



# **ARMY POLYTECHNIC SCHOOL**

**DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**DISTANCE LEARNING EDUCATION**

**THESIS**

**“THE RELATIONSHIP BETWEEN THE DISTANCE LEARNING EDUCATION AND LANGUAGE SKILLS DEVELOPMENT IN THE APPLIED LINGUISTICS IN ENGLISH PROGRAM FOR STUDENTS ATTENDING THE EIGHTH LEVEL OF THE ARMY POLYTECHNIC SCHOOL, DURING THE TERM OCTOBER 2008 – MARCH 2009”**

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## **CERTIFICATE**

We, Lcdo. Miguel Vinicio Ponce Medina, Msc., Director and Lcdo. Marcos Vinicio Morales, Co-director, duly certify that the following thesis under the title: “THE RELATIONSHIP BETWEEN THE DISTANCE LEARNING EDUCATION AND LANGUAGE SKILLS DEVELOPMENT IN THE APPLIED LINGUISTICS IN ENGLISH PROGRAM FOR STUDENTS ATTENDING THE EIGHTH LEVEL OF THE ARMY POLYTECHNIC SCHOOL, DURING THE TERM OCTOBER 2008 – MARCH 2009” developed by Guillermo Cajamarca Peñaranda and Dario Guerrero Solano, who have finished all the subjects of the Applied Linguistics in English Program in the Distance Learning Education of the Army Polytechnic School (ESPE), has been reviewed and verified it in its totality, and consequently is authorized the defense of said thesis in presence of the correspondence authorities to the ESPE.

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## **DEDICATION**

**I wish to dedicate this work to God and my parents who have given me life. In the same way, with love and appreciation to Martha Cecilia R., for her time, support, patience and encouragement to finish this thesis.**

**Also to my kids, Gielenny María and Byron Guillermo, for their love and appreciation of my role as a father in their life.**

**I love you all!**

**Sincerely,**

**Guillermo Cajamarca Peñaranda**

**This thesis is dedicated first to Elohim, who has placed in me this everlasting fervent passion to serve Him through the gifts He has so richly endowed me with. It is also dedicated to my wonderful mother, Eva Solano, who has raised me the person I am today. You have been with me every step of the way. Thank you for all the unconditional love, guidance, and support that you have always given me to succeed and instilling in me fear for the Lord as well as the confidence that I am capable of doing anything I put my mind to. I love you!**

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## INTRODUCTION

In today's increasingly interconnected world, knowledge of more than one language is quickly becoming a necessary and crucial skill for the workplace. It is vital to be able to know, understand and be fluent when communicating each other through the use of a new language. That is why most countries around the world have resolved and embraced English as a foreign language that in turn would better and break down the walls of communication as it often occurs in economics, education, commerce, and media.

In view of that, those who have decided to learn and adopt English as a foreign language, have to know and be able to use its four basic skills: listening, speaking, reading and writing, which are connected each other by means of two parameters: 1) Mode of Communication (Spoken or Written message) and 2) Direction of Communication (Input: listening-reading message or Output: speaking-writing message), carried out by means of the practice. As previously mentioned above, and after having finished our career in Applied Linguistics in English Program, we consider that the Distance Learning Education does not leave room for carrying out this task properly so as to have a good evenly command of these abilities mainly due to lack of practice especially that of Listening and Speaking skills.

Our aim is to find a successful strategy which can be used to solve this problem, for such reason, we firmly believe that taking advantage of the new technology of information and communication (TICs) it is possible to build, develop and implement the Virtual Education or E-Learning for Applied Linguistics in English Program of the Army Polytechnic School. The essence of our thesis is briefly summarized in the following synopsis:

**Part One** of this thesis, focuses on the research problem, composed by: Identification and Setting problem, Variables Matrix identified by the Independent Variable (X): "Distance Learning Education", and Dependent Variable (Y): "Language Skills Development", the Objectives of the study, both General and Specific, and finally you will find the Justification of the research problem, which determines the main problem of this study.

**Part Two** this section focuses on the theoretical framework, where through the text is described the theoretical part of the thesis, within the context of three chapters. The first chapter explains the Independent Variable (X) under the name of



“Distance Learning Education” where types, origins, methods, forms of delivery, ways of testing, characteristics, and related communication technologies are described in detail. The second chapter explains the Dependent Variable (Y), under the name of “Language Skills Development”. In this part the four basic skills -listening, speaking, reading and writing- which are a fundamental piece of our study are described in detail concerning their use. Finally, we have chapter three, where the combination of dependent exist and independent variables and topics such as Distance Learning Education in the Language skills Development, Distance Learning education in listening, speaking, reading and writing skills are described

**Part three** explains the methodological design of the investigation. The research type and design, size and sample, field work (fielding), the instruments used to collect data in this investigation, and finally the part of processing and analysis of the data is described.

**Part four** describes how the hypothesis was tested. This section includes the graphical exposition of the study. The figures represent the results obtained for both the pre-test and post-test which were gathered from the students who took part in the research. Conclusions and recommendation follow last. It is important to bear in mind that there is a recommendation for each conclusion

**Part Five** has to do with the presentation of the formal proposal for this study in relation to the problem identified. This part is based on the theory that supports the build, design and implementation of E-Learning as a strategy to solve the problems of the Distance Learning Education for Applied Linguistics in English Program of the ESPE. This section has important information about the E-Learning, the models of methodologies applied in this modern system of education, the results that are expected to be reached by applying this new system, and a lesson plan that supports this model of E-learning system.

Finally, there is a glossary with important words that have been used all along the thesis. Next is the bibliographical list that shows the places where the information of the investigation was gathered from, followed by the tables and figures index which have been included in the present work in the form of concepts and results of the current investigation. An appendix that includes the pre and post tests used by students in the experimental and control groups, table of results and t-table.

## PART ONE

### 1. RESEARCH PROBLEM

#### 1.1 Problem Identification

During our experience as students in distance learning education of the Applied Linguistics in English Program at the Army Polytechnic School, we consider that learning a foreign language (English) is hard to come by, as it requires at least the mastery of its main skills, which are: **listening, speaking, reading** and **writing** respectively. In consequence, this current education system does not seem to create nor encourage the proper type of environment to the proficiency of these skills in the same rate. We observed that, both reading and writing have a high percentage of use and development as the students have a good number of assignments such as reading students' guides, books, magazines, brochures, etc., after that they have to develop their guides or work material using the writing skills; whereas, the listening and speaking skills are not properly carried out due to a lack of practice. As the students' material does not contain or bring audio to practice these skills, it is necessary to closely observe that many students for one or another reason are not employed in an English-speaking ambiance per se as do teachers, tutors, tour guides, translators, instructors, etc. The described reasons make it hard for us to master a foreign language.

The distance learning education in a foreign language is a modality that allows the educational performance to take place by means of different methods, techniques, strategies and situations in which students have to do their activities on their own. Professors and students are separated physically and come together occasionally for test periods or tutorship.

The distant learning education in a foreign language is a process of formation where the student himself studies at his own pace, using the materials already elaborated by the teachers according to the needs of the students and the current curriculum to be carried out.

Distance education is the answer to many queries that arise facing the social act of the education.

In short, we can say that, learning a foreign language in distance education mainly means developing linguistics skills, which are not good enough to use them properly and confidently. In the present case, the majority of students in Applied Linguistics in English Program at the ESPE develop reading and writing more so than listening and speaking skills due to lack of practice.

### **Secondary problems**

- ▲ Are the teachers of foreign language of the Distance Learning Education Program aware of this problem?
- ▲ How can students learn a foreign language at a Distance Learning Education Mode to solve problems that stem from a lack of practice?
- ▲ Is it possible to reach a high level of command of the four basic skills of the foreign language without practicing with natives?
- ▲ After finishing the Applied Linguistic Career, will the students be able to teach a foreign language properly?
- ▲ Is it possible to apply the System of Virtual Education (E-Learning) to solve this issue –lack of practice in Listening and Speaking skills?

## **1.2 Problem Setting**

This research is going to take place in the Support Center No. 50 at the Army Polytechnic School (ESPE), with students in the last levels of the Distance Learning Education in the Applied Linguistics in English Program, during the Term October 2008 – March 2009 in Quito-Ecuador.

Through this research and considering a new teaching modality based on Technology of Information and Communication (TICs), our purpose is to implement the Virtual Education (E-Learning) in the Applied Linguistic in English Program at the ESPE.

This study attempts to answer the following question: **What is the relationship between the distance learning education and the language skills development?**

### 1.3 Variables Matrix

In this investigation two fundamental variables are defined: Independent and Dependent variables.

#### Independent Variable (X): DISTANCE LEARNING EDUCATION

VARIABLES	CONCEPTUAL DEFINITIONS	DIMENSIONS	SUB-DIMENSIONS
<b>INDEPENDENT (X)</b>  <b>Distance Learning Education.</b>	Distance Learning Education systems is a technological system of communication with two addresses based on the systematic and combined action of didactic resources and the support of an organization and tutorship that, separate physically of the students, they propitiate in these an independent learning.  That is to say, it is a system that allows education to develop by means of different methods, techniques, strategies in a situation where students and professors are separated physically <sup>1</sup> .	<b>Educational Model<sup>2</sup></b>	a) Intentional Dimension b) Personal Dimension c) Pedagogic Dimension d) Organizational Structural Dimension e) Contextual Dimension
		<b>Pedagogic Model<sup>3</sup></b>	a) Behaviorism b) Cognitivism c) Constructivism
		<b>Curriculum Model<sup>4</sup></b>	a) Reconceptualism b) Competences c) Processes
		<b>Didactic Model<sup>5</sup></b>	a) Behaviorism b) Cognitivism c) Constructivism

<sup>1</sup> Distance education-Wikipedia, the free encyclopedia

<sup>2</sup> Pariente, José Luis. Propuesta de Modelo para un Sistema de educación a distancia, 2000

<sup>3</sup> Mergel, Brenda. Diseño Instruccional y Teoría del Aprendizaje, 1998

<sup>4</sup> <http://www.pedagogiacconceptual.com>

<sup>5</sup> Mergel, Brenda. Diseño Instruccional y Teoría del Aprendizaje, 1998

## Dependent Variable (Y): LANGUAGE SKILLS DEVELOPMENT

VARIABLES	CONCEPTUAL DEFINITIONS	DIMENSIONS	SUB-DIMENSIONS
<b>DEPENDENT (Y)</b>  <b>Language Skills Development</b>	<p>Since English has become an international language, it has become increasingly necessary for students around the world to develop the language skills required to study in English and, to evolve strategies to assist this development.</p> <p>The term strategy implies movement towards a goal, and, in the case of the current research project, the goal is equivalent to say “language skills development” (LSD), where it is traditionally conceived or known as the use of the listening, speaking, reading and writing skills<sup>6</sup>.</p>	<b>Listening Skill<sup>7</sup></b>	<ol style="list-style-type: none"> <li>1. Hearing</li> <li>2. Understanding</li> <li>3. Judging</li> </ol>
		<b>Speaking Skill<sup>8</sup></b>	<ol style="list-style-type: none"> <li>1. Interactive:</li> <li>2. Partially Interactive:</li> <li>3. Non-Interactive:</li> </ol>
		<b>Reading Skill<sup>9</sup></b>	<ol style="list-style-type: none"> <li>1. Phonemic awareness: <ul style="list-style-type: none"> <li>➤ Rhymes</li> <li>➤ Syllables</li> <li>➤ Rimes</li> </ul> </li> <li>2. Phonics: (phonemes)</li> <li>3. Fluency: <ul style="list-style-type: none"> <li>➤ Speed</li> <li>➤ Accuracy</li> <li>➤ Vocal expression</li> </ul> </li> <li>4. Vocabulary</li> <li>5. Reading comprehension.</li> </ol>
		<b>Writing Skill<sup>10</sup></b>	<ol style="list-style-type: none"> <li>1. Independence</li> <li>2. Comprehensibility</li> <li>3. Fluency</li> <li>4. Creativity</li> </ol>

<sup>6</sup> Griffiths Carol. Studying in English: Language Skills Development. Occasional Paper No.5, 2004

<sup>7</sup> <http://www.infoplease.com/homework/listeningskills1.html>

<sup>8</sup> <http://www.sil.org/lingualinks/languagelearning/OtherResources/...>

<sup>9</sup> [http://en.wikipedia.org/wiki/Reading\\_skills\\_acquisition](http://en.wikipedia.org/wiki/Reading_skills_acquisition)

<sup>10</sup> [http://www.sil.org/lingualinks/literacy/Reference Materials/Glossary/literacyTerms/...](http://www.sil.org/lingualinks/literacy/Reference%20Materials/Glossary/literacyTerms/...)

## **1.4 Objectives**

### **1.4.1 General Objectives**

- To determine the level of learning in: listening, speaking, reading and writing skills (Language skills Development) through the Common European Framework of Reference for language test.
- To demonstrate how previous knowledge of the Foreign Language skills affect the performance in academic activities in the students.
- To make a study about the relationship between the Distance Learning Education (X) and Language Skills Development (Y) in the Applied Linguistics in English Program for students of the Army Polytechnic School (ESPE), attending the last levels during the Term October 2008 - March 2009, using descriptive statistics.

### **1.4.2 Specific Objectives**

- To carry out a test with students attending the ESPE in the last levels of Applied Linguistics in English Program through the Common European Framework of Reference for Language method, in order to know the level of Language Skills Development obtained during their academic career.
- To identify the necessities of the students so as to suggest the change in the curriculum framework that will allow a better development of the skills with students in Applied Linguistics in English Program.
- To give the students the necessary tips to prepare them in the best possible way regarding the language skills development.
- To encourage the students to set personal goals and improve their listening, speaking, reading and writing skills.
- To facilitate the process of teaching and learning English through the use of virtual education (E-Learning) in Applied Linguistics.

## **1.5 Justification of the Research Problem**

The present research is important because, first of all, it is going to evaluate the relationship between the Distance Learning Education (X) and the Language Skills Development (Y) in the Applied Linguistics in English Program of the Army Polytechnic School, during the Term October 2008 - March 2009, with students attending the last levels; and secondly, it is going to allow us to find out the weaknesses and strengths of the students in a Distance Learning Education.

In base of this analysis, we will determine the main problems that seem to be hindering the students' language skills development. We will also discard the tools for teaching and learning that appear to be missing the bull's eyes when comes down to the use of a proper methodology, the lack of research methods by teachers and students, and all the problems which are an obstacle in the development of listening, speaking, reading and writing skills.

This research will contribute to the development of new methods and techniques in the Applied Linguistics in English Program of the Army Polytechnic School (ESPE) by means of the use of Technology of Information and Communication (TICs) and materialized in a complete system of virtual education (E-Learning).

Acquaintance with the variables is relevant because it will both allow and encourage the students to master the basic language skills required to perform well linguistically in Distance Learning Education.

## PART TWO

### 2. THEORETICAL FRAMEWORK

#### 2.1 CHAPTER I

##### 2.1.1 DISTANCE LEARNING EDUCATION

###### 1) Types of distance education courses<sup>11</sup>

Among the distance education courses we can mention the following:

- Correspondence conducted through regular mail
- Internet conducted either synchronously or asynchronously
- Tele-course / broadcast where content is delivered via radio or television.
- CD-ROM where the student interacts with computer content stored on a CD-ROM.
- Pocket PC/mobile learning where the student accesses course content stored on a mobile device or through a wireless server.

###### 2) Origins of Distance Learning Education<sup>12</sup>

Distance Learning Education has been practiced since 1840s via correspondence in GB. The University of London was the first university in the world to offer distance learning degrees, and it begun since 1858. Another pioneering educative institution was the University of South Africa, which has been offering Correspondence Education courses since 1946. Another distance education university in the UK is the Open University founded in 1969. Nowadays, there are many similar public and private institutions around the world under the name **Open University**, which offer distance education mode for students. In the twentieth first century radio, television, and internet have all been used to further distance education.

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<sup>11</sup> <http://www.en.wikipedia.org>. Distance education, Wikipedia, the free encyclopedia

<sup>12</sup> Ibid



### 3) Dimension and Sub-dimension on the Distance Learning Education<sup>13</sup>

#### ➤ *Educational Model:*

**Intentional Dimension** is oriented to the educational objectives.

**Personal Dimension** stands for the nature of the individuals.

**Pedagogic dimension** includes the contents and the methods.

**Structural Organizational dimension** is shaped by the resources for learning and administrative supports;

**Contextual dimension** formed by the specific environment in which the system operates around.

#### ➤ *Pedagogic Model:*

**Behaviorism** is interested in measurable changes in behavior, which is itself a basic premise of the scientific method.

**Cognitivism** considers how human memory works to promote learning.

**Constructivism** views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge.

#### ➤ *Curriculum Model:*

**Reconceptualism** the teaching should transfer from the theoretical pretenses to operative models that is practical, quasi practical and eclectic.

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<sup>13</sup> <http://www.en.wikipedia.org>. Distance education<sub>1</sub> Wikipedia, the free encyclopedia

**Competences** seek to focus the problems that the professionals will approach as axis for the design.

It is characterized by the use of resources that simulate the real life, it offers a great variety of resources so that the students analyze and solve problems. They emphasize the cooperative work supported by a tutor and they approach in an integral way a problem every time.

**Processes** this model appeals to the responsibility of the professors and integrate them to the investigation process, that which supposes on the part of the educational ones the interest and the commitment to: put systematically in question the teaching imparted by themselves; study the characteristic way of teaching, and to check the theory in the practice by means of the use of their capacities.

The professors should stop being passive so as to become team members of teams of curricular work, having full capacity of decision and becoming creators of new practices and curricular thought.

