - politicians, theologians, academics, and families - to impose and ensure order, the rudiments of which change over time as need dictates. It is less often acknowledged as the means of justifying inhumanity and warfare. Nonetheless, even a casual examination of the history of conflict explains well why Samuel Huntington, in his *The Clash of Civilizations*, expects conflict along cultural fault lines, which is precisely where conflict so often erupts. Even worse is that cultural differences are often sanctified by their links to the mystical roots of culture, be they spiritual or historical. Consequently, a threat to one's culture becomes a threat to one's God or one's ancestors and, therefore, to one's core identity. This inflammatory formula has been used to justify many of humanity's worst acts.

Cultural conflicts can be placed into three broad categories: religious warfare, ethnic conflict, and conflict between "cultural cousins," which amounts to historical animosity between cultures that may be similar in some respects but still have significant differences that have been used to justify conflict over issues of proximity, such as resource demands or simple greed.

Religion-based conflicts occur between Christians and Muslims, Christians and Jews, Muslims and Jews, Hindus and Muslims, Sufis and Sunis, Protestants and Catholics, and so forth. Cultural conflicts that spring from ethnic (and in some cases religious) differences include those between Chinese and Vietnamese, Chinese and Japanese, Chinese and Malays, Normans and Saxons, Slavs and Turks, Armenians and Azerbaijanis, Armenians and Turks, Turks and Greeks, Russians and Chechens, Serbs and Bosnians, Hutus and Tutsis, blacks and Afrikaners, blacks and whites, and Persians and Arabs. Conflicts between "cultural cousins" over resources or territory have occurred between Britain and France, France and Germany, Libya and Egypt, and many others.

Another category that might be included in our taxonomy is quasi-cultural conflict. This conflict is primarily ideological and is not deeply enough rooted in tradition to fit within standard definitions of culture, yet it still exhibits most if not all of the characteristics of other cultural clashes. The best example here is the Cold War itself, a conflict between political cultures that was portrayed by its combatants in broader cultural terms: "godless communists" versus "corrupt capitalists." During this conflict, differences regarding the role of the individual within the state and over the distribution of income produced a "clash of civilizations" that had a relatively recent origin.

Besides it is necessary to talk about mundialization which is one of the oldest of municipal peace activities. The word is derived from the Latin word "mundus" meaning "world". It is an act whereby City Council declares its city to be a "world city", interdependent with other communities worldwide. It involves the linking or twinning of cities around the world, in the belief that future peace and progress are dependent on co-operation, goodwill and understanding. Linkages take place not only at the municipal government level but also at the citizen level. Mundialization fosters people-to-people linkages and friendships, to further peace, justice and understanding.

### **2.2.8 MASS MEDIA**

Several writers think that reality, the material and psychological aspects of culture, one's identity, is defined and shaped by the media. The media forges many attitudes, raises barriers and can play a role in limiting freedom in

a democratic society. The media helps to reproduce the privileges of whiteness, thereby playing a passive role in supporting, and in some cases, fostering stereotypes. General discussions about white privilege are necessary steps toward abolishing it. "Doing away with the social significance of whiteness does not mean killing white people. It's like royalty.

The communication media are the different technological processes that facilitate communication between (and are in the "middle" of) the sender of a message and the receiver of that message. The mass media include newspapers, magazines, radio, and films, CDs, internet, etc. The media communicate information to a large, sometimes global, audience. Near-constant exposure to media is a fundamental part of contemporary life but it is TV that draws our attention the most as one of the primary socializing agent of today's society.

- 98.3 % of households (hh) have TV sets (2.3 sets per hh)
- 99% of hh have a radio (5.6 radios per hh on average)
- 65% have cable TV
- 82% have VCR (US Census Bureau, 1996).
- TV sets are turned on for an average of 7 hours each day
- average Americans spend 2.5 hours a day in front of TV ( = 38 solid days of TV viewing in a year)

Media are very integral part of our lives and therefore they generate popular interest and debate about any social problem that we can think of. The mass media is a powerful socializing agent. The significance of the media is not limited to the content of media messages. Media affect how we learn about our world and interact with one another. Media literally mediate our relationship with social institutions. We base most of our knowledge on government news accounts, not experience. We are dependent on the media for what we know and how we relate to the world of politics because of the media-politics connection. Media have an impact on society not only through the content of the message but also through the process

Media often act as the bridge between our personal/private lives and the public world. We see ourselves and our place in society through mass media. It

is because of this connection that we need to pay special attention to mass media if we want to understand how society functions. Media play many different - and maybe incompatible- roles. For the audiences, it is a source of entertainment and information while for media workers; media is an industry that offers jobs- and therefore income, prestige and professional identity-. For the owners, the media is a source of profit and a source of political power. For society at larger, the media can be a way to transmit information and values (socialization). Therefore depending on whose perspective and which role we focus on we might see a different media picture. The mass media is now a global phenomenon and has revolutionized the way individuals communicate with each other and receive information

Cultural globalization can be measured by consumption of mass communication products imported from overseas, some likely indicators would be foreign television programs, films, books, and recorded music. This empirical choice is consistent with the established wisdom that mass media have a powerful effect on the development of culture. Nonetheless, it is empirically infeasible to account for all possible facets of culture: no systematic data exist for them. In addition, non-media cultural elements are correlated with the media counterparts, as they typically have complementary relationships. The reason is that the media has perhaps more effect than other symbols of globalization, such as the presence of fast food outlets, on our thinking.

Major forces leading to cultural globalization are economic and organizational factors. Cultural globalization requires an organizational infrastructure. One form of globalization occurs as a result of the activities of media and entertainment organizations based in advanced countries which produce film, television, and popular music and distribute them to countries all over the world. Dominance of a particular country in the global media marketplace is more a function of economic than cultural factors.

These vertically integrated firms make huge profits by selling the same product in different media. A film may be shown in movie theaters and on pay cable television and sold in the form of a CD-room, a book, or as comics. A spin-off may be used for a television series. Merchandise based on the film generates additional profits. Because of the huge audience for films in the United States, American firms producing and distributing films earn enormous

profits in their own country. As a result, American producers can afford to make more expensive films than their competitors in other countries and this, in turn, increases profits. The more expensive a film is to produce, the more money it is likely to make. "Blockbusters" attract the largest international audiences (Phillips 1982). These expensive films represent a type of homogenous, uniform culture permeated by Western capitalistic values. They are full of elaborate technical effects and concentrate on stunts, action, and violence rather than character and emotion. Action films are more easily understood in diverse, non-English speaking cultures than other types of films. Given the enormous cultural diversity among the potential audiences for globally marketed films, filmmakers attempt to find common denominators that are universal in a weak sense and will attract audiences in different countries.

### **2.2.9. CULTURAL IMPERIALISM AND THE INTERNET**

When argued from an empirical basis, the facts and figures of American cultural popularity on the Internet make the case for "cultural imperialism" seem virtually undeniable. As of July 1995, there were 6.64 million host computers on the Internet. This number has been approximately doubling annually since 1981. Demonstrating that the Internet is truly a global phenomenon, the same source shows that 2.37 million of these are international hosts connected to the Internet, representing 150 countries. In 1994, there was wide variation in the number of Internet hosts per 1,000 people, ranging from 14 in Finland to less than 0.5 in Korea (Quelch & Klein, 1996)<sup>14</sup>. Currently, 90% of traffic world-wide on the Internet is in English. These, together with the following factors, have lead some to denounce the Internet as the most recent and most sinister facet of American cultural imperialism to emerge: the Internet is anchored in the United States; the vast majority of World Wide Web sites are based in the U.S and are in English; most software used to navigate the Internet is in English; and search engines are mostly in English

On the surface it would certainly appear that the United States has taken over through its cultural dominance on the Internet. Thus will the Internet be another source of cultural imperialism? Many nations express concern over cultural imperialism on the Internet

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<sup>14</sup> [http://www.infed.org/biblio/globalization\\_and\\_education.htm](http://www.infed.org/biblio/globalization_and_education.htm)



The mass media play an enormously important role in modern society. Not only are people informed of happenings and news from around the world, but also are apprised of social norms, customs, and standards ranging from behaviors to beauty.

Several theorists have attempted to explain the broad impact of mass media and media technologies on society and the individual. Researchers posited that because mass media is often the primary source of information about situations and places that the audience may have limited knowledge of, and because the media itself imparts a certain level of validity by reporting this information, mass communications have the power to shape impressions and conceptions of normal behavior in given situations.

#### **2.2.10 IMPACT IN THE EDUCATION**

The impact of the globalization in the education has been huge because nowadays teachers have a defiant assignment. They have to teach students to be competitor. Our society in general has had to learn to be competitive and at the same time to be a leader. Furthermore, the English language has become a global one which means a big influence in our culture, carrying with this flow several implications for our society.

Besides, the processes of globalization have generated new geopolitical sceneries that point in the social relations, as well as in the structure of its functioning. The socio-economical effects provoke a greater mobility and displacement product of the economical disequilibrium and the increase of the instability and poorness in some areas of the world.

The mobility has been directed to the countries of the so-called North and mainly to the big urban zones that are being developed in all the continents. These new realities have some immediate repercussions that do not respond to the classical previsions that can be summarized in:

- Receiving of a great number of people coming from other cultures which constitute some new multicultural realities in the host countries and cities.

- Impact of this mobility in the structures of the local public services: education, public health, social services, accommodation, etc., which in the consideration of the citizens' rights every society has to have at the disposal of the new population. The human being is human being independently of its origin and its location. The social problems and the welfare are proposed as supranational problems
- Difficulty of the autochthonous communities in accepting these new populations that do not coincide with its cultural antecedents and do not respond to the same identity and shared collective memory.

In some way we have to accept that these movements generate a rupture of the coexistence equilibrium, in the same way that incorporate a new possibility of exchange relation. The standardizing cultural identities are being altered by the incorporation of other cultures in the citizen life that will lead to new realities of cultural interaction. In the same way, the need for interlocution between cultural communities is every time more necessary but has great difficulties because of social, legal or structuring problems of the emigrant cultural groups.

The notion of globalization and its relation to education is widely being discussed among politicians, philosophers, scholars, educators and students throughout the world. Some fully reject and refuse to accept this phenomenon, others try to understand and accept this notion, and still others completely accept the idea of globalization and associate with it all progressive changes in the new century's socio-cultural and educational space. Moreover, for a considerable part of the planet's residents the very spirit of the terms "globalism" and "globalization" still remains an unknown, enigmatic, almost supernatural entity. The contemporary globalizing epoch is characterized by pervasive events making a considerable affect on human development, human consciousness and on various aspects of education and child development. These events include:

- the unprecedented emergence and dissemination of information and knowledge;
- the digitization of information and virtualization of objective reality;
- the spreading of the English language as an essential global tool for education and international communication;

- the dissemination of the ideas of global and multicultural education;
- the rise of the European Union;
- The market orientation of Russian and the former entities of the former Socialist block;
- The spreading of the cultural and educational canons of the Anglo-American or Atlantic civilization upon other cultures and civilizations; and
- Unparalleled demographic growth, especially in Eastern and Southern cultures.