➤ ***Didactic Model:***

**Behaviorism** is interested in measurable changes in behavior, which is itself a basic premise of the scientific method.

**Cognitivism** considers how human memory works to promote learning.

**Constructivism** views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge.

#### **4) Delivery Systems in Distance Learning Education<sup>14</sup>**

Older models of distance education utilized regular mail to send written material. Videos, audio tapes and CD-ROMS or other storage means to the student and to turn in the exercises. Nowadays, distance education course makes use of e-mail, the web and video conferencing over broadband network connections for both wired physical locations and wireless mobile learning.

Some delivery systems use a hybrid delivery model, where the course curriculum is delivered via CD-ROMs and DVDs and all other support resources are provided on-line in a real-time environment. This approach provides students with instant access to tutorial support, counseling, on-line exams, etc.

Distance education programs are sometimes called correspondence course, an older term that was conducted through postal mail. This term has been largely replaced by distance education, and expanded to encompass more sophisticated technologies and delivery methods.

#### **5) Testing and Evaluation in Distance Learning Education<sup>15</sup>**

Distance Learning Education has had a few drawbacks ever since its conception with the testing of material. The delivery is fairly straightforward, which makes sure it is available to the student so he can read at his leisure. The problem arises when the student is required to complete assignments and testing. Whether quizzes, tests, or examinations; online course have had difficulty controlling cheating because of the lack of teacher control.

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<sup>14</sup> <http://www.en.wikipedia.org>. Distance education, Wikipedia, the free encyclopedia

<sup>15</sup> Ibid

In a classroom situation the teacher can monitor students and visually uphold a level of integrity consistent with the institutions reputation. With distance education the student can be removed from supervision completely.

Quizzes are a popular form of testing knowledge and many courses go by the honor system regarding cheating. Even if the student is checking questions in the textbook or online, there may be an enforced time limit or the quiz may be worth so little in the overall mark that it becomes inconsequential. When the internet became a popular medium for distance education many websites were founded offering secure exam software and packages to help professors manage their students more effectively.

## **6) Characteristics of Distance Learning Education<sup>16</sup>**

In more general form Distance Learning Education is characterized by:

- The use of technical media, such as: audio, print, video or computer, etc., to unite teachers and students (learners) and carry the content of the course.
- The influence on and educational organization both in the planning and preparation of learning materials and in the provision of student support services.
- The provision of two way communication, so that, the student may benefit from or even initiate dialogue.
- The teachers and students are separated in space and / or time, where the technical aids are used for mediation of learning materials and for genuine two way communication.

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<sup>16</sup> <http://www.ascilite.org.au/ajet/ajet11/taylor.html>

- The quasi-permanent absence of the learning group throughout the length of the learning process, so that, people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purposes.

## **7) Communication Technology in Distance Learning Education<sup>17</sup>**

The historical development of distance learning education related to communication technology is often divided into generations. This model is presented below in order to give a brief overview of technology for communication:

### **a) First Generation – The correspondence Model**

The Distance Education in this generation is based on written or printed material. The medium for communication is the letter, representing a text based form of communication. The medium is asynchronous, which is characterized by a larger degree of independence of time. Also represents a one-to-one form of communication, which is communication between two parts, the sender and the receiver.

### **b) Second Generation – The Multimedia Model**

This generation was developed since the late 1960s. The use of printed material has been integrated with broadcast media, such as: cassettes, computer, etc. Different combination of forms of communication is used. In addition to one-to-one communication, one-to-many communication (one sender and several receivers) is possible. The communication can be one-way or two way. One-way communication is characterized by that one or more of the participants do not have the possibility to send messages, only receive. Two-way communication is where all participants may take the role of sender or the role of receiver.

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<sup>17</sup> <http://www.en.wikipedia.org>. Distance education. Wikipedia, the free encyclopedia

Two-way communication is where all participants may take either the role of sender or the role of receiver.

**c) Third Generation – The Tele-learning Model**

This generation started in the early 80's and represent a shift in the approach to learning. The main characteristic of communication is between learners and teachers, and among learners.

The communication is based on computer conferencing. This technology is usually text-based, facilitating for many-to-many communication, that is to say, by several senders and several receivers. All participants can take the role as senders or receivers.

**d) Fourth Generation – The Flexible Learning Model**

The emerging fourth generation of distance learning education promises to combine the benefits of high quality CD ROMs based interactive multimedia (IMM), with the enhanced interactivity and access to an increasingly extensive range of teaching-learning resources offered by connection to the internet.

## 2.2 CHAPTER II

### 2.2.1 LANGUAGE SKILLS DEVELOPMENT

The four basic languages skills (listening, speaking, reading and writing) are related each other by two parameters<sup>18</sup>:

- The Mode of Communication: Spoken or Written message
- The Direction of Communication: Input (listening-reading) or Output (speaking-writing) message

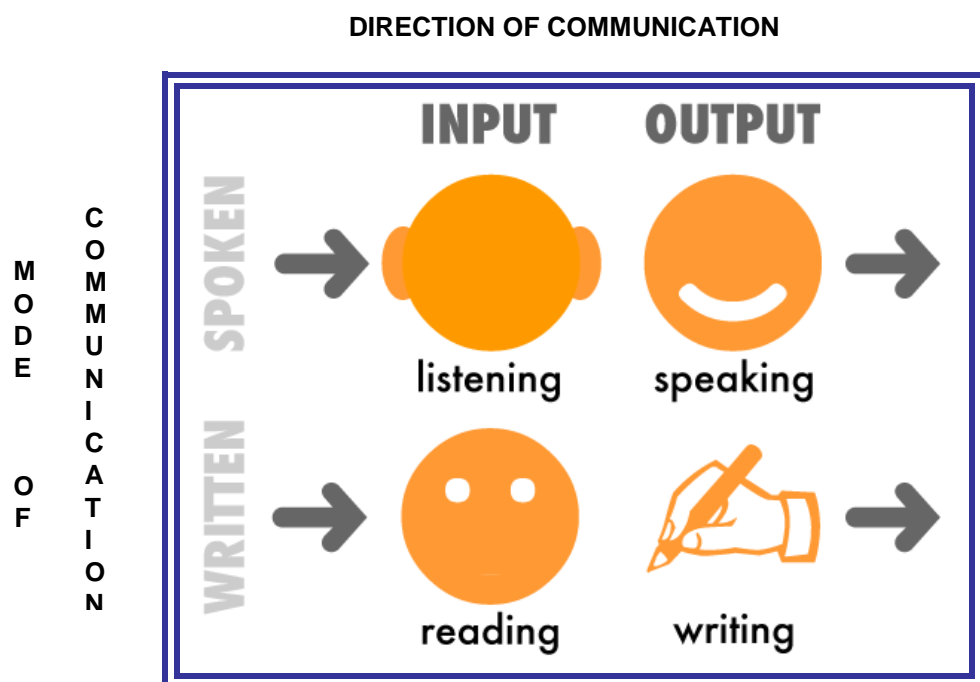


Figure 1: Mode and Direction of Communication

#### 2.2.1.1 LISTENING SKILL

Real listening is an active process that has three basic steps<sup>19</sup>

- Hearing.**- Hearing just means listening enough to catch what the speaker is saying. If we can repeat the fact, then we have heard what has been said.

<sup>18</sup> <http://www.englishclub.com/listening/language-skills.htm>

<sup>19</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#listening>

- b. Understanding.-** The next part of listening happens when you have heard and understand it in your own way.
- c. Judging.-** After you are sure you understand what the speaker has said, think about whether it makes sense.

### 1) **Fallacies or false notions about Listening**<sup>20</sup>

Among the great hindrances to effective listening are the fallacies that people hold about listening. These false ideas often cause people to have inflated opinions of their own listening performance; consequently we describe a several of the common ones.

#### **a) Listening and Hearing are the same**

Simply having good hearing does not make one a good listener. In fact, many people who have perfectly good hearing are not good listeners. Having good hearing does facilitate one's perception of sound; but good listener does not simply hear words – they focus on the meaning. Effective listening implies that the listener understands what the speaker means.

The difference between hearing and listening can be stated this way: hearing is the reception of sound, listening is the attachment of meaning to the sound. Hearing is passive, listening is active. Understanding the difference between hearing and listening is an important prerequisite for listening effectively.

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<sup>20</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#listening>



## **b) Good Readers are good Listeners**

This statement is often untrue, even though both reading and listening depend on the translations of words into meaning. Because of the shared translation function, there is obviously some kind of relationship between reading and listening, the problem is, many people mistakenly believe that all good readers are necessarily good listeners.

The fact that, some people are better at one than the other skill demonstrates that fallacy of believing that good readers are necessarily good listeners. Being a good reader is no guarantee that you are a good listener.

## **c) Smarter people are better listeners**

The belief that, smarter people are better listeners is often false. Obviously, intelligence plays a role in a capacity of the person listen. Persons with limited intelligence will be limited in their capacity to process the information contained in messages they receive.

Whatever the reasons, however, the fact remains that smarter people are not necessarily better listeners.

## **d) Listening improves with age<sup>21</sup>**

Certainly, the capacity of ability to listen and attach appropriate meaning to messages improves with age and experience – at least in the early years and at least to some point. But although the listening ability increases, listening performance generally declines at some point. The discrepancy between listening ability and listening performance is often due to our having learned bad listening habits.

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<sup>21</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#listening>

### e) **Listening skills are difficult to learn**

Actually, the skills themselves are not all that difficult – and initial progress is rapid. But learning to apply the skills consistently does take hard work. And becoming really proficient takes much time and practice – a lifetime to be exact. But the effort is definitely worthwhile.

## 2) **The process of Listening**<sup>22</sup>

The process of listening moves through the first three steps: receiving, attending, understanding in sequence. Responding and/or remembering may or may not follow.

### a) **Receiving**

This step is easily understood. The message remains somewhere between sender and receiver. It is necessary to remember that hearing and listening are not the same. Hearing is the reception of sound; listening is the attachment of meaning. Hearing is, however, a necessary prerequisite.

### b) **Attending**

Receiving and attending are prerequisites to the rest of the listening process. Selectively, Strength, and Sustainment determine attention.

**Selectively of attention.**- Explains why you pay attention when something familiar to you, is mentioned. In fact, you may have been listening intently to a conversation when someone in a different conversation mentions your name. Immediately, the focus of your attention shifts to the conversation in which your name was mentioned.

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<sup>22</sup> <http://www.d.umn.edu/kmc/student/...>

**Strength of attention.**- Attention requires effort and desire. Complete attention can be given to only one stimulus at a time and necessary attention to only a limited number of stimuli at the same time. If we spend too much energy on too many stimuli, we soon will not be paying attention to any of them.

**Sustaining of attention.**- Just as attention is determined by selectivity and strength, it is affected by time of sustaining. Our attention declines and this fact it is important to an understanding of listening.

### c) Understanding<sup>23</sup>

Effective communication depends on understanding; that is, effective communication does not take place until the receiver understands the message. In listening, both **verbal** and **nonverbal symbols** are crucial to understanding. **In first case**, verbal symbols means communicating through the use of words, whether spoken or written, in this case, two barriers obstruct our understanding of verbal communication: 1) the same words mean different things to different people, and 2) different words sometimes mean the same thing. **In second case**, we use nonverbal symbols to transmit many times more information than our verbal symbols carry. We communicate nonverbally symbols through *action factors* (eye contact, gestures, facial expressions, etc), *non-action factors* (clothes I wear, the automobile I drive, objects of my office, etc.) and **vocal factors** (**quality** refers to the overall impression the voice makes on others; **intelligibility or understandability** depends on such things as articulation, pronunciation, grammatical correctness; **variety of the voice** in rate, volume, force, pitch, and emphasis are some of the factors that influence our understanding the message of the speaker).

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<sup>23</sup> <http://www.d.umn.edu/kmc/student/...>

#### **d) Responding**

Is a form of feedback that complete of communication transaction. It lets the sender know that the message was received, attended to, and understood. There are different types of responses, direct verbal responses, these may be spoken or written; responses that seek clarification; responses that paraphrase, gives the sender a chance to agree, or to provide information to clarify the message.

#### **e) Remembering**

Memory is often a necessary and integral part of the listening process, but memorization of facts is not the key to good listening.

In order to understand the relationship between memory and listening, it is necessary to describe the differences among short-term memory and long-term memory, in first case, with short-term memory, information is used immediately – within a few seconds and is very susceptible to interruption; in second case, long-term memory allows us to recall information and events hours, days, weeks, and even years.

### **3) Types of Listening<sup>24</sup>**

Different situations require different types of listening. We may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation.

#### **a) Informative listening**

Situation where the primary concern of the listener is to understand the message. There three keys variables related to informative listening.

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<sup>24</sup> <http://www.mindtools.com>

**Vocabulary.**- It is clear that increasing your vocabulary will increase your potential for better understanding.

**Concentration.**- The ability to think carefully about something you are doing. It requires discipline, motivation, and acceptance of responsibility.

**Memory.**- Without memory of concepts and ideas, you could not understand the meaning of messages. Memory helps your informative listening in three ways: It allows you to recall experiences and information necessary to function in the world around you; it establishes expectations concerning what you will encounter; and finally, it allows you to understand what other people say.

#### **b) Relationship listening<sup>25</sup>**

The purpose of relationship listening is either to help an individual or to improve the relationship between people. The necessary behaviors to effective relationship listening are: *attending*, *supporting*, and *empathizing*.

**Attending.**- Indicate that the listener is focusing on the speaker. Eye contact, looking appropriately and comfortable body positioning, nods, smiles, frowns, cues, tone of voice, gentle touching, and others, are positive attending behaviors.

**Supporting.** - Three characteristics describe supportive listeners: ***Discretion*** being careful about what they say and do; ***belief*** expressing confidence in the ability of the other person; and ***patience*** being willing to give others the time they need to express themselves adequately.

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<sup>25</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#listening>

**Empathizing.**- Emphatic listener is able to go into the world of another, to see as the other sees, hear as the other hears, and feel as the other feels.

**c) Appreciative listening<sup>26</sup>**

The quality of appreciative listening depends in large part on three factors: presentation, perception, and previous experience.

**Presentation** encompasses many factors: the medium, the setting, the style and personality of the presenter, etc.

**Perception** determines how we react to, and interact with, the world around us.

**Previous experience** plays an important role in appreciative listening.

**d) Critical listening<sup>27</sup>**

The ability to listen critically is essential in a democracy. On the job, in the community, at service clubs, in the family, there is practically no place you can go where critical listening is unimportant.

Effective critical listening depends on the listener keeping all three elements of the message in the analysis and in perspective: source credibility (ethos), logical argument (logos); and psychological appeals (pathos).

**e) Discriminative listening**

The final type for listening is discriminative listening. It may be the most important type. There are three things to consider about this type of listening:

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<sup>26</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#listening>

<sup>27</sup> Ibid

**Hearing ability.**- Obviously, people who lack the ability to hear well will have greater difficulty in discriminating among sounds.

**Awareness of sound structure.**- Native speakers become quite proficient at recognizing vowel and consonant sounds that do or do not appear at the beginning, middle, or end of words.

**Integration of nonverbal cues.**- In this case, the action, non-action, and vocal factor are important. *Action factors* (eye contact, gestures, facial expressions, etc), *Non-action factors* (clothes I wear, the automobile I drive, objects of my office, etc.), and *vocal factors* (quality of voice; intelligibility or understandability such as articulation, pronunciation, grammatical correctness; variety of the voice, volume, force, pitch, and emphasis).

#### 4) How to Be an effective listener

##### a) What you THINK about listening<sup>28</sup>

Although thinking, feeling, and doing go hand in hand, the thinking (or cognitive) domain of learning is perhaps the best place to begin, effective listening takes effort, it requires maximum thinking power. To understand better this precept it is necessary to describe the following suggestions:

##### **Understanding the complexities of listening**

Listening is a complex activity, and it requires an active response, not a passive one.

##### ***Prepare to listen***

Preparation consists of three phases: long-term, mid-term, and short-term.

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<sup>28</sup> <http://www.au.af.mill/au/awc/...>

In *Long-term* there are two things you can do to improve your listening skills: (a) practice listening to difficult materials, such as debates, lectures, sermons, or other material that requires concentration; (b) build your vocabulary.

In *Mid-term* requires that you do the necessary background student before the listening begins. Background papers, pre-briefs, look at a hard copy of briefing slides or charts will assist you in being ready to listen.

In *Short-term* preparation may be defined as an immediate readiness to listen. When the mouth of the speaker opens, you should open your ears.

### ***Adjust to the situation***

Many variables affect listening, though less obviously so: physiological variables such as rest, hunger, comfort, endurance; psychological variables such as emotional stability, rapport with the speaker, knowledge of the subject; and physical factors such as size and color of the room. Obviously, some of these things will have a positive effect on your listening while others will have a negative effect.

### ***Focus on ideas or key points***

At times, you may understand the process, you may have prepared well, and you may be able to adjust to the situation.

### ***Organize material for learning***

You can arrange the material in your mind or in your notes as it is being presented. This will help you understand and remember it later. Recognizing the material you need to learn, and seeking relationships between the new material and what you already know, requires concentrated thinking.



## **b) What you FEEL about listening<sup>29</sup>**

To understand better this precept it is necessary to describe the following suggestions:

### ***Want to listen***

This suggestion is basic to all others; this simply says that you must have intent to listen. Sometimes you do not want to listen. This situation is affective or attitudinal; that is, they involve your feelings about listening.

### ***Delay judgment***

There are times when you must be a critical or judgmental listener. You must weigh the merits of what the speaker is saying. You may judge the speaker instead of the content, or you may form judgments before the speaker has finished. Delaying judgment and judging the content rather than the speaker will lead to better listening and more honest communication.

### ***Admit your biases***

When somebody wants to be an effective listener, they must know and admit their biases.

In the human beings, likes and dislikes are present; some things turn us on, others turn us off. These characteristics are natural and to be expected.

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<sup>29</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#listening>

### ***Accept responsibility for understanding***

Good listeners accept the responsibility for listening and understanding. A guide for a good speaker is that the speaker bears a large responsibility for how well the audience listens.

### ***Encourage others to talk***

For this situations the following things you can do: stop talking (you can not listen if you are talking); give positive feedback (look and act interested); ask questions (questions that show interest and attention encourage both speaker and listener); empathize with the speaker (put yourself in the place of the speaker); keep confidences (if the information is sensitive or confidential); share information with the speaker.

## **c) What you DO about listening<sup>30</sup>**

To understand this precept it is necessary to describe the following suggestions:

### ***Establish eye contact with the speaker***

Studies show that listening has a positive relationship with eye contact. It is also important for the other kinds of listening.

There are several things you can do to establish positive eye contact with the speakers, such as: (a) in small group settings, sit or stand where you can look directly at the person doing the speaking; (b) in large groups, sit to the front and center of the audience; (c) the gestures, movements, and facial expression are often an important part of the message of the speaker; (d) do not look at others who enter or leave while the speaker is speaking; (e) focus on the visual aid only when it is asset to the point being discussed; (f) never sleep when someone is talking to you.

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<sup>30</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#listening>

### ***Take notes effectively***

Taking notes will not only help you remember, it will help you organize what the speaker is saying. There are many different ways to take notes; for example, linear outlining, mind-mapping, and key word methodology, whatever method you select or devise, several things are worth considering: (a) Do not attempt to write everything down; (b) Write clearly enough that you can understand your writing later; (c) Circle or highlight the most important points.

### ***Avoid negative mannerisms***

Everyone has mannerisms. If your mannerisms do not cause a negative reaction, do not worry about them. If a mannerism is positive or encouraging and brings a positive response, make a mental note to do it more often.

Here are some examples of listener mannerisms that have a negative impact, such things hinder the speaker, divert the attention of other listeners, and prevent you from being the best listener you can be:

(a) fidgeting, tapping a pencil, or playing with a rubber band or some other object; (b) continually looking at the clock on your watch; (c) reading a paper, balancing a checkbook, rearranging items in your wallet, or engaging in other behavior which takes focus from the speaker; (d) displays of arrogance superiority, or lack of interest in the speaker and message.

### 2.2.1.2 SPEAKING SKILL

Speaking is the productive skill in the oral mode. 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 chance to ask for clarification, repetition, or slower speech from our conversational partner.

**Partially Interactive** situation include when a speech is given to a live audience, where the conversation 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.

**Non-interactive** situation is given when there is not an intervention, such as when recording a speech for a radio broadcast.

#### 1) Preparing to talk

According to the studies realized, it has showed that one of the most admired qualities of people in others is their ability to speak in front of a group, although the fear of speaking is common for everyone.

##### a) Types of speaking<sup>31</sup>

###### **Briefing (brief, concise and direct)**

When we refer to briefing, we are talking to letters ABCs. Every good briefing has the virtues of Accuracy, Brevity, and Clarity. Accurate and clarity characterize all good speaking, but brevity distinguishes the briefing from other types of speaking.

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<sup>31</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>

## Teaching lecture

The primary purpose of a teaching lecture is to inform students about a given subject, and it can be divided into the following types: (1) *formal lectures*, where the communication is generally one-sided with no verbal participation by the students, and (2) *informal lectures*, usually presented to smaller audiences and following for verbal interaction between the instructor and students.

## Speech

A speech generally has one of three basic purposes: to inform, to persuade, or to entertain.

The *informative speech* is a narration concerning a specific topic but does not involve a sustained effort to teach (speeches to civic clubs, orientation talks, presentations at commanders' calls, etc.). The *persuasive speech* is designed to move an audience to belief or action on some topic, product, or other matter (budget defenses, court-martial summations, etc.). The *entertaining speech* gives enjoyment to the audience (the speakers often relies on humor and vivid language as a primary means of entertainment the listeners).

### b) Audience<sup>32</sup>

Whatever type of speaking you are doing, the goal should be to communicate with others. A basic assumption, then, is that all speaking should be audience-centered.

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<sup>32</sup> <http://www.au.af.mil/au/awc/awcgate/awc-comm.htm#speaking>

## **Audience analysis**

There are two reliable methods for gaining information about audiences: The *first method* is to organize information you already have about the audience. Knowing such variables as age, sex, rank and experience can help you relate to the audience. The *second method*, when you have not talked to a particular group before, is to check with someone who has.

## **Audience attitude**

Most likely you will never have to speak to an overly hostile audience, but you may have to speak to one that is mildly hostile either to you or to your ideas. Clearly your first task as a speaker is to change the audience attitude, then at least to a more neutral position. In this case, you can use the following techniques:

- Avoid behaving in an antagonistic manner.
- Demonstrate a genuine concern for your listeners.
- Emphasize similarities between your listeners and you.
- Be honest and straightforward.
- Demonstrate that you are an expert and have done your homework on the subject.

### **c) Subject<sup>33</sup>**

#### **Selecting the subject**

On some occasions, the subject of your speech will be determined by the group. At other times, the choice of the subject will be left entirely up to you. There are several questions you can ask yourself about the subject or aspect of the subject you choose to talk about:

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<sup>33</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>

- Is this the best subject I can think of?
- Is this a subject that I already know something about and can find more?
- Am I interested in the subject?
- Is the subject suitable for my audience?

### **Choosing a title**

An effective title should be relevant, provocative, and brief.

## **d) Objectives<sup>34</sup>**

### **General responses**

The purpose of speaking suggests the general kinds of responses desired from the audience. An informative presentation seeks audience understanding. A persuasive presentation seeks a change in beliefs, attitudes, or behavior. An entertaining presentation seeks to divert, amuse, or, in some other way, cause listeners to enjoy themselves.

### **Specific Responses**

The objectives do not state what the speaker is to do. Rather they tell what the speaker wishes the audience to understand, believe, feel, do, or enjoy.

## **e) Gathering material<sup>35</sup>**

With the general purpose and specific objective in mind, you are ready to gather material on the subject. The source for this material should be your own experience or the experience of others gained through conversation, interviews, and written or observed material.

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<sup>34</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>

<sup>35</sup> Ibid

## **f) Evaluating material**

The next step in the research process is to evaluate the material gathered. You will probably find that you have enough material for several presentations.

## **2) Organizing the talk<sup>36</sup>**

Clear organization is vital to effective speaking. Each speech, lecture, and briefing needs an introduction, a body, and a conclusion.

The most typical ways of organizing main points or sub points of a talk are by the patterns: time, space, cause/effect, problem/solution, pro/con, or topic.

### **a) Time**

The time or chronological pattern of organization it is a natural way of arranging events in the sequence or order in which they happened or in giving directions on the order to be followed in carrying out those events.

### **b) Space**

A spatial or geographical pattern is very effective in describing relationships. Utilizing this way, the talk is developed according to some directional strategy such as east to west or north to south.

### **c) Cause/Effect**

With a cause/effect strategy you begin with a given set of conditions and contend that these will produce or have already produced certain results of effects; with an effect/cause strategy you take a certain set of conditions as the effects and allege that they resulted from certain causes.

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<sup>36</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>



#### **d) Problem/Solution**

This pattern, sometimes called the need/satisfaction, presents listeners with a problem and then proposes a way to solve it. With this pattern, you must show that a problem exist and then offer a corrective action that is (1) practical, (2) desirable, (3) capable of being put into action, and (4) able to relieve the problem.

#### **e) Pro / Con (Advantages / Disadvantages)**

This part is similar to a problem / solution pattern in that the talk is usually planned so as to lead to a conclusion.

#### **f) Topical**

A topical division of the main points of a talk involves determining categories of the subject. This type of categorizing or classifying often springs directly from the subject itself.

### **3) Supporting the talk<sup>37</sup>**

#### **a) Factors to consider**

Consider all factors when choosing support. The subject of your talk, the type of talk (briefing, lecture, or speech), and the composition of your audience will help you determine the amount and kinds of support to use.

#### **b) Logical Thinking**

Both verbal and visual support, whether used primarily for emotional or logical appeals, should be backed by logical thinking. Here are some problems that commonly affect logical thinking of persons preparing talks:

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<sup>37</sup> <http://www.au.af.mil/au/awc/awcgate/awc-comm.htm#speaking>

**Slanted Reasoning** occurs when a speaker makes invalid inferences or reaches false conclusions due to faulty reasoning.

**Irrational Appeals** depend upon blind transfer or feelings from one thing to another without logical thought.

### c) **Verbal Support**

Verbal support is used either to clarify the points you wish to make or to prove your assertions. Definitions, examples, and comparisons are used primarily for clarification.

#### **Definitions**

Definitions are often needed to clarify or explain the meaning of a term, concept, or principle.

#### **Examples**

Any time, other persons are asking for an example to clarify the point you are trying to make.

#### **Comparisons**

If you wish to support an assertion, you must compare similar things. Contrast is a special form of comparison. Comparison may be very brief or they may be quite long. But whether long or short, comparisons are a valuable and generally underused method of verbal support.

#### **Testimony**

At times, testimony of others is used simply to clarify or explain an idea; often it is intended to provide proof for a claim. Sometimes, you will want to use direct quotations as we have done here. At other times you will paraphrase what another has said.

## Statistics

Statistics is probably the most misused and misunderstood type of verbal support. When properly collected and wisely used, statistics can help speakers clarify their ideas. Statistics are also the most powerful proof support we can use.

## Humor

When humor is used, it is generally only at the beginning to gain audience attention. There are two reasons to use humor in the body of a talk. *One reason* is to recapture the attention of the audience. The *second reason* to use humor in the body of a talk is to emphasize an important point. It is necessary to consider any points to use humor with listeners; among the most important we can mention the following:

- Know the item thoroughly
- Do not use inappropriate humor
- Vitalize humor
- Do not laugh before the audience laughs.
- See humor in the situation.

## 4) Beginning and Ending the talk<sup>38</sup>

Once you have organized and supported the body of the talk with appropriate verbal and visual materials you must decide how to begin and end. For many speakers, beginning, that is, providing an introduction to the talk, and ending, that is, providing a conclusion, are the moments more difficult and present the most troublesome.

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<sup>38</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>

## a) Teaching Lecture<sup>39</sup>

Introductions and conclusions to teaching lectures are very important.

### **Introduction**

The introduction to a teaching lecture should serve several purposes, such as: to establish a common ground between the instructor and students, to capture and hold attention, to outline the lecture and relate it to the overall course, to point out benefits to the students, and to lead the students in the lecture content. Educators often speak of three necessary elements in the introduction of a lecture, that is: gain attention, motivate, and provide an overview of material to be covered in the lecture.

**Attention.**- To gain attention, the speaker may tell a story that relates to the subject and provides a background for the lecture. Another approach may be to make an unexpected or surprising statement or as a question that relates the lecture to group needs. A rhetorical question: (Have you ever ...?, or, Can you imagine ... ? ) might be effective.

**Motivation.**- You should use the introduction to discuss specific reasons why the students need to learn whatever you want them to learn. In this motivation discussion, you should make a personal appeal to students and reinforce their desire to learn.

**Overview.**- The purpose of the overview is to prepare students to listen to the body of the lecture. A clear overview can contribute greatly to a lecture by removing doubts in the minds of the learners about where the lesson is going and how they are going to get there.

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<sup>39</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>

**Conclusion.**- The conclusion of most lectures should accomplish three things: summarize, re-motivate, and provide closure.

*Final Summarize.*- As the term suggests, a final summary reviews the main points of the lecture in a concise manner.

*Re-motivation.*- The purpose of the re-motivation is to instill in students a desire to retain and use what they have learned.

*Closure.*- In this case, for many speakers the closure presents a difficult challenge. Quotations, stories, or humorous incidents can also provide effective closure. Sometimes when the lecture is to be followed by other lessons in the same block of instruction, you might say something like that, "Next time, then, we will continue with our discussion of ... . Between now and then if you have any questions, come to my office and I will see if I can answer them for you".

## **b) Speech<sup>40</sup>**

All speeches need introductions and conclusions. These may differ greatly from speech to speech.

### **Introduction**

For many speeches you will most likely want to use the same three steps of attention, motivation, and overview that you would use for a teaching lecture.

Generally in an informative speech, some type of overview is helpful, even if the overview consists only of mentioning the main points or telling them what you are going to tell them.

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<sup>40</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>

## **Conclusion**

In some speeches you may choose to use the same three steps of summary, re-motivation, and closure appropriate for teaching lectures. Most speeches will not require an extensive conclusion. With informative speeches you may want to summarize briefly the main points you covered.

### **c) Suggestion for Gaining Attention<sup>41</sup>**

Although different types of talks require different kinds of introductions, some general suggestions may be helpful. Many of the following suggestions will be useful for gaining attention in lectures and speeches.

#### **Question**

Good questions are clear and direct, and invite involvement from the audience.

#### **Quotation**

When you do use a quotation to open a talk, remember to keep it brief and understandable. You want to gain the audience's attention, not lose it.

#### **Joke**

A comedian or skilled raconteur can make the jokes funny with appropriate lead-in lines, timing, and putting the story into a believable context.

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<sup>41</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>

## Reference

Many time the speaker can gain the audience's attention simply be referring to the *occasion, significance of the subject, special interest* of the audience, or what a *previous speaker* has said.

### d) Transitions and Interim Summaries<sup>42</sup>

Transitions and Interim Summaries can be used to help the audience understand the continuity of thought, and focus on main ideas.

#### Transitions

Transitions are statements used by the speaker to move from the introduction to the body of the talk, between main points, between sub-points within each main point, and from the body to the conclusion of the talk. Transitions signal to the audience that you are progressing to a new point, but they are also important in maintaining the continuity of the information being given.

#### Interim Summaries

Summaries after main points or key ideas are useful tools for maintaining continuity within a talk and for highlighting areas of particular importance. With interim summaries you repeat information concisely and reinforce audience understanding before new information is presented.

### 5) Presenting a talk

For many persons the part of presenting a talk is hardest, because of the questions asking for speakers most often emerging here, for examples it probably will be:

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<sup>42</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>

How many notes should I use?; How can I overcome nervousness?; What kind of physical behavior is appropriate for me to use when I speak?; What if my voice is not suited to speaking before a group?; How can I project sincerity and enthusiasm?; others.

### **a) Methods of Presentation<sup>43</sup>**

Speakers can use one of the four common methods for presentation:

#### **1) Memorizing**

Speaking from memory is the poorest method of delivering talks, and it should be used very sparingly or not at all. Such a talk cannot be adapted to the immediate situation or audience reactions. Moreover, the method is almost sure to destroy spontaneity and a sense of communication.

#### **2) Manuscript Reading**

Reading a talk from a manuscript allows for planning the exact words and phrases to use. If the speaker needs to read a manuscript, must consider the following suggestions:

##### ***Prepare the manuscript***

- ✓ Spoken words should be simpler, clearer, and more vivid than writing.
- ✓ Sentences should be shorter and ideas less complex than in writing.
- ✓ Use repetition to emphasize main ideas and key points.
- ✓ Use direct address when speaking about people.
- ✓ Use concrete language where possible.

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<sup>43</sup> <http://www.eduplace.com/rdg/res/teach/rec.html>



### ***Prepare a reading draft***

- ✓ Use as large a type as possible.
- ✓ Type on only one side of the paper to facilitate handling.
- ✓ Use short paragraphs to reduce the chance of losing your place.
- ✓ Some speakers vary the length of line according to meaning.

### ***Practice the talk***

- ✓ Read the talk aloud to see how it sounds.
- ✓ Read and reread the talk several times, perhaps once a day for several days if you have time.
- ✓ Try to make your talk sound like conversation.
- ✓ Avoid combinations of words that are difficult to say.
- ✓ Provide the punctuation with vocal inflection, variety, and pauses.

### ***Presenting the talk***

- ✓ Hold the manuscript in front of you with one hand high enough so that you can see it without bending your head, but not high enough to hide your face.
- ✓ Place the manuscript on a speaker's table so that both hands are free to gesture.

### **3) Extemporaneous**

The extemporaneous method will permit the speaker to adhere to the two vital needs of effective speaking: adequate preparation and a lively sense of communication.

#### 4) Keyword Outline

The keyword outline should be divided into three main parts: introduction, body, and conclusion. The *introduction* may have three subparts, such as: attention, motivation, and overview. The *body* will have the main points of the talk as major subdivisions. The *conclusion* may have three sub-divisions, such as: final summary, re-motivation and closure.

#### b) Nervousness<sup>44</sup>

If you suffer from stage fright, nervousness or fear of speaking, your audience may also become uneasy or anxious.

##### **Suggestions for Nervous Speakers**

For this case, the speakers must have in mind the following suggestions:

- Enthusiasm is the key when practice is over and you are ready to deliver the talk.
- Hold good thoughts toward your audience.
- Do not rush as you begin to speak.

When you are ready to begin, look at various parts of the audience, take a deep breath, and begin to speak.