Such is the nature and complexity of the forces involved in globalization that any discussion of its impact upon education raises fundamental issues and is a matter of considerable debate. The forces associated with globalization have conditioned the context in which educators operate, and profoundly altered people's experience of both formal and informal education. Schools and colleges have, for example, become sites for branding and the targets of corporate expansion. Many policymakers automatically look to market 'solutions'. The impact and pervasiveness of these forces of globalization also means that they should be a fundamental focus for education and learning - but there are powerful currents running against honest work in this area.

Globalization has impacted upon the nature of the agencies those 'school' children, young people and adults.

The question we are facing now is, To what extent is the educational endeavor affected by processes of globalization that are threatening the autonomy of national educational systems and the sovereignty of the nation-state as the ultimate ruler in democratic societies? At the same time, how is globalization changing the fundamental conditions of an educational system premised on fitting into a community, a community characterized by proximity and familiarity?

At first glance it would seem that national governments still have considerable freedom to intervene in education systems. UK government (in its various forms), for example, has significantly increased the scale of central direction and intervention through the use of national curriculum requirements, special initiatives (involving direct funding) and other, institutional means. However, as soon as we examine the nature of this expansion of intervention

we can see that the overriding concern is with economic growth and international competitiveness - and that the efforts of politicians have been deeply flawed and their record dismal. This issue happens almost in all the countries.

The more overtly and the more directly politicians attempt to organize education for economic ends, the higher the likelihood of waste and disappointment... What marks from their international counterparts is simply the speed with which, in our hugely centralized system, they launch one educational broadside after another.

In the process we have almost forgotten that education ever had any purpose other than to promote growth. While there is some direct intervention in the governance of national educational systems by trans-national agencies such as the IMF and World Bank, the impact of globalization is most felt through the extent to which politics everywhere are now essentially market-driven. 'It is not just that governments can no longer "manage" their national economies', he comments, 'to survive in office they must increasingly "manage" national politics in such a ways as to adapt them to the pressures of trans-national market forces'

In other words, the impact of globalization is less about the direct way in which specific policy choices are made, as the shaping and reshaping of social relations within all countries.

#### **2.2.11. INCIDENCE IN THE LEARNING PROCESS**

The processes of learning and teaching have changed because English is a global language that must be added to the educative curriculum. Even, the ministry of Education has had to add English as a necessary subject in our society. With the globalization some aspects with regard to the practice and experience of education have changed. These include:

- Commodification and the corporate takeover of education.
- The threat to the autonomy of national educational systems by globalization.
- De-localization and changing technologies and orientations in education.
- Branding, globalization and learning to be consumers

## **Commodification and the corporate takeover of education**

To begin it is helpful to distinguish between the rise of the market, 'with its insidious consumer-based appropriations of freedom and choice' and its impact on education, and globalization. As we have already seen, they are wrapped up - one with another - but it has been possible to talk of the marketization of education without having to refer to delocalization and the activities of multinationals (classic features of globalization). Now, that is increasingly difficult. As we know, commercial concerns look constantly for new markets and areas of activity. In the last quarter of the twentieth century and particularly in those states where neo-liberal economic policies dominated, there was strong pressure to 'roll-back' state regulation, and to transform non-market and 'social' spheres such as public health and education services into arenas of commercial activity. According to Colin Leys, such a transformation - the making of a market - entailed the meeting of four requirements:

- The reconfiguration of the goods and services in question so that they can be priced and sold.
- The inducing of people to want to buy them.
- The transformation of the workforce from one working for collective aims with a service ethic to one working to produce profits for owners of capital and subject to market discipline.
- The underwriting of the risks to capital by the state.

What we have here is a process of commodification - and the development of attempts to standardize 'products' and to find economies of scale. The expansion of higher education in every society during this period, for instance, involved at the restructuring of courses and programs so that they could be marketed. This included marketing new courses such as MBAs, modulization (to achieve economies of scale), and the increased use of part-time and distance learning programs (to target those already in work). The introduction of student loans and course fees has raised, significantly, the direct cost placed upon students - and helped to change people's orientation to higher education away from that of participants towards being consumers. The massive increase in university enrolment was, however, less a consequence of government policy, than the impact of changing perceptions of the labour market. The surge in student numbers occurred because it became clear to

large numbers of people that not having a degree disadvantaged them in the labour market.

There has also been a transformation of the labour force in higher education - and a growing orientation to profit generation. Salary levels have decreased significantly relative to other key groupings; increased bureaucratization and pressures on universities to reduce costs have reduced the time for 'scholarship and disinterested learning' and the doubling in the numbers of students per lecturer has led to a progressive decline in the quality of teaching and the satisfaction it gives to learners and teachers

We have also seen some very significant movements towards corporatization in schooling and non-formal education. In the 1990s this was initially carried forward by the rise of managerialism in many 'western' education systems. Those in authority were encouraged and trained to see themselves as managers, and to reframe the problems of education as exercises in delivering the right outcomes. The language and disposition of management also quickly moved into the classroom via initiatives. There has also been the wholesale strengthening of the market in many education systems. Schools have to compete for students in order to sustain and extend their funding. This, in turn, has meant that they have had to market their activities and to develop their own 'brands'. They have had to sell 'the learning experience' and the particular qualities of their institution. To do this complex processes have to be reduced to easily identified packages; philosophies to sound bites; and students and their parents become 'consumers'. As Stewart demonstrated some time ago there is a fundamental problem with the way that such business models have been applied to educational and welfare agencies.

The result has been a drive towards to the achievement of specified outcomes and the adoption of standardized teaching models. The emphasis is less on community and equity, and rather more on individual advancement and the need to satisfy investors and influential consumers. Education has come to resemble a private, rather than public, good.

As might be expected, such marketization and commodification has led to a significant privatization of education in a number of countries. In the United States, for example, schooling, higher education and training have been seen as lucrative markets to be in.

## **De-localization and changing technologies and orientations in education**

As well as conditioning the political context, globalization has found expression in some very direct ways - via, for example, the de-localization of schooling. Since the 1980s, there has been a degree of 'parental choice' within state schooling. It has been possible to choose which schools to apply to at both primary and secondary levels. While much primary school application is local, a significant proportion of secondary school application is not. This has both severed the link between locality and schooling and undermined the idea of community schooling. A further degree of delocalization has occurred as a result of scares around child protection and truancy. While schools might be local, access to the neighborhood and of neighbors to the school has been restricted. The most visible signs are the security gates and fences that are part of the perimeter of schooling. Such measures inevitably strengthen the idea that the school is somehow separate from the community where it is located - and this is further intensified by the regime of testing and centralized curriculum construction that has been the hallmark of the UK education system since the early 1980s. There has been significantly less room for more local community-oriented explorations and student projects. As we have seen, the main forces framing the centralized curriculum are economic and directly linked to globalization.

To these developments must be added changes in educational technology - especially the use of the internet and other computer forms, and the growth of distance learning. At one level these can be seen as an instrument of localization. They allow people to study at home or at work. However, they usually involve highly individualized forms of learning and may not lead to any additional interaction with neighbors or with local shops, agencies and groups. They also allow people from very different parts of the world to engage in the same program - and student contact can be across great physical distance.

The term adult learning has been substituted for adult education in many policy and academic discussions in recognition of these sorts of shifts and more recently there has been a major growth in attention to notions of lifelong learning. This reflects a growing interest in learning, beyond the classroom.

## **Branding, globalization and learning to be consumers**

It is time to recognize that the true tutors of our children are not schoolteachers or university professors but filmmakers, advertising executives and pop culture purveyors. Disney does more than Duke, Spielberg outweighs Stanford, MTV trumps MIT.

There are many ways of making money from formal education, but the most widespread is the use of the school as an advertising medium. The attraction is obvious - schools represent a captive market. Through the use of teaching packs, sponsored videos, advertisements on school computer screen savers and the like, large companies are able to bring their brand directly into the classroom. In so doing they are looking to gain certain legitimacy as well as the raising general brand awareness. Schools also have the distinct advantage for corporate of organizing their students along key demographics such as age and supposed academic ability - so it is possible to target advertising and marketing. The shortfall of funding for key aspects of schooling such as computing, sport and recreational and eating facilities: fast-food, athletic gear and computing companies have stepped in.

However, they carry with them an educational agenda of their own. As with all branding projects, it is never enough to tag the school with a few logos. Having gained a foothold, the brand managers are now doing what they have done in music, sports and journalism outside the schools: trying to overwhelm their host, to grab the spotlight. They are fighting for their brands to become not the add-on but the subject of education, not an elective but the curriculum.

Many teachers and their managers remain 'deeply ambivalent' about the movement of commerce and advertising into schools. There is a belief that children need at least one 'commercial-free zone'.

Students in many northern counties are, generally, 'intense consumers'. They are prepared to and/or want to 'spend large amounts of money on brand names and fashionable and popular items'. However, while many may be critical of certain aspects of consumer culture, they are far less likely to be critical of consumption itself.



As educational systems become more marketized, colleges, schools and non-formal education agencies seeks to build relationships based more on viewing learners as customers rather than participants. The main role of the teacher-turned-classroom manager is to legitimate through mandated subject matter and educational practices a market-based conception of the learner as simply a consumer of information.

The result of this incursion by commerce, and the widespread seeping of managerialism, market-thinking and consumerism into the orientation of educators is a basic inability within many schooling systems and agencies of informal education to address critically questions around globalization, branding and consumption.

The perversion of education and the exploitation of learners that we have catalogued here is a matter of profound concern. We have witnessed a fundamental attack on the notion of public goods, and upon more liberal ideas of education. Learning has increasingly been seen as a commodity or as an investment rather than as a way of exploring what might make for the good life or human flourishing. Teachers' and educators' ability to ask critical questions about the world in which live has been deeply compromised. The market ideologies they have assimilated, the direction of the curricula they are required to 'deliver', and the readiness of the colleges, schools and agencies in which they operate to embrace corporate sponsorship and intervention have combined to degrade their work to such an extent as to question whether what they are engaged in can be rightfully be called education. In a very real sense they are engaged in furthering what Erich Fromm described as alienation:

Modern man is alienated from himself, from his fellow men, and from nature. He has been transformed into a commodity, experiences his life forces as an investment which must bring him the maximum profit obtainable under existing market conditions.

Just what is needed to push back and undermine this pernicious process is fairly clear. We need, for example, to adopt ways of thinking about, and acting in, the world that have at their core an informed commitment to human flourishing in its fullest sense. It is necessary to reassert the public domain and to police the boundaries between it and the market sector with some vigilance.