#### c) Physical Behavior<sup>45</sup>

Although nonverbal meaning is communicated through vocal cues, much meaning is carried by the physical behaviors of eye contact, bodily movement, and gestures. You need to know how these physical behaviors can improve your speaking skill:

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<sup>44</sup> <http://www.eduplace.com/rdg/res/teach/rec.html>

<sup>45</sup> <http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>

### ***Eye Contact***

Eye contact is one of the most important factors of nonverbal communication. Eye contact is important for three reasons: *First*, it lets the listeners know that you are interested in them. *Second*, effective eye contact allows you to receive nonverbal feedback from your audience. *Third*, effective eyes contact enhances your credibility.

### ***Body Movement***

Body movement is one of the important factors of dynamic and meaningful physical behavior. Good body movement is important because it catches the eye of the listener. It helps to hold the attention needed for good communication.

### ***Gestures***

Gestures may be used to clarify or emphasize ideas. Although gestures can be perfected through practice, they will be most effective if you make a conscious effort to relax your muscles before you speak, perhaps by taking a few short steps or unobtrusively. Effective gestures are both natural and spontaneous.

## **d) Use of Voice<sup>46</sup>**

A good voice has three important characteristics: quality, intelligibility, and variety.

### ***Quality***

Listeners can often tell from the voice if the speaker is happy, angry, sad, fearful, or confident. Vocal quality can convey sincerity and enthusiasm.

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<sup>46</sup><http://www.au.af.mill/au/awc/awcgate/awc-comm.htm#speaking>

## ***Intelligibility***

This characteristic of speech depends on several factors, such as:

- ✓ Articulation refers to the precision and clarity with which sounds of speech are uttered.
- ✓ Pronunciation refers to the traditional or customary utterance of words.
- ✓ Vocalized pause is the name we give to syllables “a”, “uh”, “um”, “and”, “ah” often at the beginning of a sentence. While a few vocalized pauses are natural and do not distract, too many impede the communication process.
- ✓ Overuse of stock expressions, such as: “OK”, “like”, “and”, “you know”, etc., should be avoided.

## ***Variety***

You may vary your voice, and at the same time improve the communication by considering the vocal fundamentals of rate, volume, force, pitch, and emphasis:

**Volume** it is important because the audience have to hear you.

**Force** is needed at times to emphasize and dramatize ideas.

**Pitch** is the highness or lowness of your voice.

**Emphasis** obviously stems from all forms of vocal variety, and any change in rate, force, or pitch will influence the emphasis. *Overemphasis* and *continual* emphasis should be avoided.

### **e) Sincerity**

Sincerity towards the listeners is reflected in your eye contact, enthusiasm, and concern about audience members as individuals.

### 2.2.1.3 READING SKILL

Reading is the most basic of skills. Reading provides access to other skills and knowledge, facilitates life-long learning, and opens doors to opportunity.

**The four major components of reading:**

#### 1) Alphabetic (Word Recognition and Word Analysis)<sup>48</sup>

The following are widely acknowledged as skills that readers use to identify printed words.

- **Instant Recognition.-** Mature readers identify words with remarkable speed and accuracy. Beginning readers recognize very few words instantly.
- **Context Clues.-** Three different types of context clues are frequently distinguished: 1) Semantic or Meaning Clues; 2) Syntactic or Word Order Clues, and 3) Picture Clues.
- **Word Structure Clues** there are many groups of letters that occur frequently in words. These are generally perceived by more mature readers as clusters of letters. Among these letter groups are prefixes (*un-*, *re-*, *in-*), suffixes (*-ful*, *-ness*, *-est*), and inflectional endings (*-ed*, *-ing*, *-es*).
- **Analogy Clues** many teachers encourage developing readers to use analogy strategies by engaging students in word family (*man*, *ran*, *pan*) and initial consonant substitution activities.

#### 2) Fluency<sup>49</sup>

It is the ability to read a text accurately and quickly, or reading fluency.

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<sup>48</sup> <http://www.eduplace.com/rdg/res/teach/rec.html>

<sup>49</sup> [http://www.sasked.gov.sk.ca/docs/ela/e\\_literacy/index.html](http://www.sasked.gov.sk.ca/docs/ela/e_literacy/index.html)

Students must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.

### **3) Vocabulary<sup>50</sup>**

Learning the meaning and pronunciation of words, or vocabulary development. Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used.

### **4) Comprehension<sup>51</sup>**

Acquiring strategies for understand, remember and communicate what is read, or reading comprehension strategies. Students need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

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<sup>50</sup> [http://www.sasked.gov.sk.ca/docs/ela/e\\_literacy/index.html](http://www.sasked.gov.sk.ca/docs/ela/e_literacy/index.html)

<sup>51</sup> Ibid

The skills required for proficient reading are<sup>52</sup>:

- **Phonemic awareness:** The ability to distinguish and manipulate the individual sounds of language. The broader term, phonological awareness, also includes rhymes, syllables, and onsets and rimes.
- **Phonics:** Method that stresses the acquisition of letter-sound correspondences and their use in reading and spelling. This helps beginning readers understand how letters are linked to sounds, patterns of letter-sound correspondences and spelling in English, and how to apply this knowledge when they read.
- **Fluency:** The ability to read orally with speed, accuracy, and vocal expression. The ability to read fluently is one of several critical factors necessary for reading comprehension. If a reader is not fluent, it may be difficult to remember what has been read and to relate the ideas expressed in the text to his or her background knowledge.
- **Vocabulary:** A critical aspect of reading comprehension is vocabulary development. When a reader encounters an unfamiliar word in print and decodes it to derive its spoken pronunciation, the reader understands the word if it is in the reader's spoken vocabulary. Otherwise, the reader must derive the meaning of the word using another strategy, such as context.
- **Reading Comprehension:** a complex cognitive process in which a reader intentionally and interactively engages with the text. It is heavily dependent on skilled word recognition and decoding, oral reading fluency, a well-developed vocabulary and active engagement with the text.

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<sup>52</sup> <http://www.muskingum.edu/~cal/database/general/reading.html>

## Memory / Retention<sup>53</sup>

### Background information on memory

Memory is the generative, interactive, ongoing mental process of retaining and recalling knowledge or experiences.

There are three components of memory: Sensory Memory; Short-term Memory and Long-term Memory.

**Sensory Memory (SM)** holds information for about 20-30 seconds, after which time it is lost unless it is stored in short-term memory.

**Short-term Memory (STM)** holds information temporarily.

**Long-term Memory (LTM)** involves permanent storage of information.

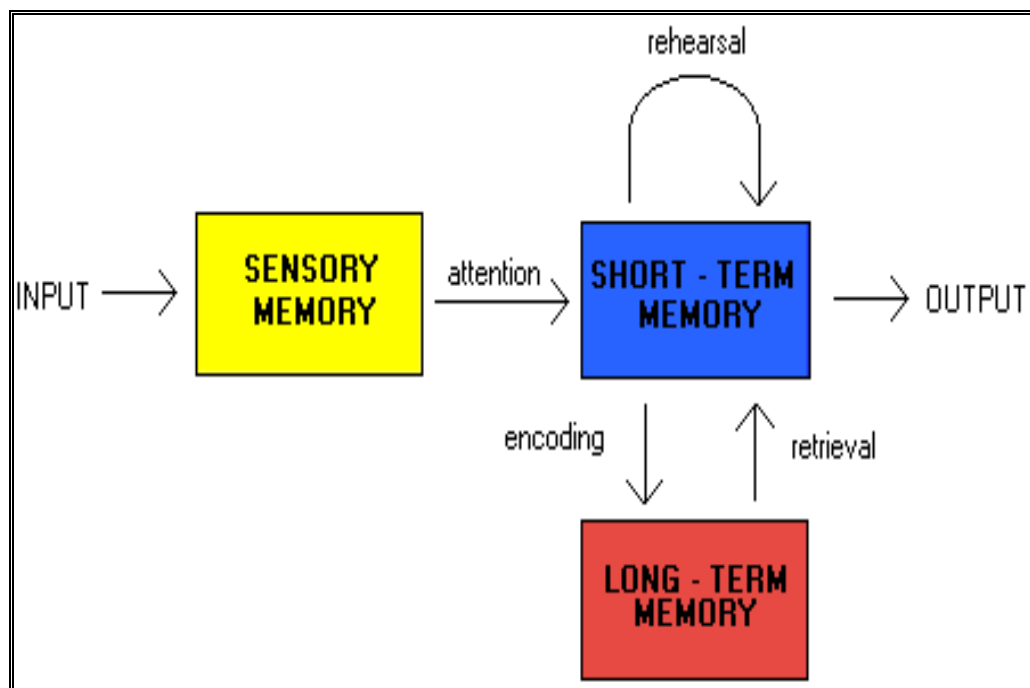


Figure 2: Components of memory

<sup>53</sup> <http://www.eduplace.com/rdg/res/teach/rec.html>



## Information Processing System

The model of the information processing system illustrates the relationships among sensory, short-term, and long-term memory. The four processes by which information is moved from one memory type to another are also considered in the model: “attention”, “rehearsal”, “encoding”, and “retrieval”.

**Attention** it is vital ability of the memory because it is the process by which information is moved from sensory memory to short-term memory.

**Rehearsal** involves working or doing something with new information. One must maintain attention through rehearsal in order for information to be stored in short-term memory. The length of time information is held in short-term memory is proportional to the amount that can be stored and the quality of the memory.

**Encoding** is the process of linking new information to existing knowledge in order to make it more meaningful. Information is thus transferred from short-term to long-term memory.

**Retrieval** is the process of moving information from long-term to short-term memory.

There are many ways of classifying the human mind and its ability to retain information. One of the most often used classifications are based on the duration of memory retention, specifically the Sensory, Short term and Long term memory. **Short term memory** refers to the recent memory, and is usually only held for a very short period of time. **Long term memory** can be thought of as a database where all the information that you have learnt is kept. **Sensory memory** is conveyed through your senses of sight and sound, where you keep these “images” in your mind.

Context clues refer to words located elsewhere in a sentence or paragraphs that help one to decipher unknown vocabulary words.

The following table from Cook (1989) summarizes these behaviors<sup>54</sup>:

	<b>GOOD OR MATURE READERS</b>	<b>POOR OR IMMATURE READERS</b>
<b>BEFORE READING</b>	<ul style="list-style-type: none"> <li>• Activate prior knowledge.</li> <li>• Understand task and set purpose.</li> <li>• Choose appropriate strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Start reading without preparation.</li> <li>• Read without knowing why.</li> <li>• Read without considering how to approach the material.</li> </ul>
<b>DURING READING</b>	<ul style="list-style-type: none"> <li>• Focus attention.</li> <li>• Anticipate and predict.</li> <li>• Use fix-up strategies when lack of understanding occurs.</li> <li>• Use contextual analysis to understand new terms.</li> <li>• Use text structure to assist comprehension.</li> <li>• Organize and integrate new information.</li> <li>• Self-monitor comprehension by:               <ul style="list-style-type: none"> <li>✓ knowing comprehension is occurring</li> <li>✓ knowing what is being understood.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Are easily distracted.</li> <li>• Read to get done.</li> <li>• Do not know what to do when lack of understanding occurs.</li> <li>• Do not recognize important vocabulary.</li> <li>• Do not see any organization.</li> <li>• Add on, rather than integrate, new information.</li> <li>• Do not realize they do not understand.</li> </ul>
<b>AFTER READING</b>	<ul style="list-style-type: none"> <li>• Reflect on what was read.</li> <li>• Feel success is a result of effort</li> <li>• Summarize major ideas.</li> <li>• Seek additional information from outside sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop reading and thinking.</li> <li>• Feel success is a result of luck.</li> </ul>

**Table 1: Behaviors during reading**

<sup>54</sup> <http://www.muskingum.edu/~cal/database/general/reading.html#FixUp>

#### 2.2.1.4 WRITING SKILL

Writing is the act or art of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and words express.

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Among some important goals defined by Hampton 1989 we have:

- a. Writers are **Independent** when they are able to write without much assistance.
- b. Writers gain **comprehensibility** when then can write so that it can be read and understood by themselves and others.
- c. Writers are **fluent** when they are able to write smoothly and easily as well as understandability.
- d. Writers gain **creativity** when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

##### 1) The importance of writing skill

Writing is a trade in which every educated man, woman, and child should be skilled. Writing is a trade, which any one can master if he goes about it in the right way. It is true that writing skill is often the only trade of some people like the poets, novelists, newspaper reporters and editors. These might be called specialists in writing, and writing is their main occupation and way of making a living. But writing skill is a universal trade and it is necessary for every person to know it to a certain extent.

Writing should be considered of the utmost importance, and we owe a debt of gratitude to all people who are willing to better learn and

understand the importance of writing. Perhaps through such peoples' abilities we can improve our society as a whole<sup>55</sup>.

## 2) The basic of writing Skill<sup>56</sup>

This article gives some pointers that are basic in writing skill. The main points to consider are: self awareness, theme, target audience, subject matter, research, then – writing.

**Self awareness:** Self awareness of a writer is an understanding of your writing skills, a knowledge of your literally ability, knowledge of the writing language. It involves the finer details of your style of writing, sentence construction and all.

**Target audience:** identifying your target audience helps you to work on the probable subject matter (business, academic, family, religious, etc.).

**Theme:** Whatever your theme is, get to have a good understanding of it; of the audience and the possible degree of interest. For examples: Is it children's stories, if your target audience is children? Is it marketing, if you are targeting the business world, mathematics if the target is academic?

**Research:** Researching shows you the degree of interest the market has on a subject and this is especially useful when writing skill. There are different methods of research you could undertake.

**Subject:** Decide on the subject matter. Make an effort to gain more understanding of the subject. It is good if you already have a topic, if not, you can come up with a topic later in the course of your writing.

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<sup>55</sup> <http://ksdl.ksbe.edu/writingresource/typeswriting.html>

<sup>56</sup> <http://www.articlesbase.com/article-marketing-articles/the-basics-of-writing-540375.html>

**Writing:** Develop a habit of putting ideas on paper whenever possible. Do some notes or write down some points that come to mind. Always have the complete picture of your article in mind to remain focused. Bear in mind the structure of your work first.

Remember that, what you write must be originally your work, written in your own words. Refrain from copying what others have written.

Think of the introduction, this introduces your article or book to what are you going to write about. Consider the main body of your book or article and the conclusion that wraps up your work. When you finally start writing, be mindful of sentence construction, tenses, spellings, punctuation, paragraphs style and the general flow of your ideas while remaining focused on your theme.

### **3) The importance of style in writing Skill<sup>57</sup>**

Some of the most basic style to remember when writing includes:

- Avoid the use of slang words.
- Try not to use abbreviations (unless appropriately defined).
- Steer away from the use of symbols (such as ampersands [&])
- Clichés should be avoided, or at the very least, used with caution.
- Brackets are used to play down words or phrases.
- Dashes are generally used for emphasis.
- Especial care should always be taken to spell the names of people and companies correctly.
- Quotation marks should be placed around any directly quoted speech or text and around titles of publications.
- Keep sentences short.

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<sup>57</sup> <http://www.mindtools.com/CommSkil/WritingSkills.htm>

#### 4) Tips to improve writing skills<sup>58</sup>

You can improve your writing skills by using the following tips:

- Like it or not, your grammar skills play a big part in your writing. You may not want to think about nouns, verbs, adverbs, conjunctions or prepositions, but if you want to be a good writer you need to know what they are and how to use them correctly. Using the proper punctuation will ensure that people are reading your sentences correctly.
- This may sound backwards, but to be a good writer, you need to be a good reader. Try to read something everyday. Expand your knowledge by reading different types of writing. Use the tips you find to improve your own writing.
- To become a good writer, you need to practice, practice, and practice some more! Writing something everyday, even something as short as a few sentences can improve your writing over time.
- Save your writing and re-read it from time to time. You will see the improvements you have made. As your skills and your confidence grow, you will find that writing not only comes easier to you, it becomes something you enjoy doing!

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<sup>58</sup> <http://www.earthlingcommunication.com/writing-skills.php>

## **2.3 CHAPTER III**

### **2.3.1 Distance Learning Education in the Language Skills Development**

The very fact that, the courses are either sent as printed material to the students' houses or places of work, or are available on the Internet, makes it hard and even more difficult to control cheating in quizzes, tests, or examination because of the lack of teacher control as well as to monitor how they are doing at mastering the language skills on their own. It sure takes a lot of intentionality and effort on behalf of the teacher and more so of the student to develop a healthy and encouraging habit to learn and acquire the language skills presented in the program. In order for the student to successfully master the language skills, he or she is well capable of finding out the plethora of methods and learning strategies that best suits her or her available especially on the internet as well as in books and magazines.

It's up to the teacher to hold the students accountable for how they are using their time to study as well as to measure practice-wise their progress of listening, speaking, reading and writing skills. In doing so, the teachers are more likely to create a safe environment for the students to come over and use as much of their language skills as possible. Also, this opportunity lends a time to observe the weakness and strength the students may have and come up with new ways to improve the Distance Learning Education Program. The language skills introduced in any language distance program has to implement new and down-to-earth methods to engage and encourage the students in their language skills learning.

### **2.3.2 Distance Learning Education in Listening Skill**

We believe that, learning to listen is fundamental in learning to read. Ability to recognize the elements of an oral language on any reading depends. The ability to connect text to background knowledge, and the implementation of effective strategies for constructing meaning as well

as the motivation to continue engaging in literate activities are all keys to successful listening.

Listening and oral language are integral parts of each of these components of the reading process — sound identification, vocabulary, experience building and the motivation to continue building one's literacy skills. The abilities to think critically, listen, speak, collaborate and communicate effectively are essential literacy skills that emphasize the need for listening skills instruction. In addition, new technologies are elevating the importance of listening and literacy. Technology is providing a broader palette for learning, communication, persuasion; inquiry and entertainment, especially for those who have take up on a Distance Learning Education Program.

There are a lot of resources available out there to improve one's listening skill. However, this is one of the greatest obstacles students come across when comes to speaking. They have a hard time understanding the other person, and therefore they stop from learning the language altogether, unfortunately. Perseverance and effort are keys to mastering any language skill, anyway.

### **2.3.3 Distance Learning Education in Speaking Skill**

This language skill is pretty much linked to the one previously mentioned, as it takes these two skills to convey one's meaning and message back and forth to the other person. Also, this language skill is by far, one of the most urgent problems facing the distance language education: the problem of lack of exposure to speaking practice in the target language. A sort of Web-based course can serve as a central point of contact between students and instructor who are separated by geographic distance when a face-to-face contact is not available for tutoring. It's said that the best way to learn a language is to go where that language is spoken. There is some true in that, however, not everyone or the majority can afford to go abroad and immerse in such a culture to learn the language there. That is why it is necessary to be



proactive in finding realistic and attainable ways to brush one's English up. The students themselves can meet, say, once a week at the school for about an hour and carry on conversations all them in English. That way, they are forced to speak it and also start building their self-esteem as they use their lexicon among their friends when asked to give an advice, or to suggest something.

#### **2.3.4 Distance Learning Education in Reading Skill**

Teaching reading can be an arduous task as it is often difficult to know how to improve student skills. Different types of reading skills.

- Skimming - reading rapidly for the main points.
- Scanning - reading rapidly to find a specific piece of information.
- Extensive - reading a longer text, often for pleasure with emphasis on overall meaning.
- Intensive reading - reading a short text for detailed information.

These different types of skills are used quite naturally when reading in a mother tongue. Unfortunately, when learning a second or foreign language, people tend to employ only "intensive" style reading skills. We have noticed that, students insist on understanding every word and find it difficult to take my advice of reading for the general idea, or only looking for required information. Students studying a foreign language often feel that if they don't understand each and every word they are somehow not completing the exercise.

In order to make students aware of these different types of reading styles, we find it useful to provide an awareness raising lesson to help them identify reading skills they already apply when reading in their native tongues. Thus, when approaching an English text, students first identify what type of reading skill needs to be applied to the specific text at hand. In this way valuable skills, which students already possess, are easily transferred to their English reading.

### **2.3.5 Distance Learning Education in Writing Skills**

Writing skill play an important roll in distance learning education, because in this part the students have to development their tasks given for their advisors or professors. The teacher should communicate the students that writing assists then with other language tasks as well... writing helps them learn how to form language, how to spell, how to put together a plot.

The students need to know and to be encouraged that by writing they can also learn how to make a logical argument, or how to persuade, mainly through writing.

Writing could be a skill easier to master as opposed to the other skills since people prefer writing over speaking, for instance. And so, that's why it is important to accompany and provide the students to help them be better writers and encourage developing writing on the topic of their preference and place their thoughts and ideas correctly onto a piece of paper.

## **2.4 Hypothesis System ( $H_0$ - $H_i$ )**

### **2.4.1 Null Hypothesis ( $H_0$ )**

The distance learning education does not affect the development of the listening, speaking, reading and writing skills.

### **2.4.2 Working Hypothesis ( $H_i$ )**

The distance learning education affects the development of the listening, speaking, reading and writing skills.

## **PART THREE**

### **3. METHODOLOGICAL DESIGN**

#### **3.1. Research Type and Design**

This research type is applied, descriptive and of field. The research design is quasi-experimental, quantitative and transversal. To cope with the present requirements of the project, the research has been based in the collection of data from the population which include two groups, that is, a Control and an Experimental Group. The data were collected through the application of two tests (Pre and Post) with twenty students attending the last levels of Applied Linguistic in English Program of the Distance Learning Education to the Army Polytechnic School.

#### **3.2 Size and Sample**

The present work was carried out with twenty students of the last levels in the Applied Linguistics in English Program of the Distance Learning Education. The whole population was considered as no sample.

#### **3.3 Field work (Fielding)**

The present research was carried out in the Support Center No. 50 with twenty students of the last levels in the Applied Linguistics in English Program (Distance Learning Education) of the ESPE, during the Term October 2008 – March 2009, which is located in Quito – Ecuador.

#### **3.4 Instruments for data Collection**

Tests are the tools applied to collect data.

#### **3.5 Processing and analysis**

Data were accumulated and analysed using descriptive statistics. Measures of Central Tendency (Arithmetic Mean), Dispersion and Variability (Variance, Standard Deviation, Standard Error) were used.

## PART FOUR

### 4. TESTING THE HYPOTHESIS

#### 4.1 Graphical expositions of results

On the next pages, the results obtained in the test are exposed.

### PRE TEST

#### Experimental Group

These are the results of the Pre-Test given to the Experimental Group composed of 10 students of the last levels in Applied Linguistics in English Program of the Army Polytechnic School, during the Term October 2008 – March 2009.

#### I. LISTENING SKILL

##### Question 1

Where is the woman going to go on holiday this year?

- a. Canada
- b. Italy
- c. Turkey

RESPONSES	FREQUENCY	PERCENTAGE
CANADA	2	20%
ITALY	2	20%
TURKEY	6	60%
TOTAL:.....	10	100%

Table 2: Results of question 1

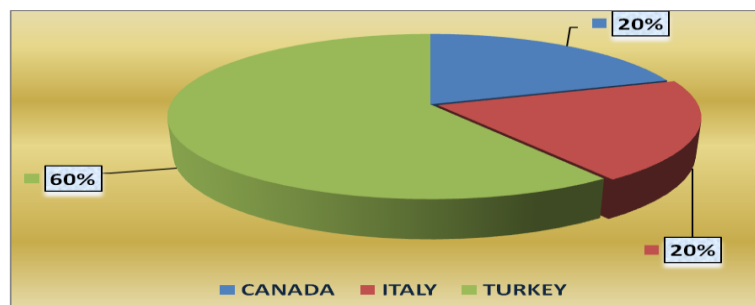


Figure 3: Results of question 1

## Question 2

What time was the man's appointment?

- a. At 10:30
- b. At 11:00
- c. At 11:40

RESPONSES	FREQUENCY	PERCENTAGE
AT 10:30	0	0%
AT 11:00	7	70%
AT 11:40	3	30%
TOTAL:.....	10	100%

Table 3: Results of question 2

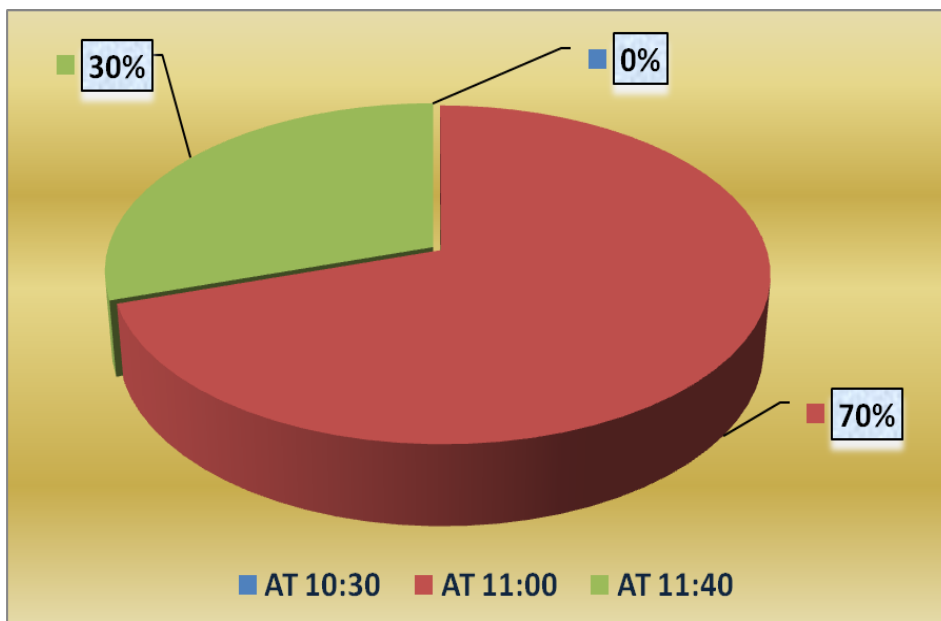


Figure 4: Results of question 2

### Question 3

What will the weather be like?

- a. It is going to snow
- b. It is going to sun
- c. It is going to rain

RESPONSES	FREQUENCY	PERCENTAGE
IT IS GOING TO SNOW	4	40%
IT IS GOING TO SUN	3	30%
IT IS GOING TO RAIN	3	30%
TOTAL:.....	10	100%

Table 4: Results of question 3

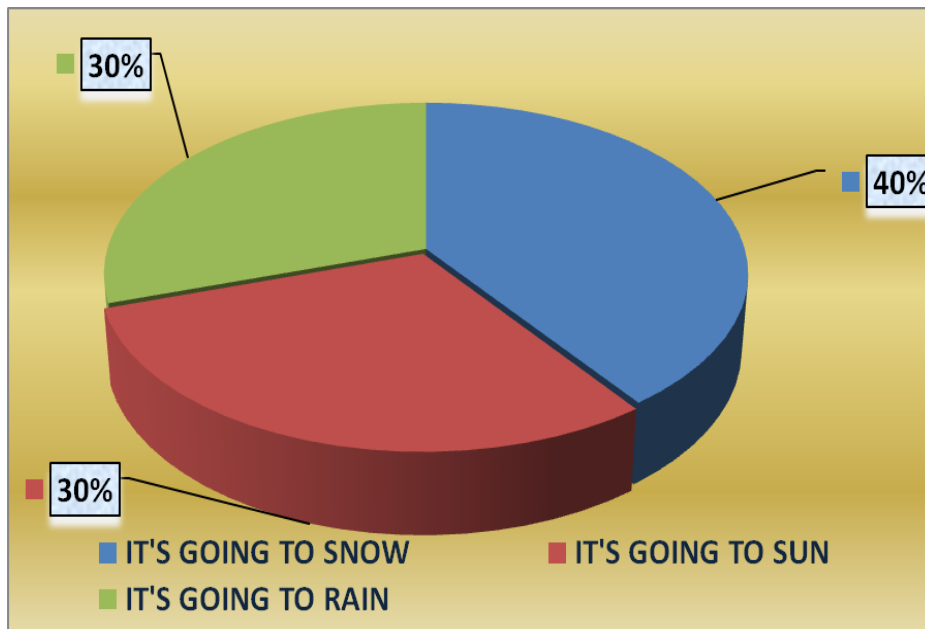


Figure 5: Results of question 3

#### Question 4

How far is the nearest supermarket?

- a. 5 kilometers
- b. 3 kilometers
- c. 1 kilometer

RESPONSES	FREQUENCY	PERCENTAGE
5 KILOMETERS	2	20%
3 KILOMETERS	6	60%
1 KILOMETER	2	20%
TOTAL:.....	10	100%

Table 5: Results of question 4

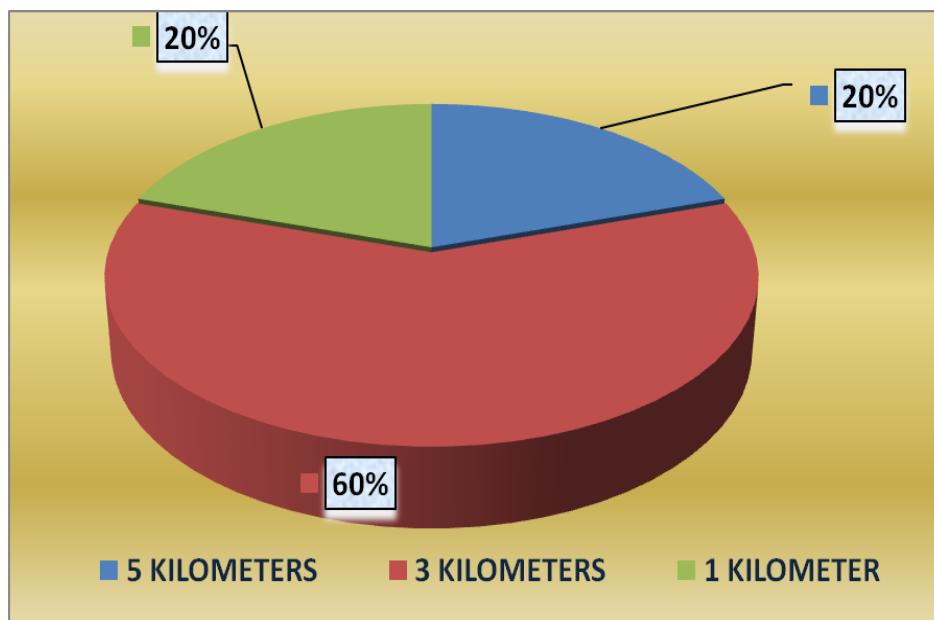


Figure 6: Result of question 4

### Question 5

Which table does Sally like?

- a. Small round table
- b. Big Round table
- c. Small square table

RESPONSES	FREQUENCY	PERCENTAGE
SMALL ROUND TABLE	3	30%
BIG ROUND TABLE	1	10%
SMALL SQUARE TABLE	6	60%
TOTAL:.....	10	100%

Table 6: Results of question 5

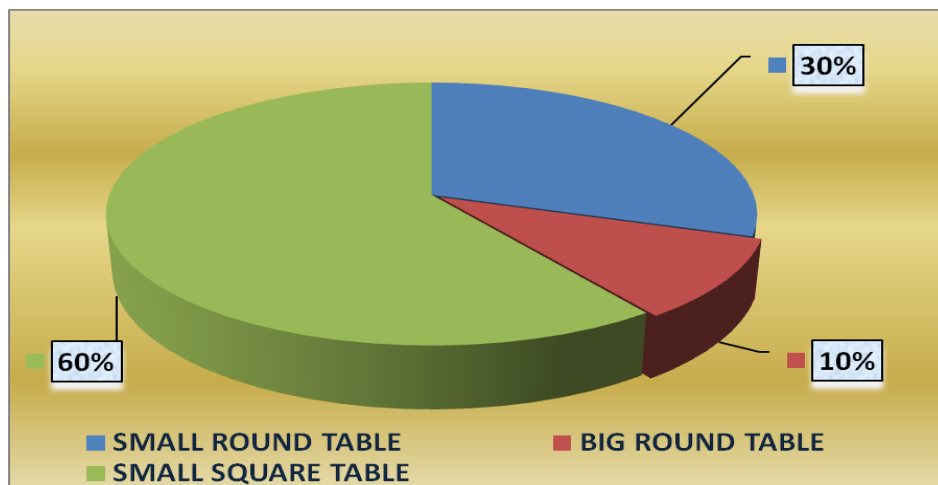


Figure 7: Results of question 5

### Analysis

The listening skills section of the group of pre-test consisted of a total of five questions in which the students listened to the audio and chose the correct response. According to the results, the students in the experimental group more than half of examined had the ability to identify the correct responses in the short conversation interchange. The percentage of correct answers ranged from 40% - 70%.



## II. SPEAKING SKILL

This Skill was evaluated considering three parameters

### a. Stress

INDICATORS	FREQUENCY STRESS	PERCENTAGE
EXCELENT	0	0%
VERY GOOD	4	40%
GOOD	5	50%
REGULAR	1	10%
DEFICIENT	0	0%
TOTAL:.....	10	100%

Table 7: Results of parameter a.

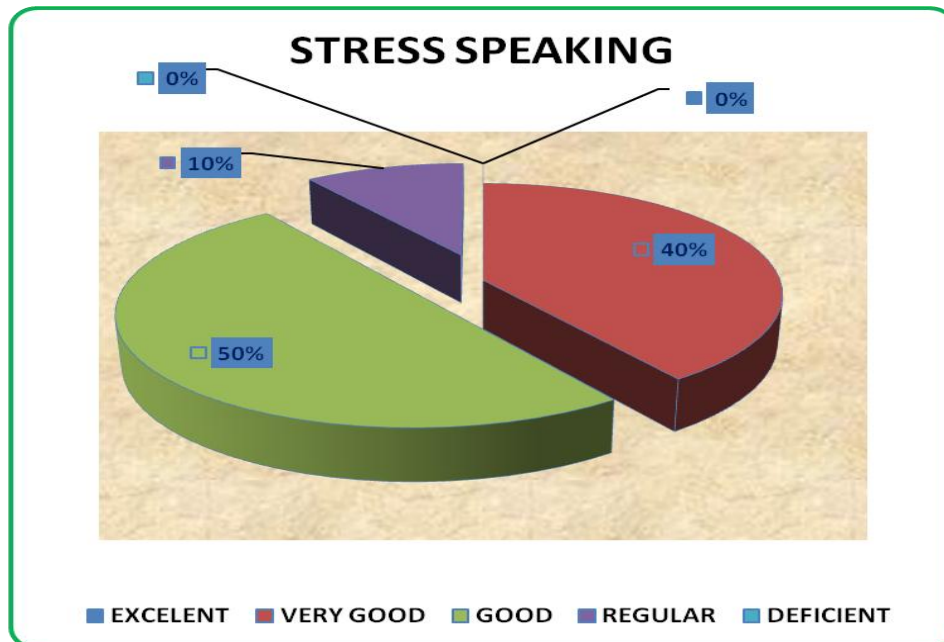


Figure 8: Results of parameter a.

**e. Rhythm**

INDICATORS	FREQUENCY RHYTHM	PERCENTAGE
EXCELENT	0	0%
VERY GOOD	4	40%
GOOD	6	60%
REGULAR	0	0%
DEFICIENT	0	0%
TOTAL:.....	10	100%

Table 8: Results of parameter b.