Furthermore, we need, as educators, to be able to do what is right rather than what is correct. But how is all this to be achieved within societies and systems conditioned by globalization and neo-liberalism and in which there are asymmetrical relations of power? The answer, of course, is that cannot. But we can, at least, seek to undermine the narrowing and demeaning processes that pass under the name of education in many systems. Alternative ways of educating that look to well-being and participation in the common life have been well articulated. Whether they can be realized is down in significant part to our courage as educators, and our ability to work with others with a similar vision.

### **2.2.12. MUNDIALIZATION**

The word "mundialization" is the English version of the French "mondialisation" which today is referred to in French as what is referred to as "globalization". But the original meaning of mondialisation/mundialisation means the act for a city or a local authority to declare it a "world citizen" city, by voting a charter stating its awareness of global problems and its sense of shared responsibility. The concept was invented by the self-declared World Citizen Garry Davis in 1949, as a logical extension of the idea of individuals declaring themselves world citizens, and promoted by Robert Sarrazac, a former leader of the French Résistance who created the Human Front of World Citizens in 1945. Surprisingly enough, the first city to be officially mundialised was the small French city of Cahors (only 20,000 in 2006), the capital city of the "Département" of the Lot in central France, on 20th July 1949. Hundreds of cities mundialised themselves over a few years, most of them in France, and then spread internationally, including to many German cities and to Hiroshima and Nagasaki. In less than a year, 10 General Councils (the elected councils of the French "Départements"), and hundreds of cities in France covering 3.4 million inhabitants voted mundialization charters. One of the goals was to elect one delegate per million inhabitants to a People's World Constitutional Convention given the already then visible failure of the United Nations to create global institutions able to really negotiate world peace<sup>15</sup>.

Mundialization is a movement expressing the solidarity of populations of the globe and aiming to establish institutions and supranational laws of a

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<sup>15</sup> [http://www.mundialization.ca/media/doc/mc\\_membership\\_booklet.pdf](http://www.mundialization.ca/media/doc/mc_membership_booklet.pdf)

federative structure common to them, while respecting the diversity of cultures and peoples.

The mundialization movement advocates for a new political organization of humanity involving the transfer of certain parts of national sovereignty to a Federal World Authority, Federal World Government and Federal World Court. The Authority would be capable of solving, by majority decisions, the problems which call into question the future of man, such as : hunger, water, war, peace-keeping, pollution and energy. The President of the World Government must be elected by citizens in direct voting (Presidential).

Mundialization includes the declaration of specified territory - a city, town, or state, for example - as world territory, with responsibilities and rights on a world scale. The requirements of mundialization will not be satisfied with the obligations of international treaties or agreements that lack the force of law.

### **2.2.13. ALIENATION**

In sociology and critical social theory, alienation refers to the individual's estrangement from traditional community and others in general. It is considered by many that the atomism of modern society means that individuals have shallower relations with other people than they would in a traditional community. This, it is argued, leads to difficulties in understanding and adapting to each other's uniqueness. This is sometimes also referred to as commodification, emphasizing the compatibility of capitalism with alienation (a common theme of the early work of Karl Marx).

This idea of alienation can be observed in some other contexts, although the term may not be as frequently used. In the context of individual-society relation, alienation means the unresponsiveness of the society as a whole to the individuality of each member of the society. When collective decisions are made, it is usually impossible for the unique needs of each person to be taken into account. This form of alienation was criticized by many of the Young Hegelians.

In a broader philosophical context, especially in existentialism and phenomenology, alienation is the inadequation of human being or mind to the world. The human mind, as the subject of perception, relates to the world as an

object of its perception, and so is distanced from the world rather than living within it. This line of thought can be found, among others, in Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, and Theodor Adorno.

Marx argues that alienation in capitalist societies is due to the fact that in work we each contribute to the common wealth, but can only express this fundamentally social aspect of ourselves through a production system that is not social but privately owned, for which we function as instruments, not as social beings.

Capitalism has alienated humans from each other. The basis of society is competition and wealth gain, human fellowship is lost. Human relations change into an economic and competitive one. This divides society into the rich and poor, the higher class being the sole beneficiary of the product of labor, therefore only the upper class can realize itself in history.

#### **2.2.14. NEOLIBERALISM**

Neoliberalism can be defined as a political-economic philosophy and set of policies that established development priorities along austere capitalist paths of free trade, market expansion, and privatization, and free of governmental intervention and regulation and the concept of the public good. Although its antecedents stem from 18<sup>th</sup> and 19<sup>th</sup> Century Neoclassical economic arguments favoring market liberalization over protectionist mercantilism, neoliberalism is much more than "free trade." It evolved into an ethos that its proponents believe to be superior as a guide to all other forms of human organization and social behavior — superior at setting prices and wages, superior at allocating resources, superior at distributing goods and services, superior at cultivating human potentials, and superior at managing the environment.

Neoliberalism is a label for economic liberalism that describes government policies aiming to promote free competition among business firms within market, notably liberalization and monetarism

Emanating largely from United States based institutions (e.g., the International Monetary Fund, the U.S. government, and the World Bank),

neoliberalism — or the "Washington Consensus" as it became known — has been the dominant ideology among the world's power brokers since the 1980s. Accordingly, it set the course on international lending and related foreign policy, rewarding countries that made 'appropriate' structural adjustments to their societies and penalizing those that did not. Although even some of the most ardent neoliberals in recent years have acknowledged that some of their prescriptions have resulted in some unintended negative consequences, the doctrine continues with only limited modification and compromise in driving world affairs and globalization, especially as related to economic policies, politics, and foreign relations.

Running counter to this dogmatic adherence to "market fundamentalism," "fair trade," "mindful markets" (Korten 2000), "associative economics," and other advocates argue that history has demonstrated the market's limited capacity to deal with externalities and the need, therefore, for regulation — either by the state (Burton 2001) or through consumer and/or industry behavior. Some of these advocates call for appropriate fiscal and other policies on debt, discount rates, exchange rates, interest rates, intellectual property, lending terms, monopolies, social programs, subsidies, tariffs, taxation, trade, and the environment. They assert too that even if the market were theoretically capable of accounting for externalized costs under ideal conditions, too much time would be needed to reach such a point; in the meantime, with continued neoliberal deregulation and privatization, maladies like corruption, power concentration, destabilization, and accentuated relative poverty would continue to mount. I would add that with a full generation having been indoctrinated with neoliberal dogma, the cultural challenge is tremendous. Such a scenario further strengthens the arguments for some form of regulation. Beyond the policy arguments, many authorities also insist that not all human behavior and forms of organization should be measured, judged, or guided solely, if at all, by markets.

Given the free market's undeniable limited capacity to deal with externalities and the negative consequences that ensue, neoliberalism effectively obstructs the necessary processes for sustainability to take root.

More specifically, neoliberalism promotes a stable currency, a balanced budget, free market capitalism, and free trade. Characteristic aspects include

expansion of the market to a 24-hour global trading cycle, contract maximalization, and increase in the frequency of contracts, continuous assessment, and derivative markets.

### **2.2.15. NEOLIBERALISM AND TEACHERS**

Neoliberalism promotes the privatization of education services: its proponents argue that education systems are mired in a crisis of efficiency, effectiveness and productivity and they call for the optimization of education services, but they only analyze the teaching process from a management viewpoint and not one of democratization. Education must be subjected to an administrative reform that favours efficiency and productivity over any other consideration. They understand quality of education from a purely market perspective.

#### **A New System of Management**

Neoliberalism calls for the “flexibilization” of the supply of education. It seeks to change the management of education, the professional profile of teaching staff as well as to carry out deep curriculum reforms.

Its thesis is that schools function poorly because of the absence of a true education market. Thus it is necessary to introduce internal competition and develop a system based on merit and individual effort, as mechanisms that guarantee the efficiency of the services offered.

Concretely, it proposes such measures as:

- the creation of control mechanisms and evaluations of the quality of education services.
- specification and subordination of education production to needs imposed by the labour market.
- increase the amount of user fees and private contributions to educational costs.
- create more flexible hiring methods and teachers salaries, and at the same time develop centralized state evaluation systems.
- increase the productivity of teachers by augmenting the number of students per class.

Neoliberalism insists that education is in the throes of an important crisis and that the welfare state and everyone who supports it are primarily responsible.

The ideology of social rights and an interventionist state are, in their eyes, highly unproductive, and for this reason neoliberals attack the schools model where, they say, teachers do little work and students waste their time.

### **Less Investment in Education**

Neoliberals maintain that the quality of teaching is not affected by a reduction in the education budget as long as the optimization measures they propose are enacted.

### **More students per classroom**

Among the measures recommended by the World Bank, one of the leading promoters of neoliberal structural adjustment, special reference is made to the saving that can be made to the education budget through increasing the number of students per class. The Bank argues that since they have measured no substantive increase in academic performance when class sizes are reduced from 45 to 35, these reductions are therefore, costly, irrational and unnecessary.

### **Decentralization**

In principal decentralization of education would appear a positive measure, however, depending on how it is applied, it can easily be converted into a double-edged sword. For neoliberals the primary purpose of decentralization is to reduce the central governments financial and administrative responsibilities for education.

Usually, decentralizing reforms have meant the transfer of administrative control of education to local authorities. The central governments continue to control the overall administration of funds which are passed as lump sum transfer payments to local administrations. In turn, local authorities supplement these sums with local resources coming from increased taxes or private financing sources.

In developing countries that apply austerity measures, this system has generally led to the reduction of education resources for the poorest regions. Thus, in practice, the principal objective of decentralizing reforms in these countries is to pass the financial and political responsibility for education cuts from the central government to local ones.

We find powerful examples of this process in Latin America where governments have been applying administrative decentralization (municipalization) policies with the argument that it is trying to make the management of educational centers more dynamic. In practice, since the education institutions lack the financial resources they need to guarantee the effective operation of schools, they are forced to collect resources directly from the community. Decentralization becomes a form of indirect privatization since it becomes civil society that must financially support the school that the state has transferred to the municipality.

### **Privatization**

When neoliberals speak of privatization in the area of education, they are not referring to the total privatization of the service -- indeed, it would be difficult to find someone interested in purchasing such a non-profitable service -- in reality what they are contemplating is the privatization of the management of education. There are diverse formulas: cost recovery, the suppression of obstacles to the creation of private schools and universities, study vouchers, "free choice" of school selection through public subsidies for private teaching.

We find a significant example of what is happening in Latin America in Chile where in 1980, the central government began a process of privatization and municipalization. This plan which transferred administration of basic education to the municipalities also permitted families to educate their children in subsidized private establishments, paying them the equivalent of the public per student expenditure. This policy favored a rapid growth in the number of subsidized private schools.

These and other measures taken by the Chilean government (privatization of universities and secondary schools and sharp cuts in teacher pay) followed the structural adjustment lines of the World Bank . Comparative



studies of academic performance between 1982 and 1990 indicated that while students from the upper classes showed a slight improvement, those from lower income families showed a sharp drop in their performance.

### **Repercussions for teaching Personnel**

Among the neoliberal proposals for reducing education expenditures are demands for a reduction in teachers pay and an increase in their productivity by lengthening their workday and increasing student-teacher ratios.

The World Bank argues for the separation of teachers salaries from general public sector pay scales with the aim of basing pay on production criteria rather than on training acquired prior to being hired. It suggests hiring less well educated teachers at lower salaries and to offer them financial incentives to take on the job training aimed at improving their productivity.

### **The Consequences**

The relentless imposition of neoliberal policies in education has had disastrous consequences:

- an increase in social differences
- a drop in the quality of education
- lack of solidarity and confrontation of everyone against all in a desperate bid to survive in a society dominated by an economy that favours the payment of interest on external debts at the cost of reduced salaries, services and living standards.
- an increase in racial and gender inequality reproducing and exacerbating privileged minorities
- the promotion of individualism and savage competition, breaking in this manner the links of collective solidarity and intensifying the antidemocratic process of “natural selection” where the best, or those who are best positioned in the race win, and the weaker lose.

Neoliberalism says nothing about how to act against the structural causes of poverty, instead it intensifies them. The neoliberal project is not exclusive to Latin America. There has been a transnationalization of neoliberal programs that runs parallel to the globalization it foments in the economy.

## **How to React Against the Neoliberal Offensive**

The secret of the advance of neoliberalism is its cultural component that has become the central strategy of neoliberal policies that is even more important than the concrete recipes it dictates.

To resist neoliberalism it is necessary to fight a cultural battle. We must demonstrate that the reality it proposes is unviable; we must work for a new definition of the ethic of citizenship, of public space and of the possibility of building real democracy.

It is necessary that society be guided by objectives of the well being of its citizens and not the simple logic of the market place. It is totally irrational to put place society at the service of the market in place of the market at the service of society.

In the context of economic and political globalization we must also respond with a world-wide project that is the fruit of our shared experiences. It is important to present a common front of various countries. We must recover the tradition of democratic internationalism as the fundamental weapon to combat the exclusive globalization of neoliberalism, and avoid falling into a new provincialism that closes frontiers also to our allies.

# **CHAPTER THREE**

## **METHODOLOGICAL DESIGN AND HYPOTHESIS PROOF**

## CHAPTER THREE

### 3. METHODOLOGICAL DESIGN

#### 3.1. RESEARCH TYPE AND DESIGN

The type of investigation applied to this thesis, according to its objective is basic, descriptive and in the field. The technique used to collect the data was the survey. It is a quantitative study of transversal dimension.

#### 3.2. POPULATION AND SAMPLE

The population dedicated to the execution of our project is all the students of the Manuel Abad High School, who are attending the 10<sup>th</sup> Year of Basic Education (120 students).

#### 3.3. FIELDING

With the purpose of knowing the incidence level of the English language on the Ecuadorian Cultural Educational Context, we took as a reference the Manuel Abad High School, with a population of 120 students who belong to the 10<sup>th</sup> Year of Basic Education. They will receive a *Survey* (Annex N° 2) to examine this incidence.

#### 3.4. INSTRUMENTS FOR DATA COLLECTION

At the moment of the project information gathering, it was necessary to use certain support research instruments as:

**Observation:** as a first phase to collect data it is important to observe the environment and the physical factors which could influence in the investigation.

**Survey:** through the elaboration of a questionnaire that allows us to know the incidence level of the English language in our sample of 120 secondary students.

**Expert's advice:** the group of researchers will collect the opinion of an English Language learning expert in order to strengthen technically the project.

### **3.5. HYPOTHESIS SYSTEM**

#### **WORKING HYPOTHESIS:**

The English language learning affects the Ecuadorian cultural educational context at Manuel Abad high school, 10th year of basic education, school year 2006 -2007 (H)

#### **NULL HYPOTHESIS:**

The English language learning doesn't affect the Ecuadorian cultural educational context at Manuel Abad high school, 10th year of basic education, school year 2006 -2007 ( $H_0$ )

#### **ALTERNATIVE HYPOTHESIS:**

Resources affect the Ecuadorian cultural educational context at Manuel Abad high school, 10th year of basic education, school year 2006 -2007 ( $H_1$ )

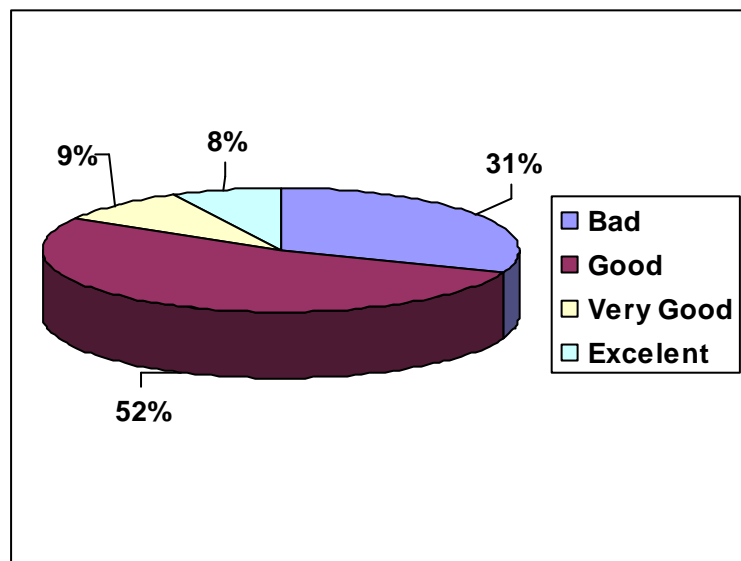
### **3.6. DATA PRESENTATION**

(See Annex 3)

### **3.7. GRAPHICAL EXPOSITION OF RESULTS**

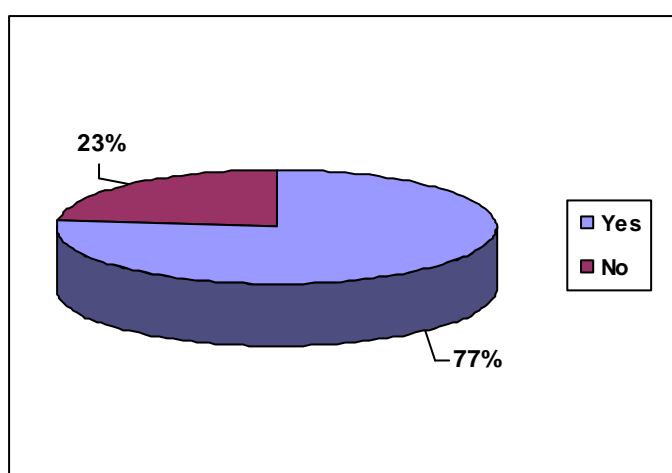
*This survey has as purpose to examine the incidence of the English language learning on the Ecuadorian cultural educational context at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007*

**What do you think about the method used to teach English in your high school?**



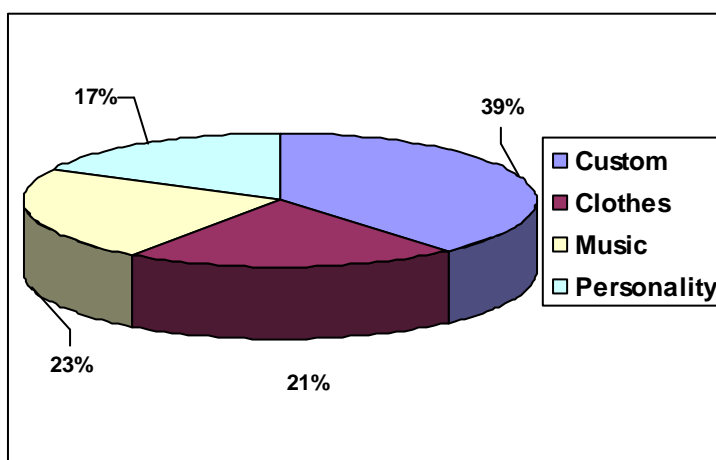
We can interpret that more of the half of polled students answered that the method used to teach English language is good, opposite to 31 % that consider this like a bad method; and a minority thinks that the method is very good or excellent.

**Do you believe that English Language learning has influenced in the Ecuadorian Culture?**



The 77% of polled persons think that the learning of the English Language influences somehow our culture; which is a high enough percentage if we take in account this information as a loss of cultural identity.

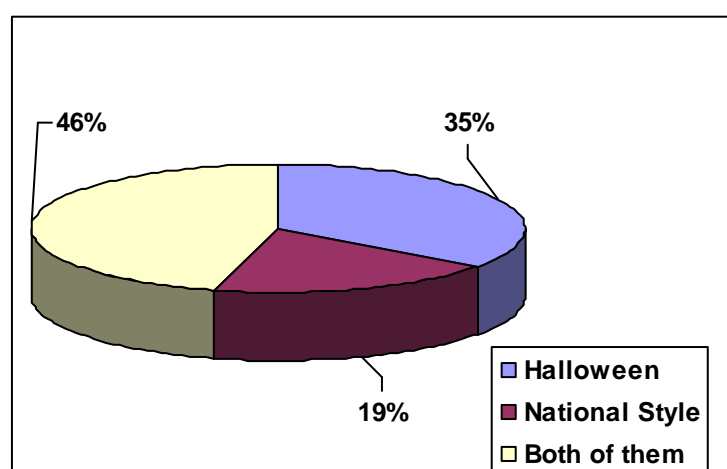
**In what aspects, do you think that English language learning has influenced in our culture?**



According to the graph we can see that English language learning has influenced the most in our customs (39%), then with almost the same percentage clothes (23%) and music (21%) and finally the personality (17%).