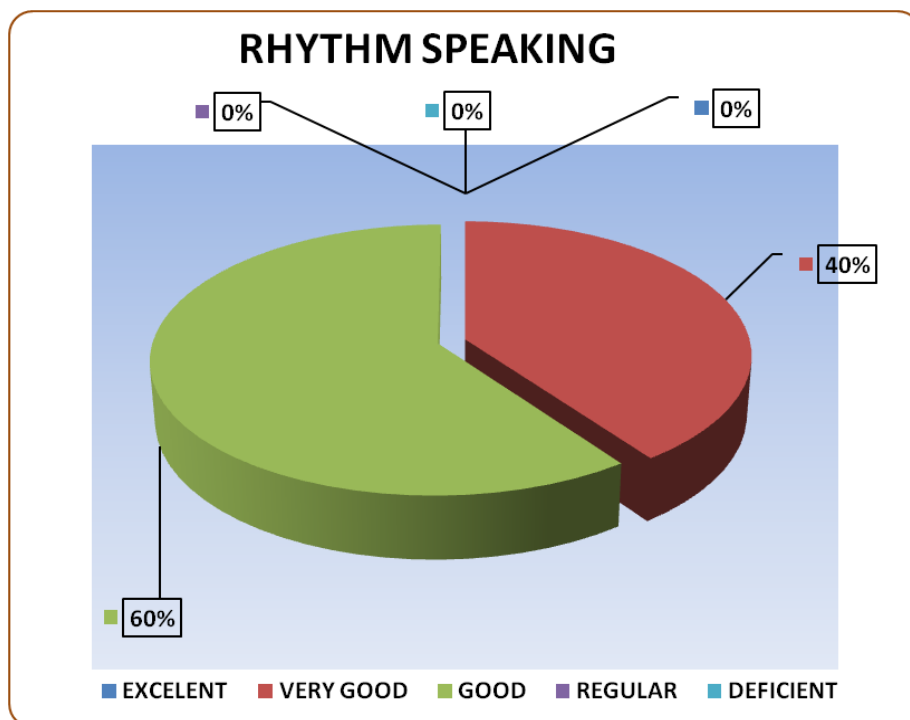


Figure 9: Results of parameter b.

**c. Intonation**

INDICATORS	FREQUENCY INTONATION	PERCENTAGE
EXCELENT	0	0%
VERY GOOD	3	30%
GOOD	6	60%
REGULAR	1	10%
DEFICIENT	0	0%
TOTAL:.....	10	100%

Table 9: Results of parameter c.

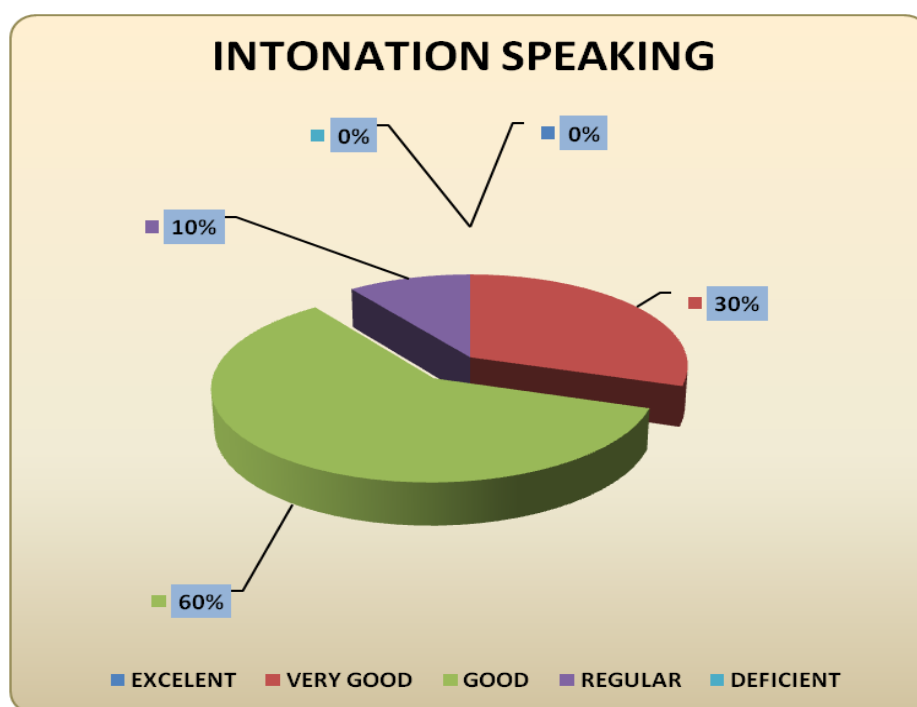


Figure 10: Results of parameter c.

## **Analysis**

The speaking skill section was evaluated considering three parameters, which are: stress, rhythm and intonation. The grade levels were excellent, very good, good, regular and deficient.

In the first parameter (stress) the following data can be observed:

40% of tested students obtained a grade of “very good”, placing themselves on the range of 17 to 18, 99 points; 50% of the students obtained a grade of “good”, so they stand on the range between 15 to 16, 99 points, and only 10% of the students obtained a grade of “regular”, standing on the range of 13 to 14,99 points.

In the second parameter (rhythm) the data are:

40% of the students obtained a grade of “very good”, ranking between 17 to 18,99 points; 60% of the tested students obtained a grade of “good”, standing in the rank of 15 to 16,99 points.

In the third parameter (Intonation) the data were:

30% of the tested students obtained a grade of “very good”, standing between the grade of 17 to 18, 99 points; 60% of the students, obtained a grade of “good”, placing themselves on the rank of 15 to 16,99 points, and finally 10% of the students got a grade of “regular” equivalent to 13 - 14,00 points.

### III. READING SKILL

#### Question 1

Nowadays, people use energy...

- a. Only nights
- b. Only to cook and transportation
- c. for all daily purposes

RESPONSES	FREQUENCY	PERCENTAGE
ONLY NIGHTS	0	0%
ONLY TO COOK AND TRANSPORTATION	0	0%
FOR ALL DAILY PURPOSE	10	100%
TOTAL:.....	10	100%

Table 10: Results of question 1

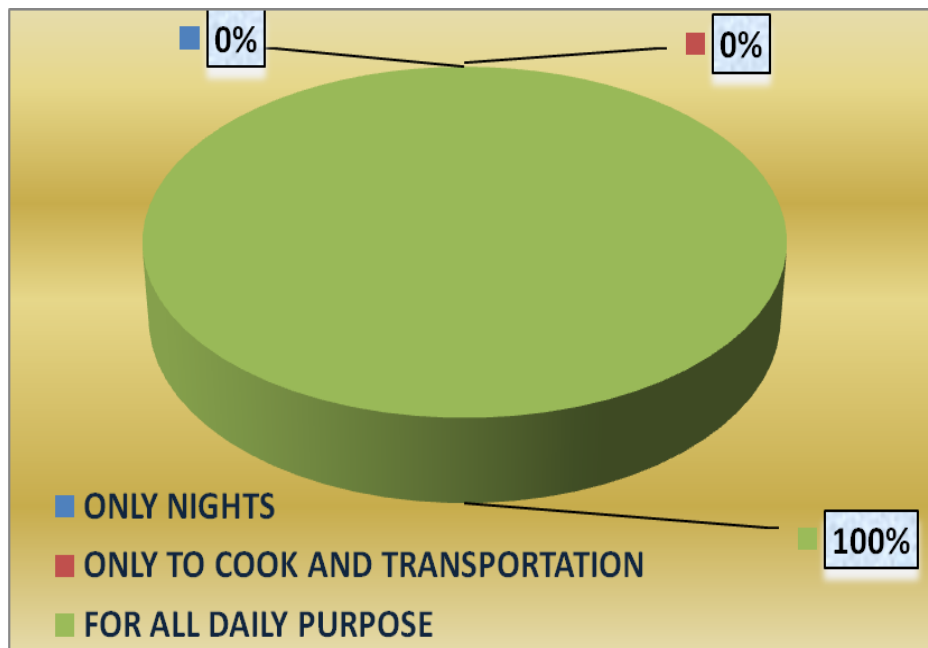


Figure 11: Results of question 1

## Question 2

Scientists are working to find other kinds of energy for...

- a. experiments
- b. future
- c. study

RESPONSES	FREQUENCY	PERCENTAGE
EXPERIMENTS	1	10%
FUTURE	9	90%
STUDY	0	0%
TOTAL:.....	10	100%

Table 11: Results of question 2

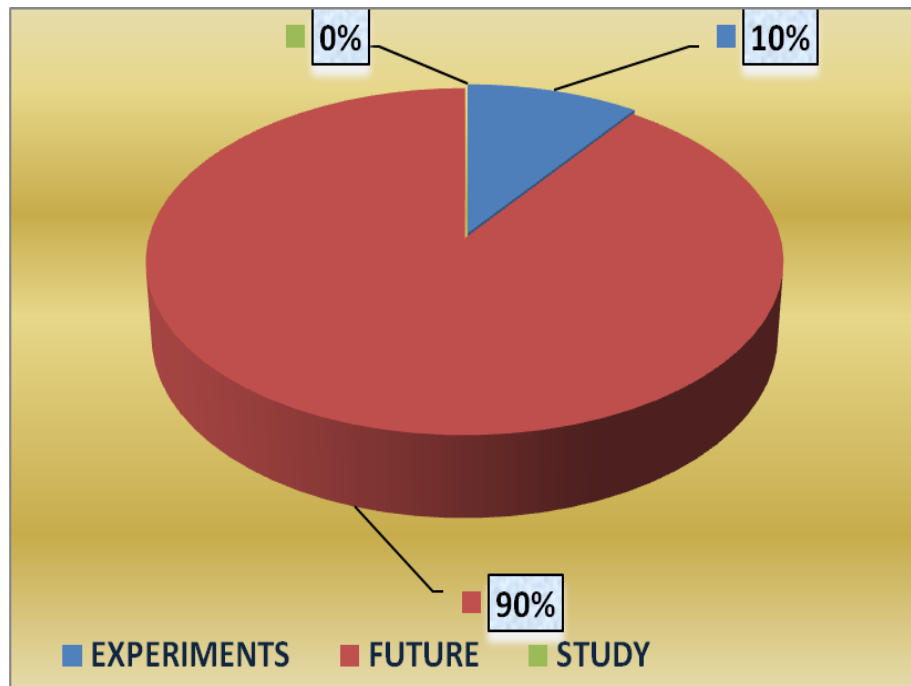


Figure 12: Results of question 2

### Question 3

Energy comes from fossil fuels causes...

- a. pollution
- b. disasters
- c. noise

RESPONSES	FREQUENCY	PERCENTAGE
POLLUTION	9	90%
DISASTERS	1	10%
NOISE	0	0%
TOTAL:.....	10	100%

Table 12: Results of question 3

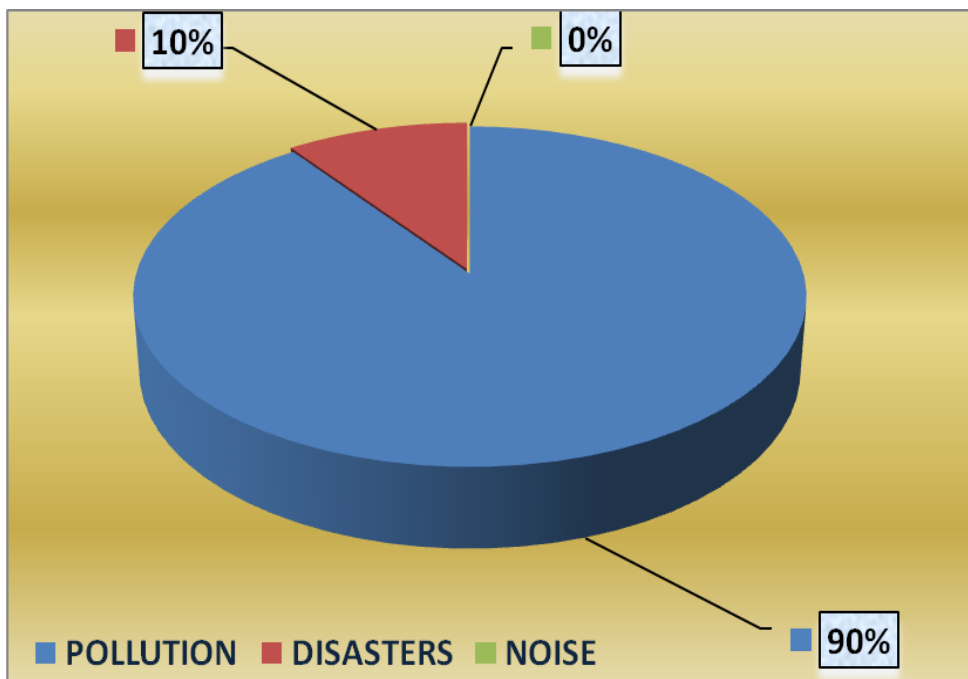


Figure 13: Results of question 3

**Question 4**

**Energy from the wind it is obtained through...**

- a. vapor
- b. magnetic wave
- c. windmills

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
VAPOR	<b>0</b>	<b>0%</b>
MAGNETIC WAVE	<b>1</b>	<b>10%</b>
WINDMILLS	<b>9</b>	<b>90%</b>
<b>TOTAL:.....</b>	<b>10</b>	<b>100%</b>

Table 13: Results of question 4

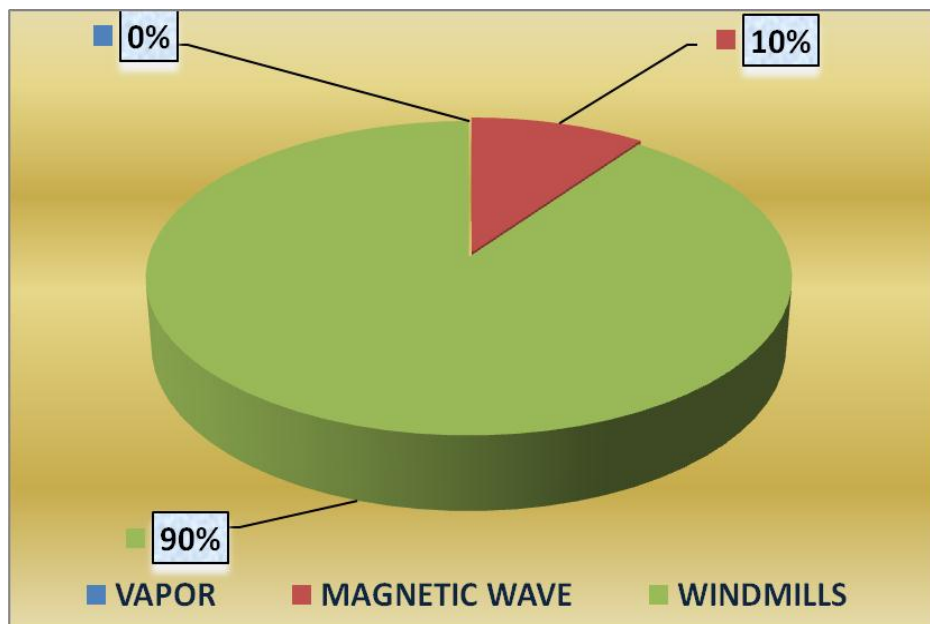


Figure 14: Results of question 4



### Question 5

When water moves from a high place to a lower place, it makes...

- a. energy
- b. power
- c. effort

RESPONSES	FREQUENCY	PERCENTAGE
ENERGY	9	90%
POWER	1	10%
EFFORT	0	0%
TOTAL:.....	10	100%

Table 14: Results of question 5

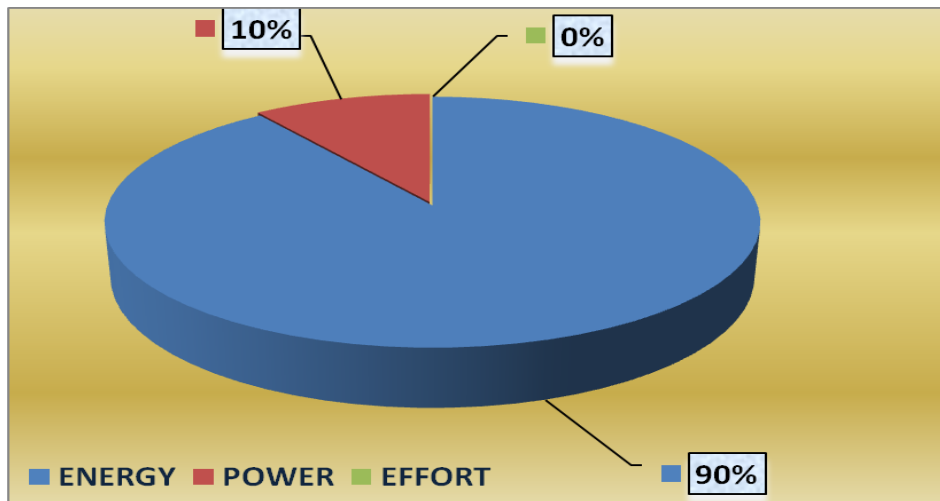


Figure 15: Results of question 5

### Analysis

This part of the pre test corresponding to the experimental group is composed of five questions. The majority of the students understood the reading correctly, thus choosing the right answer (90%). Only the 10% selected the wrong answer.