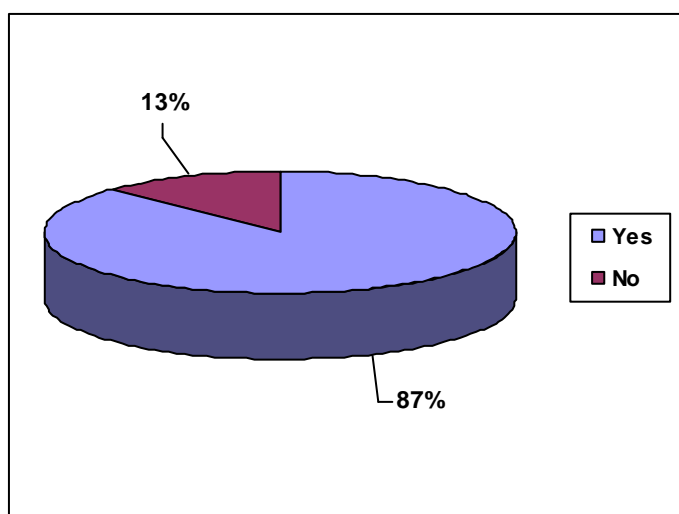


### How do you celebrate the Day of the Dead?



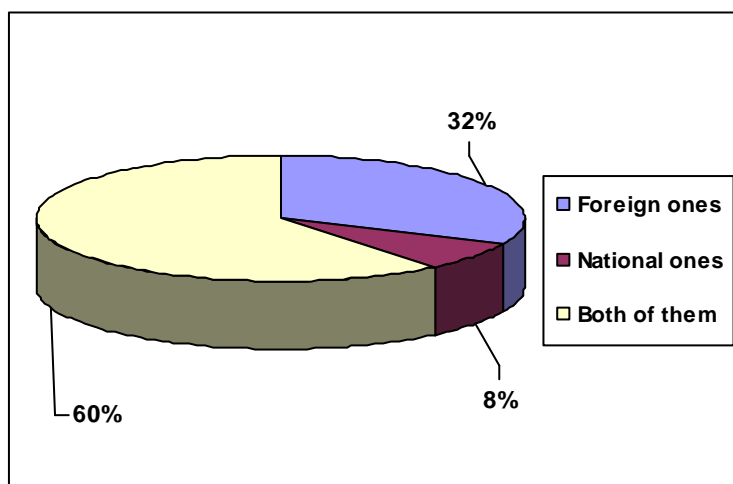
The results of this question show a worrying preference to foreign customs, as we can observe in the graph, only 19% of students celebrate the Day of the Dead in the traditional way and 35% celebrate Halloween; finally a high percentage of 46% celebrate both.

**Do you believe that it is important to learn more about the Ecuadorian English Language learning program in order to avoid identity lost?**



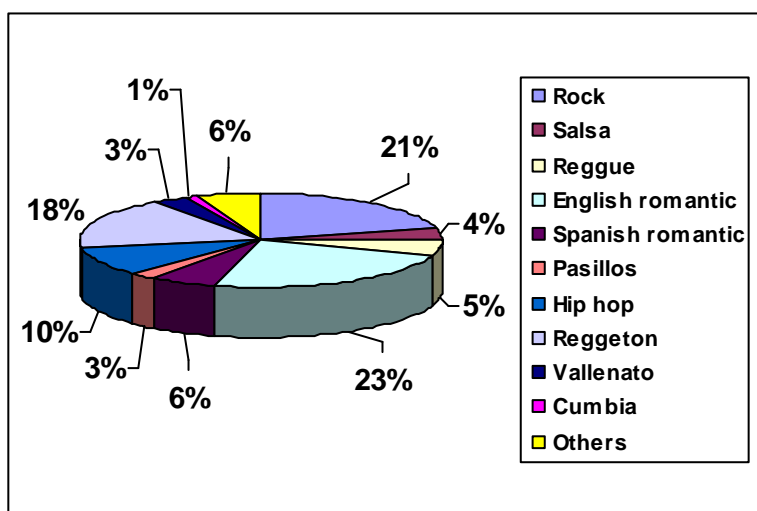
An important number of polled people (87%) consider primordial to include major information about the Ecuadorian culture in the English Language learning, in opposite to 13 % who does not consider this fact of great importance.

**Do you consider that the books, materials and resources used by your teacher for the teaching of English are**



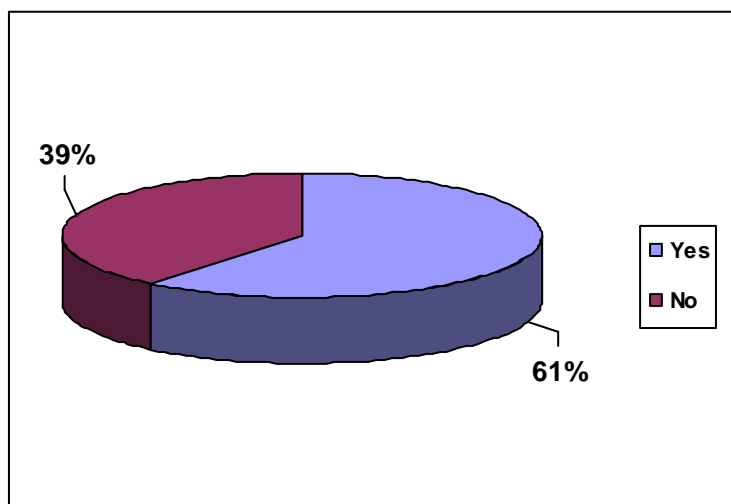
This question shows us the didactic resources that are used with most frequency in the English language learning at second level are foreign ones (60%) and only 32% agrees to use a national material for the English learning and 8 % of the students think that the teacher uses both type of materials.

### What music do you prefer to listen?



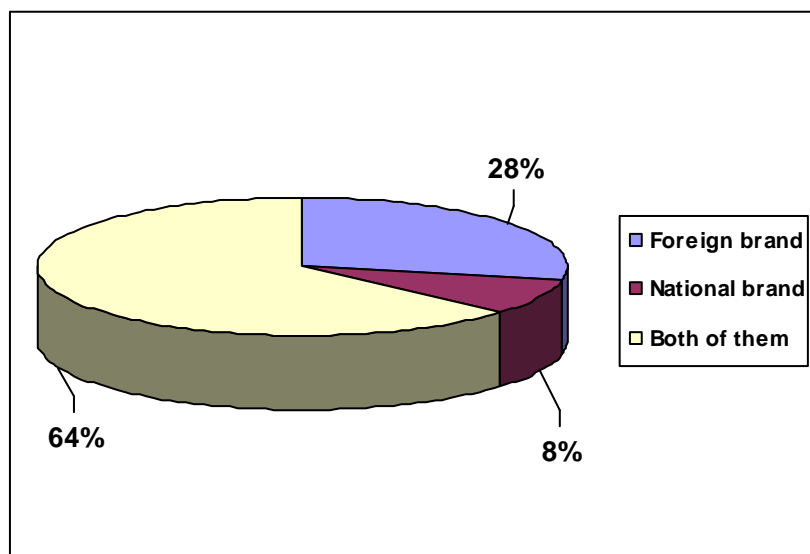
In agreement with the obtained answers we observe that a high index of students prefers listening foreign rhythms: Rock (21%), English romantic songs (23%), Reggeton (18%), Hip hop (10%); percentages that contrast with listeners' minority of traditional Latin and Ecuadorian music: Salsa (4%), Vallenato (3%), Cumbia (1%), and Pasillo (3%).

**Do you use in your everyday language English words?**



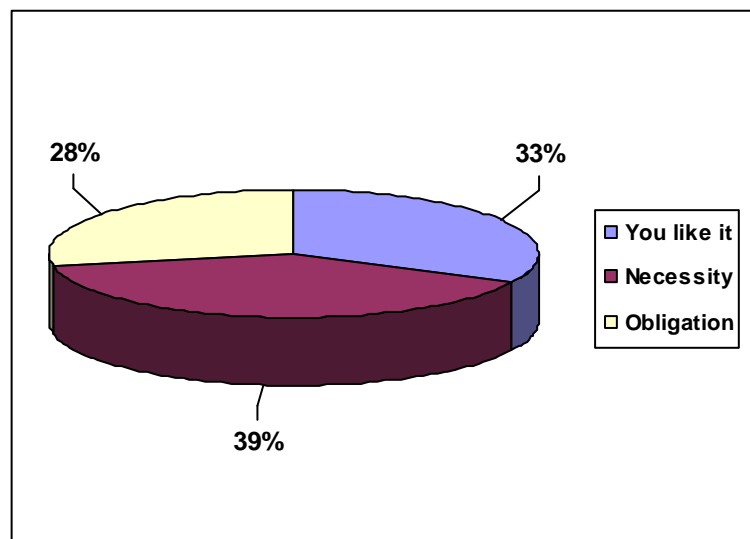
Wide majority secondary level students (61%) include inside their lexicon a varied number of English words, transforming the Spanish Language in something known as Spanglish; meanwhile 39 % of polled people affirm they don't mix the English Language with the Spanish.

**Do you wear clothes of**



The 64 % of polled people use clothes of foreign and national brand; a scanty percentage of 8 % prefers only clothes of national manufacture and an important index of 28 % uses only clothes of foreign brand.

### Do you study English because



A similar number of students answered in favour of each option in this question, with a small majority of teenagers which learn English because of necessity; there isn't a great difference with the students that study the language because of obligation or interest.

### 3.8. DATA ANALYSIS

Through the analysis of the graphs we can say that the English Language Learning has definitively influenced in the Ecuadorian Cultural Educational Context, this effect is not produced in a positive way, on the contrary it appears with a negative impact; So this result will help us to prove the working hypothesis raised in chapter three of this project in the numeral 3.5:

- *The English language learning affects the Ecuadorian cultural educational context at Manuel Abad high school, 10th year of basic education, school year 2006 -2007 (H)*

This result has been obtained due to the analysis realized to a whole of 120 surveys that show firstly that the methodology used at the secondary level of education is deficient and does not reach a representative index of excellence; in the same way it exists a cultural alienation demonstrated in the fact that the students prefer celebrations, music and clothes of exportation instead of adopting national products.

It is necessary to add to all these affirmations that the teenagers need major attention in the educational area of English Language because they are conscious about the bigger importance of teaching topics about our Ecuadorian culture; Such a situation is not apparently being understood by authorities and teachers of secondary institutions because we can see the continuous using of foreign methodologies and didactic resources.

All these premises have lead us to a lost of identity mainly in the teenagers so if we want to rescue moral and civic values this situation will not help because we are always stereotyping the American models mainly. If we want a change we have to start by ourselves by our personality. Finally this is a solution that must be adopted by all the authorities. Ecuador is a country with its own customs and it doesn't have the need to adopt other ones and let alone trying to imitate foreign structures.



# **CHAPTER FOUR**

## **CONCLUSIONS AND RECOMMENDATIONS**

## CHAPTER FOUR

### 4. CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 CONCLUSIONS

- ➔ Through the study of other languages, students gain a knowledge and understanding of the cultures that use the language. In fact, students cannot truly master the language until they have also mastered the cultural context in which the language occurs. Even though this fact doesn't mean student has to adopt a culture.
- ➔ The issue of whether language influences thought (and hence, a learner's world view) or whether thought influences language has practical relevance for the language classroom teacher. Some language teachers might say that in order for learners to understand words, phrases, and routines in a given language and culture, they need to figure out the mindset behind them. Others would argue that in acquiring language forms in that culture, learners also acquire a mindset or different mental perspective, without necessarily being aware of it.
- ➔ Stereotyping is a form of pre judgment that is as prevalent in today's society as it was 2000 years ago. It is a social attitude that has stood the test of time and received much attention by social psychologists, philosophers and teachers. This stereotyping affects in certain way the English language learning on the Ecuadorian cultural educational context at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007 where 46% of the polled students have a certain inclination to celebrate Halloween instead of the National festivity.
- ➔ Before the English learning was an obligation, and nowadays it's a nice subject especially for young people because they tend to imitate some American culture traditions like fashion, music. Now, it is difficult to find young people listen to national music (3%)
- ➔ Students feel that something is missing in their English learning process (52%) this shows that teachers need to adapt a plan of classes according to the reality of the country and students. It seems more interesting to learn in English the diversity of Ecuador so in any situation students will be proud to tell they know English because they can express it in another language.

## 4.2. RECOMMENDATIONS

- ➔ It is strongly necessary to reform the learning process of English because an important number of teachers are using foreign materials in the process of teaching so this is carrying students to a high level of acculturation and a lost of traditions. English language teaching has to be done not as a task but as an issue that needs to be solved in order to increase the identity of our country. It is truth that English learners have to know about the culture they are learning but it doesn't mean they have to get attached until the point of losing their own culture
- ➔ The creation of a proposal seems necessary to give a model of the learning process of English based in topics related to our reality, and not just the foreign reality. This will help students to have a clear position of their own identity and personality without having to imitate another one.
- ➔ Psychologically speaking, we are talking of students in 10<sup>th</sup> year of basic education who don't have a clear and defined identity already, so the English language teaching has to be done carefully with the appropriate materials and methodology in order to let them develop their thoughts.
- ➔ Our culture is a treasure and we are in charge to keep its identity. Every custom is a peace that helps our country to develop. It's not a matter to blame others of the lost of identity instead of making conscious that we born with a culture and it is not fair to change it just because the other one seems luxury.
- ➔ The daily preparation of a lesson plan with a different and interesting topic about traditions, customs, music, history or folklore of the Ecuador; so that the students learn to know, to value and to love the identity and the culture of their native country. In all the educational establishments of the country, (public or private) it is necessary to emphasize the learning of civic and moral values that continue at the present time in the Ecuadorian society, but unfortunately are getting lost with the revenue of new models imposed by the modernity.

# **CHAPTER FIVE**

## **ADMINISTRATIVE FRAME**

## **CHAPTER FIVE**

### **5. ADMINISTRATIVE FRAME**

#### **5.1. RESOURCES**

Knowledge and experience obtained during the course from the career that it has been developed on the part of author; as well as studies and methodological and scientific applications on the part of the tutors

##### **5.1.1 MATERIAL RESOURCES**

- Dictionary
- Books
- 8 Ink cartridges
- Internet
- 500 Sheets
- 1000 Copies
- 2 CD's
- 2 Flash memories
- 4 Pens

##### **5.1.2 TECHNICAL RESOURCES**

- 2 Computer: CPU at least, Processador de PIV 2.4 GHz, RAM Memory 256 Mb, 40 GB Hard Disk
- 1 Scanner
- 2 Printers
- Overhead projector
- Laptop

##### **5.1.3 HUMAN COMPETENCE**

- 1 Teachers
- Manuel Abad high school authorities
- Polled people
- 2 Researchers
- 1 Expert's help

## 5.2. BUDGET

<b>Detail</b>	<b>Cost</b>
Thesis rights	\$ 444
Prints	\$ 300
Internet	\$ 150
Books	\$ 100
Copies	\$ 100
Bound	\$ 244
Annulated	\$ 20
Transportation	\$ 250
Meals	\$ 80
<b>Total</b>	<b>\$ 1688</b>

## 5.3. CHRONOGRAM

(See Annex 4)

# **CHAPTER SIX**

## **PROPOSAL**

## CHAPTER SIX

### 6. PROPOSAL

#### 6.1. INTRODUCTION

From the results obtained during the research, we have confirmed that at 10<sup>th</sup> Year of Basic Education in Manuel Abad High School exist an elevated index of acculturation and loss of identity regarding customs, music, clothes and dialect. There has been demonstrated the enormous preference that teenagers express for cultural foreign manifestations, the same ones that do not correspond to our reality.

This phenomenon known as alienation is a mental condition in which the individual build in their minds a distorted idea of the environment that surrounds them and begins to adopt attitudes that are not according to the cultural context.

The present proposal tries to suggest a methodology of study in which an English class should emphasize topics according to our customs, traditions and history. It is clear that the English Language has a foreign origin, but this does not mean that learning process in Hispanic countries has to be presented following the cultural and educational features in America. The globalization and the consumerism in which we are immersed worldwide do not also justify that our civic and moral values must be eliminated little by little, it is important to rescue our identity through the study in the high schools.

In order to obtain cultural and educational changes in the currently learning methods we've designed Lesson Plans according to the *Social - Critical Pedagogic Method* which is elaborated following three fundamental supports: an Epistemological Basis, a Psychological Basis and a Sociological Basis. These supports let us develop an objective and critical thinking in the students; consequently it's possible to avoid the acculturation increment and identity lost of the teenagers.

The *Epistemological Basis* applies the Historical – Dialectical Materialism; in this materialistic philosophy of the History and of the freedom, the ethical task of the human being appears as an imperative: the person has to be liberated of the alienation to develop his/her generic being. While the man has not finished his identification with the nature and another man; while so



much that continues being a prisoner of determinations, alienations and separations, the only task, simultaneously ethics and practice, which really offers to his freedom, it is of coinciding actively with his development.

The second support is the *Psychological Basis* established on the Social - Reconstructionism Theory of Lev Vigotsky; the Russian psychologist investigated child development and how this was guided by the role of culture and interpersonal communication. Vigotsky observed how higher mental functions developed through social interactions with significant people in a child's life, particularly parents, but also other adults. Through these interactions, a child came to learn the habits of mind of her/his culture, including speech patterns, written language, and other symbolic knowledge through which the child derives meaning and affected a child's construction of her/his knowledge. The specific knowledge gained by a child through these interactions also represented the shared knowledge of a culture. This process is known as Social – Reconstructionism.

Finally we have a *Sociological Basis* according to the Frankfurt School which proposes a comprehensive, ideology – critical, historically and self – reflective body of theories aiming simultaneously to explain and combat domination and alienation, and help bring about a rational, humane, democratic and socialist society. The critical theorists developed an integrated theory of the economic, political, cultural, and psychological structures of advanced industrial civilization and of the dialectic through which the emancipatory potential of modern society is suppressed and its rationality turns into a positivistic rationality of domination leading to barbarism.

As educators, we believe it is important that personal beliefs about education be explored. This should be an ongoing and evolving process; however we find the philosophies of progressivism and reconstructionism within our fundamental beliefs about teaching. Our philosophy of education also incorporates ideas of social reconstructionism. Students should be given opportunities to relate their learning and critical thinking skills to social challenges and problems outside of the classroom walls. Not only do students have the potential to make a difference within our society, they can grow as individuals in the process. This approach has the benefits of empowering students and building their self esteem and problem solving skills.

Our personal experiences contribute to our philosophy today in that the most meaningful learning takes place when students are motivated and interested. It is our belief that the way to achieve this is by giving students a voice in the learning process, and by assisting them in finding connections in the curriculum with their own life and interests. By allowing students to bring their own stories, experiences, and ideas into the classroom, this provides the students with opportunities to work together, to learn from each other, and respect each others' differences.

Our philosophy of education is a student-centered one. We believe in focusing on individual needs, and involving students in the process of their learning. We're very uncomfortable with the teacher centered philosophy of perennialism, in which multiculturalism and gender issues have no place in the curriculum. It is our belief that individual differences need to be recognized, respected, and even celebrated. Another aspect of teacher-centered philosophies with which we strongly disagree is the perennialist view of education as a "sorting mechanism". We believe that all students have strengths, and that it is the goal of education to assist students in identifying and building upon these. Tracking does not necessarily provide opportunities to do this, and may in fact limit potential in individuals which do not fit the educator's definition of what constitutes the "intellectually gifted".

We hope that this proposal can be an example for other institutions of second level in which the acculturation problem can be detected. During this valuable time of investigation and across this wealth-producing experience, we have understood that efforts must be joined between students and teachers to reach big aims.

Our study has been designed for those who wish to improve the quality of education in our country; we have attempted to persuade teachers that it is possible to change the obsolete methods used in secondary institutions. Times are changing in education, especially in the field of foreign language teaching and we have to take these changes with responsibility and according with current academic exigencies.

The Researchers.

## **6.2. OBJECTIVES**

### **6.2.1. General**

To suggest a methodology in the process of English language learning that allows solving the existing levels of acculturation and identity lost at Manuel Abad High School, 10<sup>th</sup> Year of Basic Education.

### **6.2.2. Specific Objectives**

- To propose a Lesson Plan adapted and adequate to the cultural educational context of our country.
- To show the importance of learning Ecuadorian culture inside the academic program of the Foreign Language subject at Manuel Abad High School.
- To give lights for future investigations in order to improve the process of English learning at Manuel Abad High School

### 6.3. LESSON PLANS

#### LESSON PLAN 1

##### A. INFORMATIVE DATA

**Title:** DISCOVERING MY COUNTRY

**Objective:** To know the different regions of Ecuador, through the application of workshops.

**Time:** 45 minutes

**Year:** 10<sup>th</sup>

**Date:** dd/mm/yy

##### B. STRUCTURE

CONTENTS	METHODOLOGY	ACTIVITIES	RESOURCES	EVALUATION
<p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Present simple tense</li> <li>• Prepositions of place</li> <li>• Relative pronouns</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Writing</li> <li>• Speaking</li> <li>• Writing</li> </ul>	<p><b>Workshop:</b></p> <p>Which must be the role of the youth in our culture?</p>	<ul style="list-style-type: none"> <li>• Video observation</li> <li>• Eliciting</li> <li>• Presentation of the topic by using a “concept map” (Annex N° 5)</li> <li>• Compare the regions of Ecuador by using a “comparative chart” (Annex N° 5)</li> </ul>	<ul style="list-style-type: none"> <li>• Video CD</li> <li>• Board</li> <li>• Concept map</li> <li>• Comparative chart</li> </ul>	<p>Write an essay of the regions of Ecuador</p>

<p><b>Values – Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of problems of poverty, famine, pollution, injustice, corruption in our country.</li> <li>• Rescue our identity through the study of the most important aspects in Ecuador.</li> </ul>		<ul style="list-style-type: none"> <li>• Talk about one province of Ecuador</li> </ul>	<ul style="list-style-type: none"> <li>• Board</li> </ul>	
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## LESSON PLAN 2