#### IV. WRITING SKILL

This Skill was evaluated considering two parameters

##### a. Elaboration

INDICATORS	FREQUENCY ELABORATION	PERCENTAGE
EXCELENT	3	30%
VERY GOOD	6	60%
GOOD	0	0%
REGULAR	1	10%
DEFICIENT	0	0%
TOTAL:.....	10	100%

Table 15: Results of parameter a.

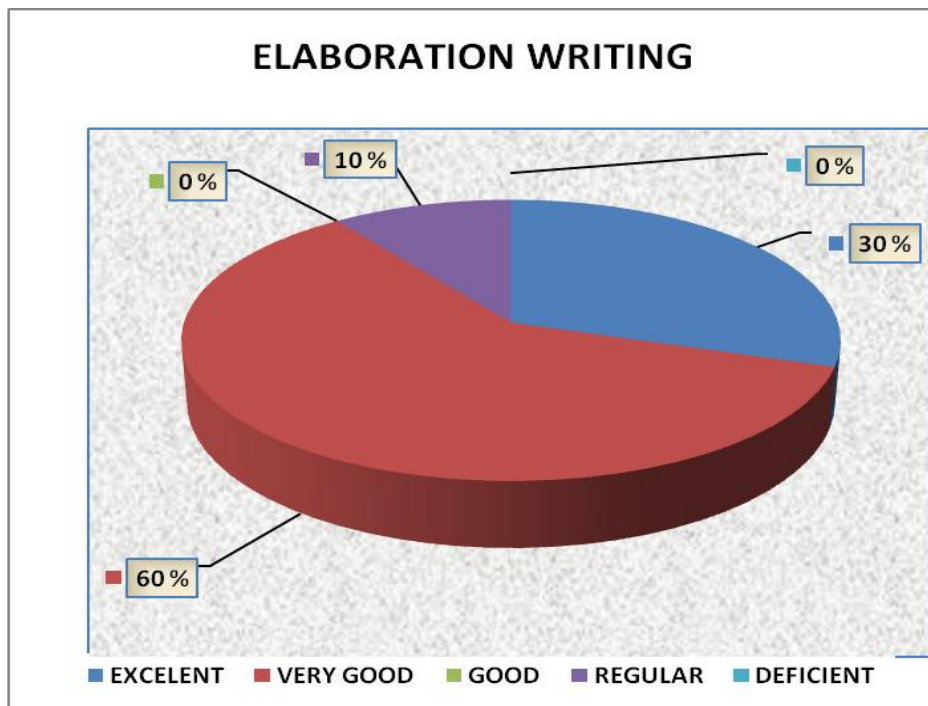


Figure 16: Results of parameter a.

## b. Expression

INDICATORS	FREQUENCY EXPRESSION	PERCENTAGE
EXCELENT	2	20%
VERY GOOD	8	80%
GOOD	0	0%
REGULAR	0	0%
DEFICIENT	0	0%
TOTAL:.....	10	100%

Table 16: Results of parameter b.

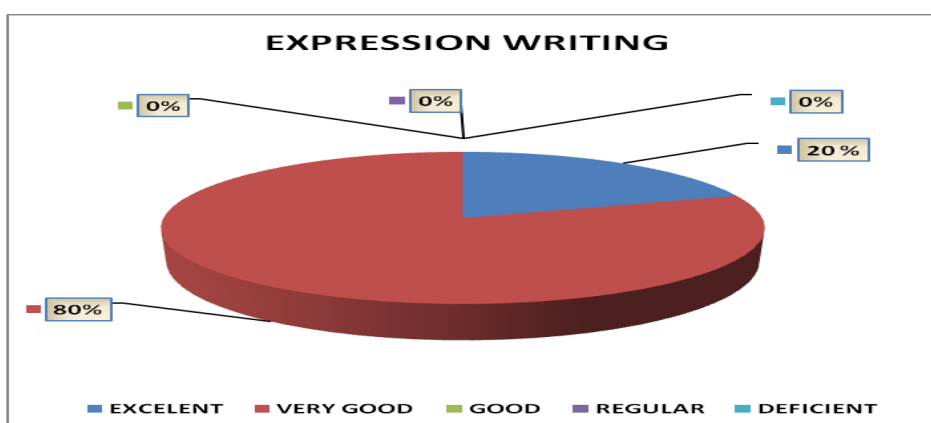


Figure 17: Results of parameter b.

## Analysis

Two parameters were considered to evaluate the writing skill section in the pre test of the experimental group.

First, (elaboration writing): 30% of the students got a grade of "excellent", equivalent between 19 to 20 points. 60% of tested students, obtained a grade of "very good", equivalent between 17 to 18,99 points, and 10% of the students obtained a grade of "regular", located in the range 13 to 14,99 points.

In the second case (Expression writing): 20 % of students obtained an "excellent" grade, placing themselves on the highest rank of grades, that is 19 to 20 points; 80% of students obtained a "very good" grade equivalent to 17-18,99 points.

## PRE TEST

### Control Group

These are the results of the Pre-Test directed to the Control Group composed by 10 students of the last levels in Applied Linguistics Program of the Army Polytechnic School, during the Term October 2008 – March 2009.

#### I. LISTENING SKILL

##### Question 1

Where is the woman going to go on holiday this year?

- a. Canada
- b. Italy
- c. Turkey

RESPONSES	FREQUENCY	PERCENTAGE
CANADA	1	10%
ITALY	2	20%
TURKEY	7	70%
TOTAL:	10	100%

Table 17: Results of question 1

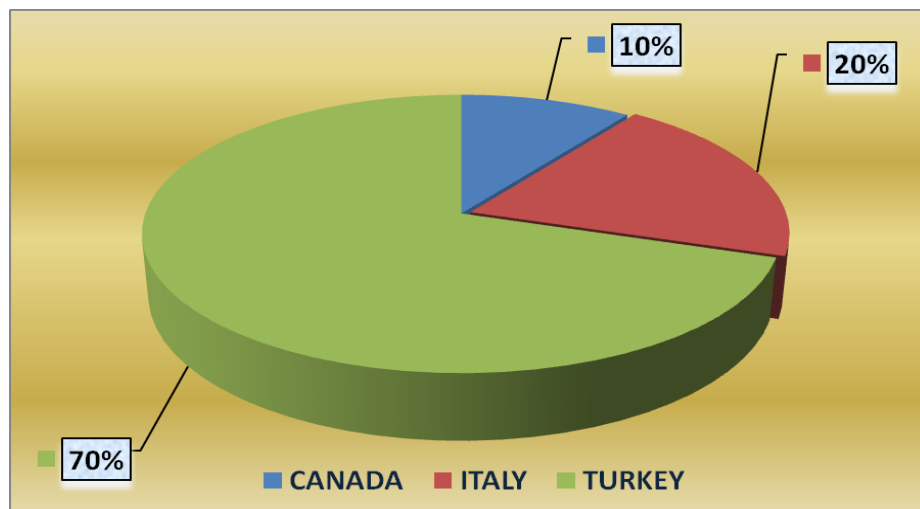


Figure 18: Results of question 1

## Question 2

What time was the man's appointment?

- a. At 10:30
- b. At 11:00
- c. At 11:40

RESPONSES	FREQUENCY	PERCENTAGE
AT 10:30	2	20%
AT 11:00	4	40%
AT 11:40	4	40%
TOTAL:...	10	100%

Table 18: Results of question 2

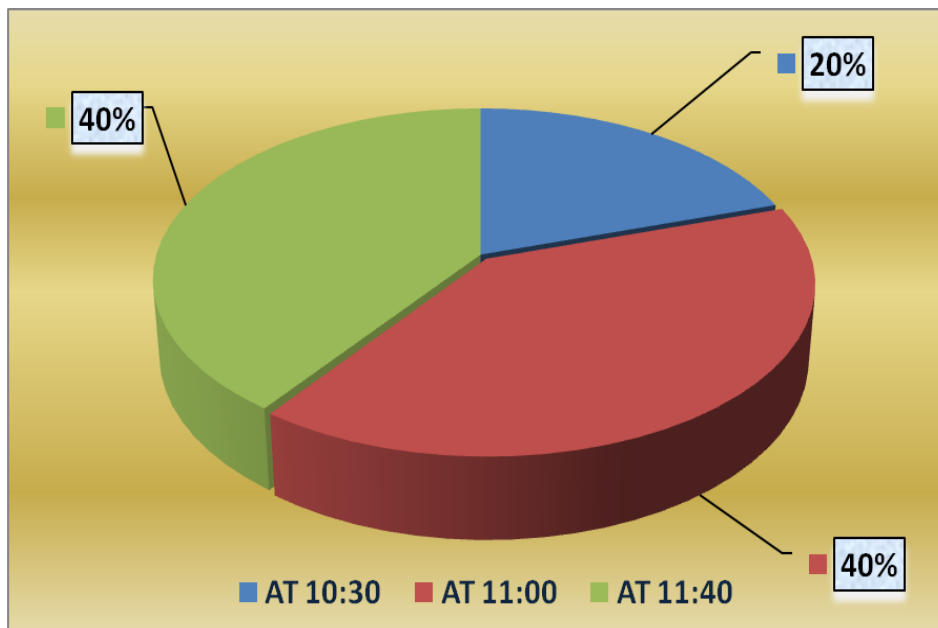


Figure 19: Results of question 2

### Question 3

What will the weather be like?

- a. It is going to snow
- b. It is going to sun
- c. It is going to rain

RESPONSES	FREQUENCY	PERCENTAGE
IT'S GOING TO SNOW	6	60%
IT'S GOING TO SUN	2	20%
IT'S GOING TO RAIN	2	20%
TOTAL:...	10	100%

Table 19: Results of question 3

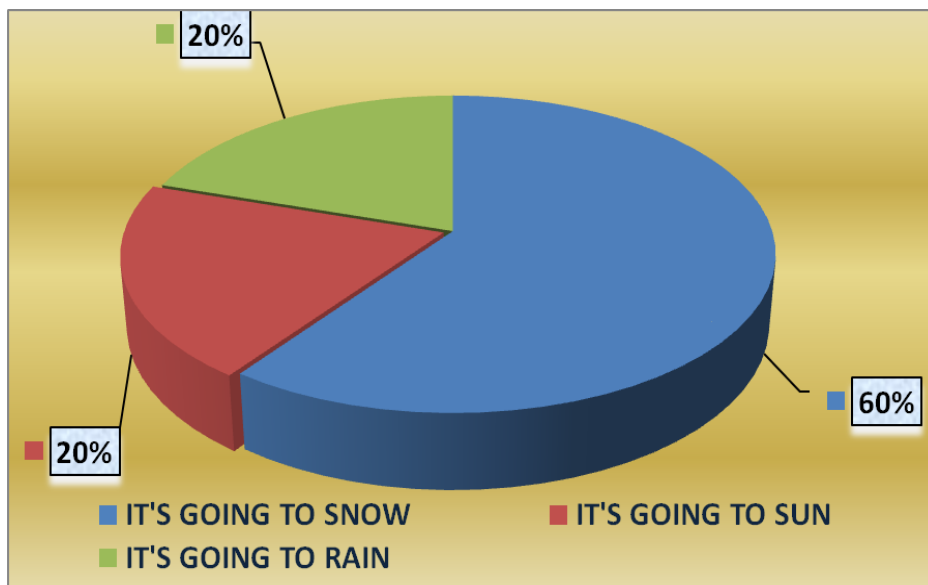


Figure 20: Results of question 3

#### Question 4

How far is the nearest supermarket?

- a. 5 kilometers
- b. 3 kilometers
- c. 1 kilometer

RESPONSES	FREQUENCY	PERCENTAGE
5 KILOMETERS	1	10%
3 KILOMETERS	8	80%
1 KILOMETER	1	10%
TOTAL:...	10	100%

Table 20: Results of question 4

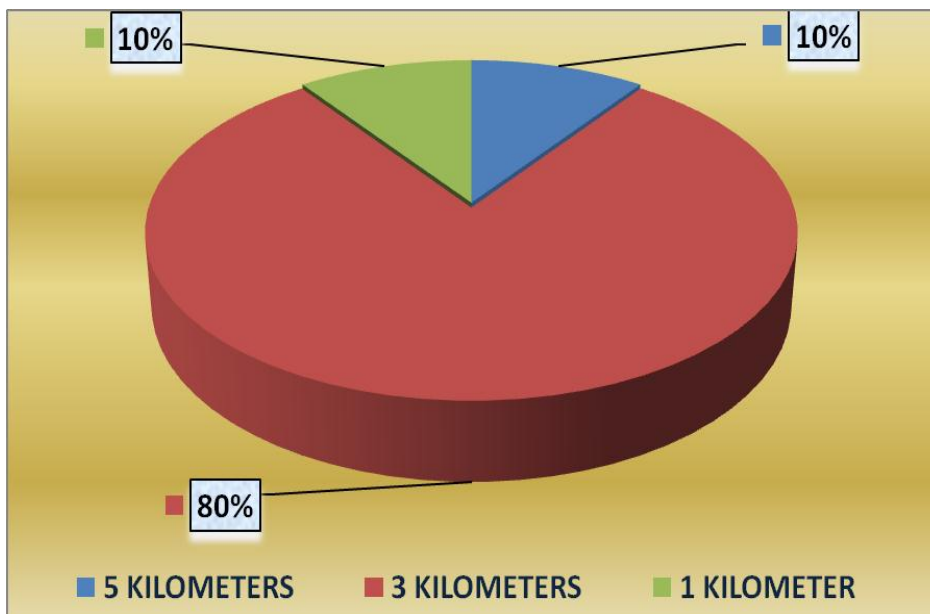


Figure 21: Results of question 4

### Question 5

Which table does Sally like?

- a. Small round table
- b. Big Round table
- c. Small square table

RESPONSES	FREQUENCY	PERCENTAGE
SMALL ROUND TABLE	2	20%
BIG ROUND TABLE	1	10%
SMALL SQUARE TABLE	7	70%
TOTAL:...	10	100%

Table 21: Results of question 5

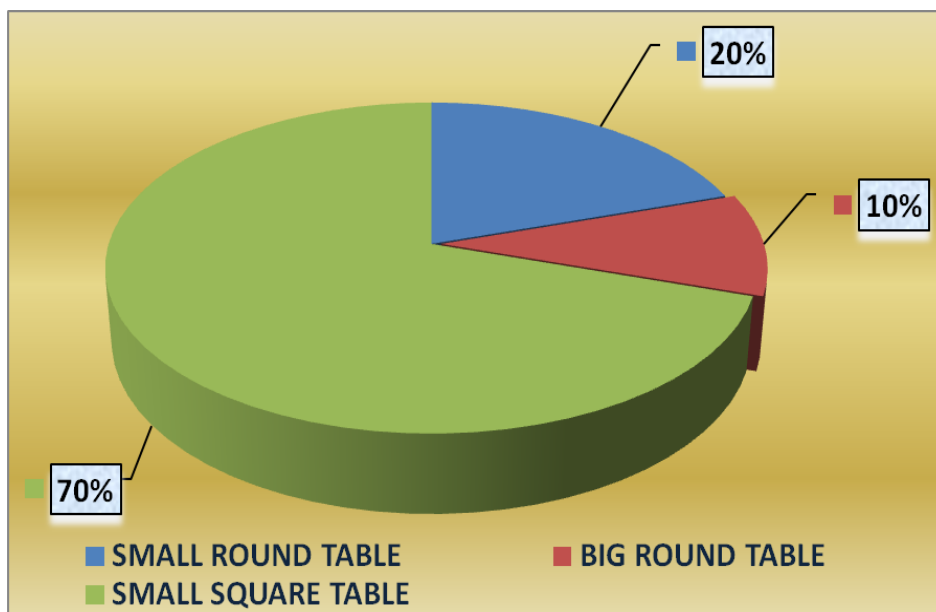


Figure 22: Results of question 5

### Analysis

According to the result of the listening skill section of the pre-test composed by five items, the students in the control group showed a slight variation in listening comprehension than those in the experimental group. The percentage of correct answers ranged from 40% to 80%.