### A. INFORMATIVE DATA

**Title:** CURRENT SITUATION OF ECUADOR

**Objectives:** To discuss the main problems of our country in these days.

**Time:** 45 minutes

**Year:** 10<sup>th</sup>

**Date:** dd/mm/yy

### B. STRUCTURE

CONTENTS	METHODOLOGY	ACTIVITIES	RESOURCES	EVALUATION
<p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Simple present passive</li> <li>• Comparatives and superlatives</li> <li>• Imperative</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul> <p><b>Values – Attitudes:</b></p>	<p><b>Workshop:</b></p> <p>Which is the degree of knowledge that has the youth on the situation of our country?</p>	<ul style="list-style-type: none"> <li>• Introduction to the topic</li> <li>• Brainstorming</li> <li>• Illustrate the current situation of the different scopes of Ecuador by using “knowledge circle” (Annex N° 6)</li> <li>• Groups of work in order to make a short exposition a chosen of the scope (Annex N° 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Audio CD</li> <li>• Board</li> <li>• Knowledge circle</li> <li>• Board</li> </ul>	<p>Make a poster</p>

<ul style="list-style-type: none"> <li>• Recognition of the main facts, situations and problems that the Ecuador lives in the current times.</li> <li>• Motivation of the need to be informed about the reality of the country.</li> </ul>		<ul style="list-style-type: none"> <li>• Group work for the elaboration of a brief essay on the topic. (Annex N° 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Notebook</li> </ul>	
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### LESSON PLAN 3

#### A. INFORMATIVE DATA

**Title:** MIGRATION: WORLD TRAGEDY

**Objectives:** To analyze the main reasons for the migratory fluxes.

**Time:** 45 minutes

**Year:** 10<sup>th</sup>

**Date:** dd/mm/yy

#### B. STRUCURE

CONTENTS	METHODOLOGY	ACTIVITIES	RESOURCES	EVALUATION
<p><b>Cognitive:</b></p> <ul style="list-style-type: none"> <li>• Simple present passive</li> <li>• Comparatives and superlatives</li> <li>• Imperative</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Writing</li> <li>• Speaking</li> </ul>	<p><b>Workshop:</b></p> <p>What effects generates the emigration for the family and the Ecuadorian society?</p>	<ul style="list-style-type: none"> <li>• Video about the migration</li> <li>• Explanation of the topic by the teacher</li> <li>• Point of view and tell about personal stories about the topic</li> <li>• Debate of the reason for people to emigrate</li> </ul>	<ul style="list-style-type: none"> <li>• Video CD</li> <li>• Poster</li> <li>• Board</li> <li>• Student's book</li> </ul>	<p>Make a conceptual map about the causes of the migration</p>



<p><b>Values – Attitudes:</b></p> <ul style="list-style-type: none"><li>• Knowledge about the main indicators of the migration in the world and in our country</li><li>• Analysis of the migration effects for the citizens of poor regions.</li><li>• Learning the reasons for migration.</li></ul>				
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#### **6.4. ANALYSIS**

The proposed lesson plans will use a method of English Language learning which does not continue fomenting the acculturation and identity lost; hereby the student will develop the skill of reporting to the world about Ecuador, its people and its worries; as well as the knowledge of other countries, in order to increase the possibility of understanding, friendship and collaboration with people who can communicate through English Language.

This proposal opens also the possibility of exploring interesting topics for teenagers; it allows analyzing national facts, as the natural resources conservation, human rights, woman's rights, civic, ethics and national reality. With this kind of lesson plan, English Language learning can be used as support to other fields of knowledge and to the education in a wider sense.

At the same time the process of English Language education through this proposal will allow the improvement of the knowledge that will change according to the levels of study, increasing the degree of topics difficulty as well as the vocabulary and the grammar; which are learned always in a linguistic situational context and not as isolated elements. The use of the linguistic context must be permanently tied to the environment in which the student is unrolled.

We agree that students learn best through real-world experiences which are meaningful to them. Besides, the critical thinking must be taught in students in order to let them create their own judgements and they will be able to learn from the "Great Books" and established "lists" of what is necessary to be culturally literate, students may not necessarily be able to actually relate to this material.

The English Language is a tool of work for the Ecuadorian citizen since nowadays it is the language most used in diverse fields of basic importance for the personal and professional development; and only by means of a deep methodological reform, which is the basic objective of this proposal we prune to develop in the student the enough skills for a critical and independent learning of the English Language, as an effective tool for the individual and collective advance in benefit to the country.

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# **ANNEXES**

## ANNEX N° 2

ARMY POLYTECHNIC SCHOOL  
AT DISTANCE LEARNING MODE  
SCHOOL OF LANGUAGES  
APPLIED LINGUISTICS

### SURVEY

#### **OBJECTIVE:**

*This survey has as purpose to examine the incidence of the English language learning on the Ecuadorian cultural educational context at Manuel Abad high school, 10<sup>th</sup> year of basic education, school year 2006 -2007*

**Please be honest with your answers!**

**1. What do you think about the method used to teach English in your high school?**

Bad  Good  Very good  Excellent

**2. Do you believe that English Language learning has influenced in the Ecuadorian Culture?**

Yes  No

*If your answer was YES, please continue with question number 3 otherwise skip to question number 4*

**3. In what aspects, do you think that English language learning has influenced in our culture?**

Customs  Clothes  Music  Personality

**4. How do you celebrate the Day of the Dead?**

- Like American style (Halloween)
- National Style (visiting the relatives death graves')
- Both of them

5. Do you believe that it's important to learn more about the Ecuadorian Culture in the English Language learning program in order to avoid identity lost?

Yes

No

6. Do you consider that the books, materials and resources used by your teacher for the teaching of English are:

- a. Foreign ones
- b. National ones
- c. Both of them

7. What music do you prefer to listen? (Please choose just one option)

- a. Rock
- b. Salsa
- c. Reggae
- d. English romantic songs
- e. Spanish Romantic songs
- f. Pasillos
- g. Hip hop
- h. Reggeton
- i. Vallenato
- j. Cumbia
- k. Others (which one).....

8. Do you use in your everyday language English words?

Yes

No

Mention some of them: .....

9. Do you wear clothes of :

- a. Foreign brand
- b. National brand
- c. Both of them

10. Do you study English because:

- a. You like it
- b. It's a necessity
- c. It is an obligation

**THANK YOU**



### ANNEX N° 3

#### COLEGIO MANUEL ABAD LISTA DE ALUMNOS DE DECIMO AÑO

Nº	APELLIDO Y NOMBRE
1	Alcosér Sanga Jenny Elizabeth
2	Aldás Fernandez Alejandro Javier
3	Bastidas Pérez Janeth Alexandra
4	Bone Rocha María Elena
5	Cadena Criollo Margarita del Pilar
6	Cajamarca Cunalata Gabriela Pilar
7	Chacaguasay Chacaguasay Martha Rocío
8	Chanatasig Chillagana Henry Daniel
9	Chávez Chávez Jhonatan Alberto
10	Chimba Cuchipe Jimena Gissela
11	Chimbolema Maji Daysi Maritza
12	Chinchay Arévlo Michelle Gabriela
13	Curay Cruz Julio Daniel
14	Cuyo Toaquiza Edison Geovanny
15	Delgado Moreira Nery German
16	Erazo Benitez David Fernando
17	Espinoza Tarco Valeria Germania
18	Guerra de la Torre Jairo Patrico
19	Herrera Herrera Edison Rodrigo
20	León Rodríguez Edwin Alexander
21	Lutuala Guanina Luis Gonzalo
22	Maila Castro Cristian Ivan
23	Maila Rondal Fernanda Marcela
24	Maldonado Cadena Paúl Víctor
25	Maldonado Morocho José Daniel
26	Negrete Negrete Luis Angel
27	Paca Alajo William Edgar
28	Pilamunga Lema José Manuel
29	Pilataxi Cóndor Bayron Paúl
30	Pilco Pilco Fatima Vanesa
31	Quisaguano Tipán Irma Patricia
32	Sango Ibis Myriam Alexandra
33	Taipe Paucar Alexis Dario
34	Tenelema Tobando Edison Ricardo
35	Tomarema Viñan Mario Geovanny
36	Villacís Cajas Leonardo Javier
37	Yumaglla Guapi Edison Fernando
38	Yungasaca Nieves Luis Eduardo
39	Yupa Quero Alex Javier
40	Zambrano Zamora Alexandra Betsabé

**COLEGIO MANUEL ABAD**  
**LISTA DE ALUMNOS DE DECIMO AÑO**

<b>Nº</b>	<b>APELLIDO Y NOMBRE</b>
1	Aguagallo Gualán Martiza Isabel
2	Ati Illacua Daysi Jazmín
3	Ayol Viñan Wilmer Homero
4	Benavides Aguay Valeria katerine
5	Cepeda Tomarema Geovanny Moisés
6	Chango Sango Silvia Beatriz
7	Chisaguano Quishpe Juan Carlos
8	Cislema Daquilema Diego Javier
9	Inga Cuvi Wilson Geovanny
10	Gualán Guamán Blanca Susana
11	Guapi Chacaguasay Willian Patricio
12	Guaquipana Manobanda Angel Alberto
13	Huaraca Suquillo Carmen Nataly
14	Justiniano Villalba Ana Carolina
15	Lema Guamán Edison Patricio
16	Lema Guamán Marco Vinico
17	Lema Guamán María Andrea
18	Lema Guamán Verónica Carmen
19	Lema Miranda Miguel Angel
20	León Gualán Marco Vinicio
21	Llerena Liquinchana Cristian Geovanny
22	Minta Pomaquero Jaime Rodrigo
23	Olalla Cajas Martha Gabriela
24	Pallo Vargas Nestor Fabian
25	Pilamunga Tenenuela Alexis Geovanny
26	Quinte Sapa Luis Edgar
27	Quintero Moreno José Guillermo
28	Quishpe Vargas Juan Andrés
29	Ramírez Yugcha Sixto Javier
30	Santamaría Guinzo Karla Guadalupe
31	Santos Chanalata Diana Paola
32	Silva Naranjo Bryan Raúl
33	Sosoranga Cárdenas Jenniffer Maribel
34	Tarco Andrade Omar Patricio
35	Tercero Chicaiza Marcela Piedad
36	Tigasi Vega María Blanca
37	Umaginga Umaginga Luis Hector
38	Vargas Caza Cristian Eduardo
39	Velásquez Velásquez Luis Alfredo
40	Viscaino Campo Dario Javier

**COLEGIO MANUEL ABAD**  
**LISTA DE ALUMNOS DE DECIMO AÑO**

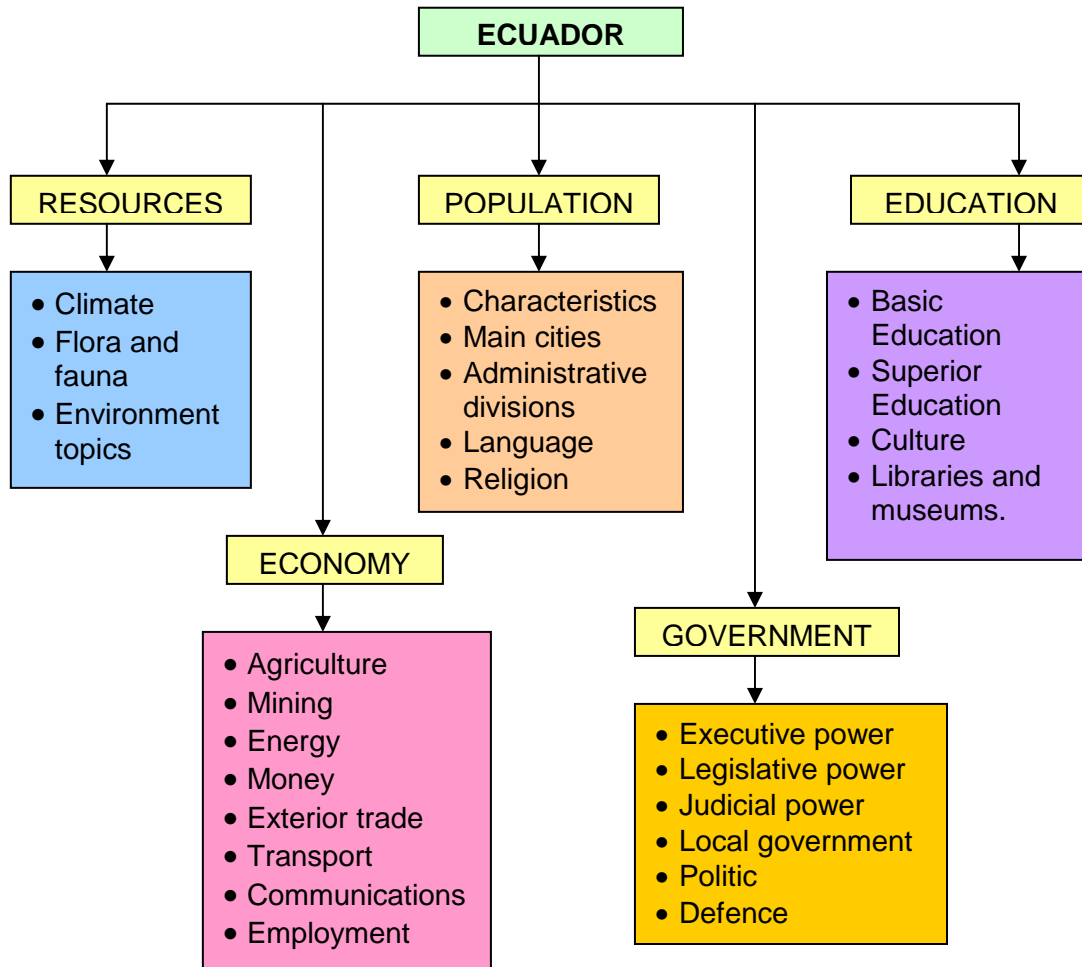
<b>Nº</b>	<b>APELLIDO Y NOMBRE</b>
1	Allaciche Patiño Jessica Fernanda
2	Andrango Tarco Carlos Paúl
3	Ayala Guerra Luis Hernán
4	Caisaguano Chimbolema Wilman geovanny
5	Caiza Inguillay Nelson Ernesto
6	Chacaguasay Chafra Diego Armando
7	Conteron Quishpe Wilson Patricio
8	Correa Cerezo Johana Estefanía
9	Cruz Sarabia Solange Ivonne
10	Cuñas Chonga Luis Franco
11	Daquilema Daquilema Luis Adolfo
12	Díaz Obando Santos Daniel
13	Fernandez Zhingri Gabriel Fabian
14	Guamán Ilbis Cayetano Fernando
15	Hurtado Pachacama Juan Carlos
16	Ilichachi Guamán María Margarita
17	Morales Jimenez Juan Fernando
18	Lajones Barros Andrea Carolina
19	Lara Rodríguez Cristian Geovanny
20	Lema Guamán Jorge Geovanny
21	Liquinchana Topanta Margarita Carmen
22	Llerena Yamba Henry Paúl
23	Manya Sislema María Rosario
24	Martínez Morales Rubén
25	Morales Paillachu Wilson Patricio
26	Mungabusí Mungabusí Jorge Rodrigo
27	Naula Cuñas Patricia Mercedes
28	Nuñez Mangui Jazmin Elizabeth
29	Panchi Cuñas Cristian Javier
30	Quinteros Mamallacta Oswaldo Ernesto
31	Quishpe Parco Ruth Abigail
32	Remache Pilamunga Moises Edison
33	Rondal Maila Armando Dario
34	Santín Ochoa Jimmy Geovanny
35	Solís Medina Omar Adrián
36	Tibán Minagua Sara Matilde
37	Tipán Buñay Wilson Javier
38	Vilca Heredia Jefferson Patricio
39	Yucailla Guamán Martha Elizabeth
40	Yungán Sapa Cristian Paúl

## ANNEX N° 4

### CHRONOGRAM

<b>Activities</b>	1feb - 6feb	8feb - 15feb	22feb - 1mar	2mar - 7mar	8mar - 15mar	16mar - 21mar	22mar - 29mar	30mar - 4apr	April 12
First Draft									
Correction									
Second Draft (Profile)									
Corrections									
First Draft (project)									
Corrections									
Second Draft (project)									
Corrections									
Final project									
Project Defense									

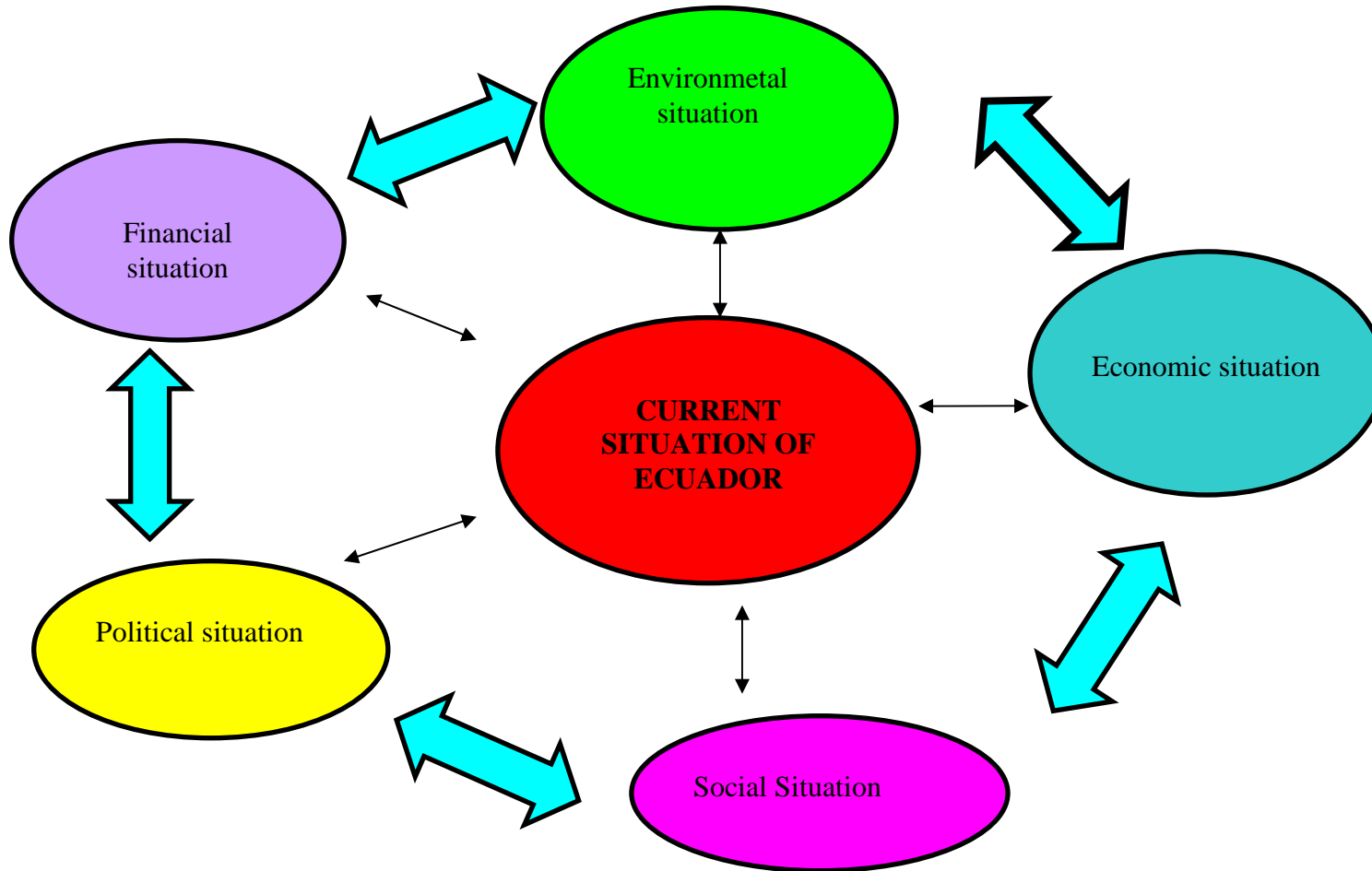
## ANNEX Nº 5



### COMPARATIVE CHART

<p style="text-align: center;"><b>Coast</b></p> <ul style="list-style-type: none"> <li>• Provinces</li> <li>• Climate</li> <li>• Resources</li> <li>• Tourism</li> <li>• Main cities</li> </ul>		<p style="text-align: center;"><b>Highlands</b></p> <ul style="list-style-type: none"> <li>• Provinces</li> <li>• Climate</li> <li>• Resources</li> <li>• Tourism</li> <li>• Main cities</li> </ul>
<b>ECUADORIAN REGIONS</b>		
<p style="text-align: center;"><b>Jungle</b></p> <ul style="list-style-type: none"> <li>• Provinces</li> <li>• Climate</li> <li>• Resources</li> <li>• Tourism</li> <li>• Main cities</li> </ul>		<p style="text-align: center;"><b>Galapagos Islands</b></p> <ul style="list-style-type: none"> <li>• Provinces</li> <li>• Climate</li> <li>• Resources</li> <li>• Tourism</li> <li>• Main cities</li> </ul>

ANNEX N° 6



**WORK GROUPS:**

**N°1:**

*Environmental situation:*

- Global warming
- Ozone layer
- Environmental sustainability

**N°2:**

*Economic Situation:*

- Budget
- Foreign debt

**N°3:**

*Political Situation;*

- Politics for education
- Main political parties

**N°4:**

*Social Situation:*

- Poverty
- Migration
- Famine

**N°5:**

*Financial situation:*

- Corporations
- Law for enterprises