## II. SPEAKING SKILL

This Skill was evaluated considering three parameters

### a. Stress

INDICATORS	FREQUENCY STRESS	PERCENTAGE
EXCELENT	0	0%
VERY GOOD	4	40%
GOOD	5	50%
REGULAR	1	10%
DEFICIENT	0	0%
TOTAL:...	10	100%

Table 22: Results of Stress

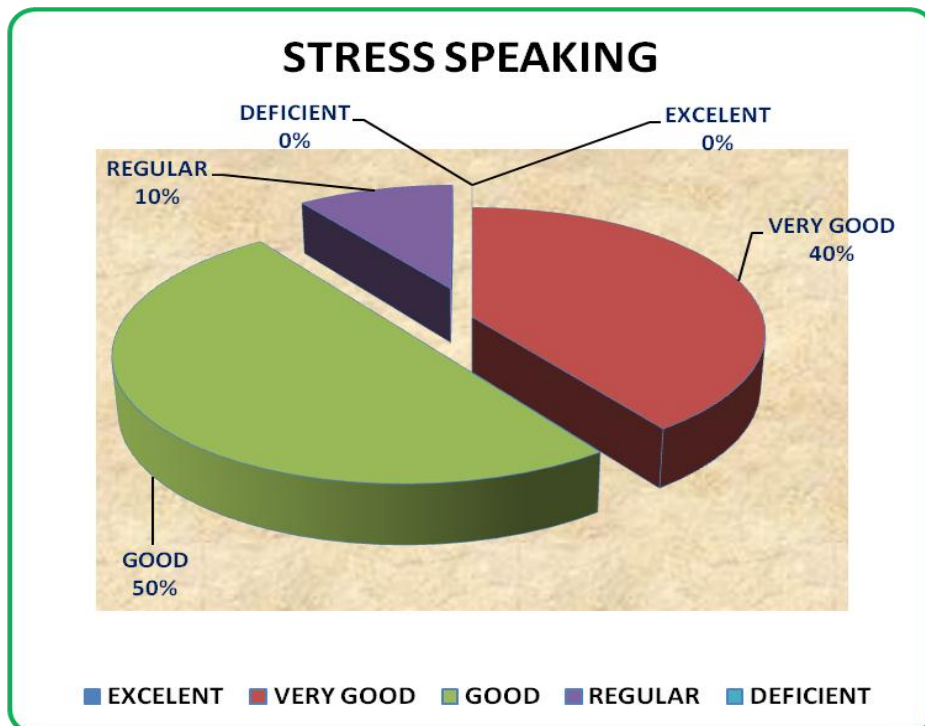


Figure 23: Results of stress

**b. Rhythm**

INDICATORS	FREQUENCY RHYTHM	PERCENTAGE
EXCELENT	0	0%
VERY GOOD	5	50%
GOOD	5	50%
REGULAR	0	0%
DEFICIENT	0	0%
TOTAL:....	10	100%

Table 23: Results of rhythm

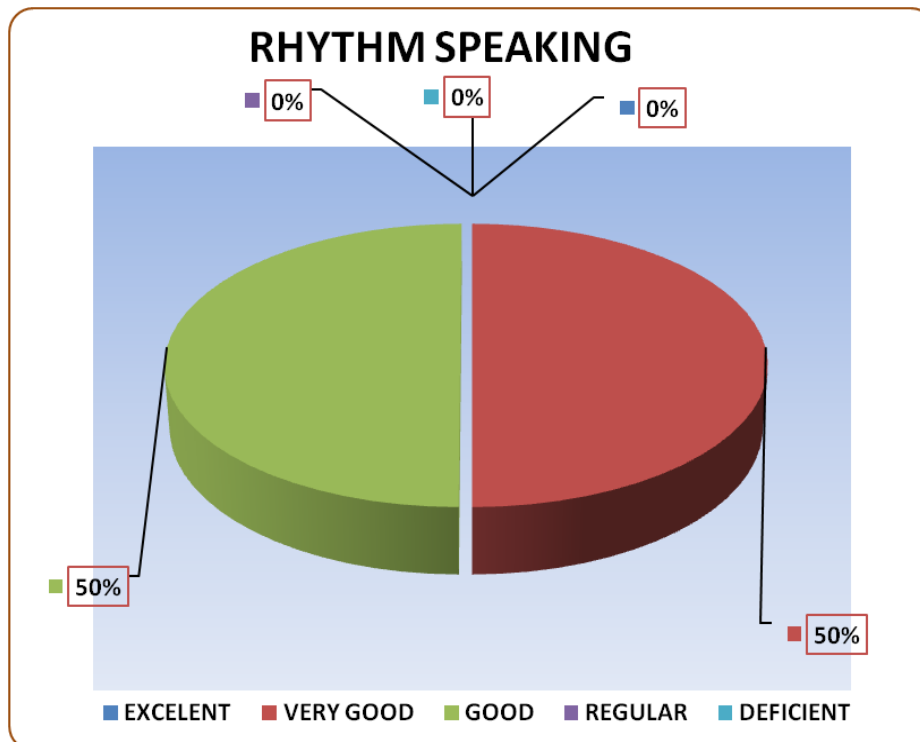


Figure 24: Results of rhythm

**f. Intonation**

INDICATORS	FREQUENCY INTONATION	PERCENTAGE
EXCELENT	0	0%
VERY GOOD	3	30%
GOOD	6	60%
REGULAR	1	10%
DEFICIENT	0	0%
TOTAL:.....	10	100%

Table 24: Results of intonation

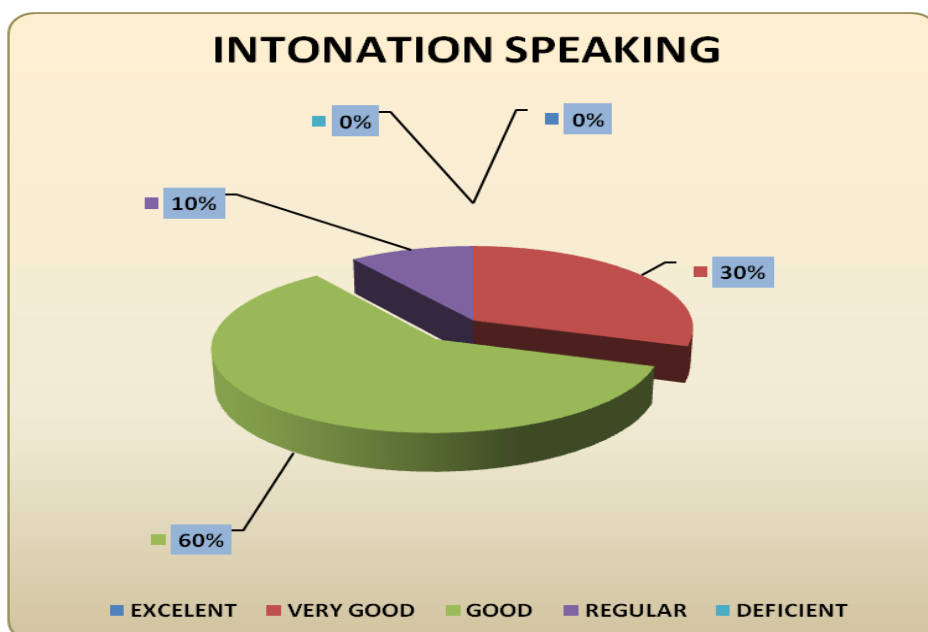


Figure 25: Results of intonation

**Analysis**

This skill was evaluated considering three parameters, that is: stress, rhythm and intonation. According to the results, in the three parameters there is a similar situation in relation to the experimental group where the majority of the students are in the levels of good and very good. The percentage of correct answers ranged from 50% - 60% in first case, and 30% - 40% in second case respectively.

### III. READING SKILL

#### Question 1

Nowadays, people use energy...

- a. only nights
- b. only to cook and transportation
- c. for all daily purposes

RESPONSES	FREQUENCY	PERCENTAGE
ONLY NIGHTS	0	0%
ONLY TO COOK AND TRANSPORTATION	0	0%
FOR ALL DAILE PURPOSE	10	100%
TOTAL:...	10	100%

Table 25: Results of question 1

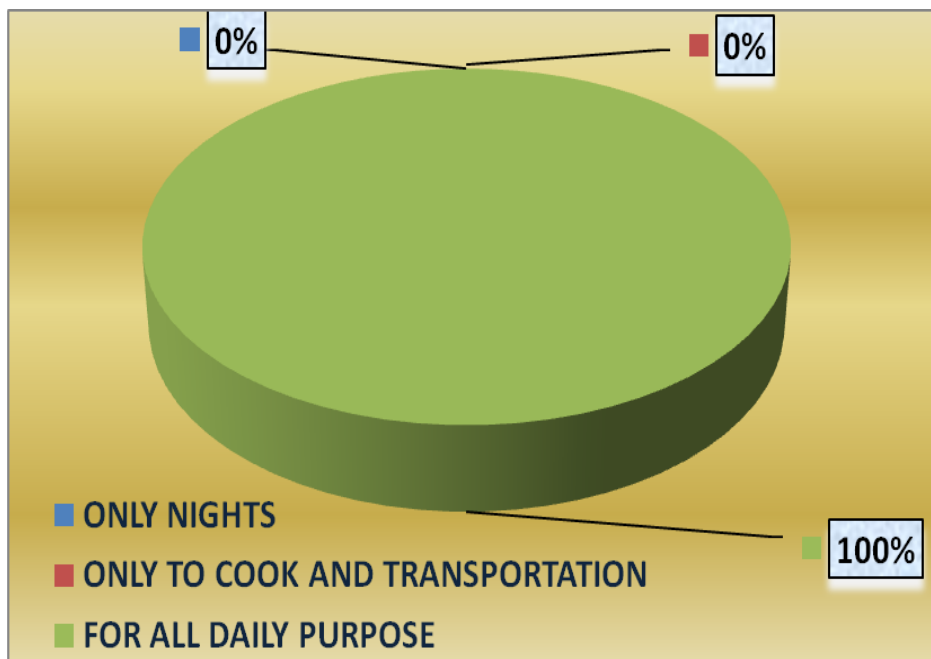


Figure 26: Results of question 1

## Question 2

Scientists are working to find other kinds of energy for...

- a. experiments
- b. future
- c. study

RESPONSES	FREQUENCY	PERCENTAGE
EXPERIMENTS	0	0%
FUTURE	10	100%
STUDY	0	0%
TOTAL:....	10	100%

Table 26: Results of question 2

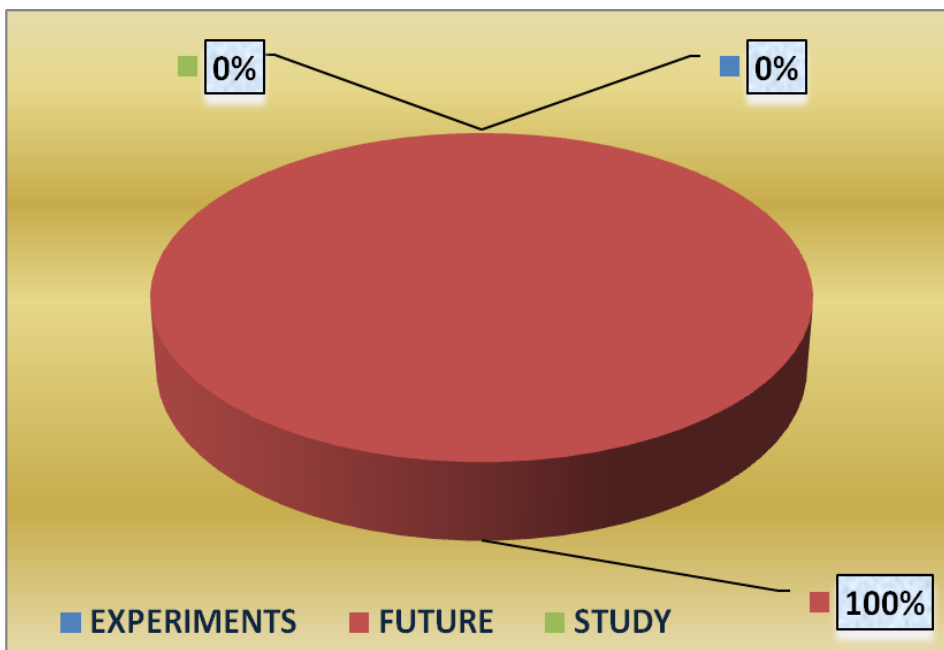


Figure 27: Results of question 2

### Question 3

Energy comes from fossil fuels causes...

- a. pollution
- b. disasters
- c. noise

RESPONSES	FREQUENCY	PERCENTAGE
POLLUTION	9	90%
DISASTERS	0	0%
NOISE	1	10%
TOTAL:...	10	100%

Table 27: Results of question 3

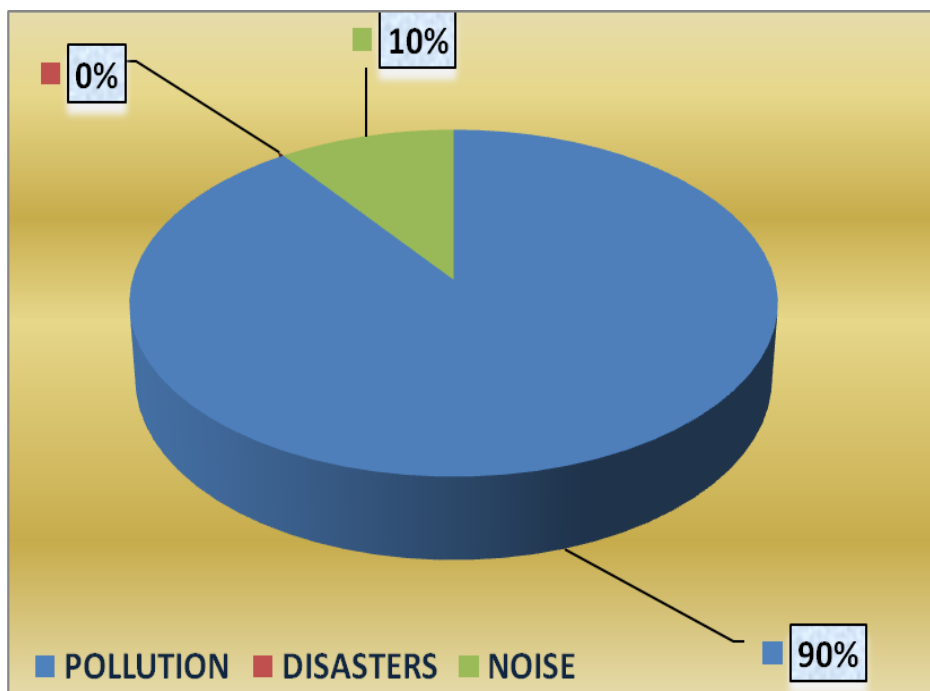


Figure 28: Results of question 3

#### Question 4

Energy from the wind it is obtained through...

- a. vapor
- b. magnetic wave
- c. windmills

RESPONSES	FREQUENCY	PERCENTAGE
VAPOR	0	0%
MAGNETIC WAVE	0	0%
WINDMILLS	10	100%
TOTAL:...	10	100%

Table 28: Results of question 4

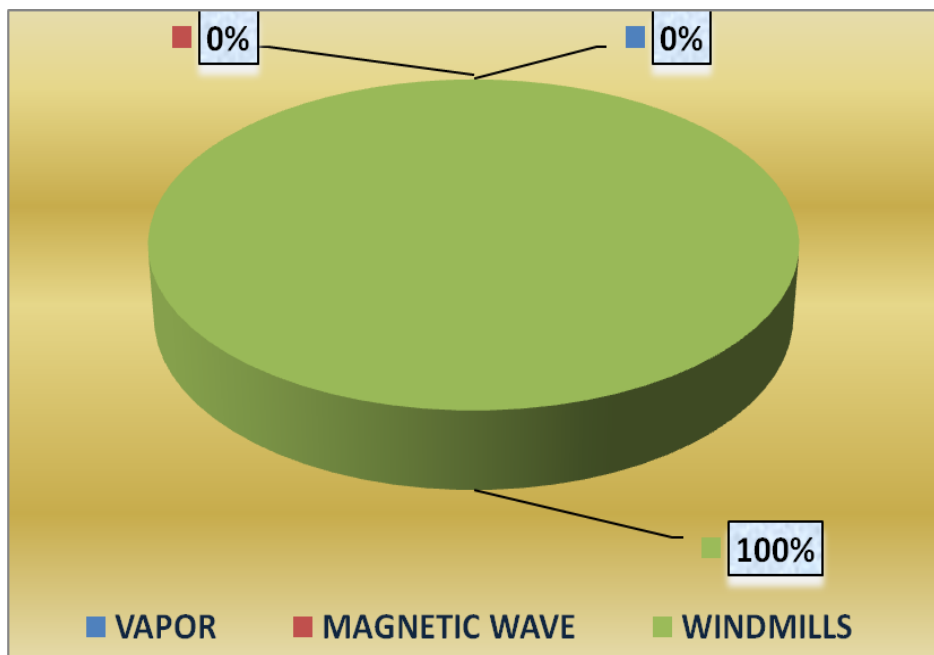


Figure 29: Results of question 4

### Question 5

When water moves from a high place to a lower place, it makes...

- a. energy
- b. power
- c. effort

RESPONSES	FREQUENCY	PERCENTAGE
ENERGY	7	70%
POWER	3	30%
EFFORT	0	0%
TOTAL:...	10	100%

Table 29: Results of question 5

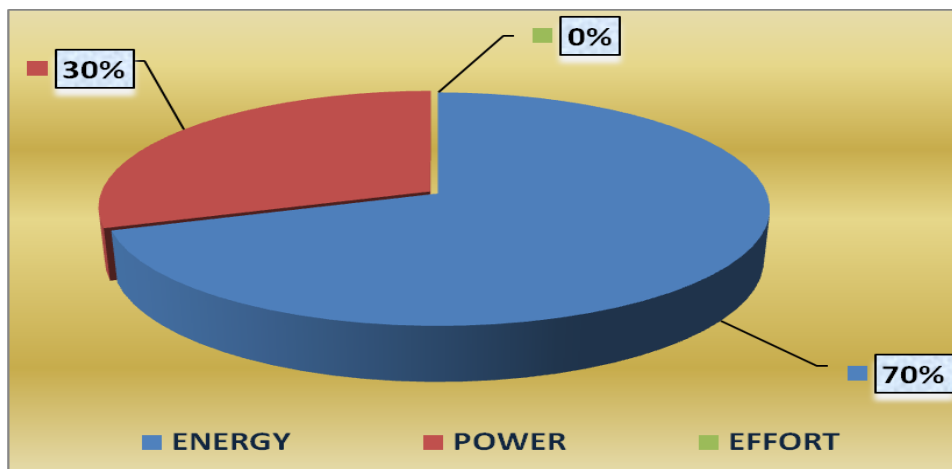


Figure 30: Results of question 5

### Analysis

The reading skill section of the evaluated pre-test have five items where the students demonstrated a high level of comprehension of the paragraph considered and does not exist major difference with experimental group of pre-test. According to the results, the percentage of correct answers ranged from 70% to 100%.



#### IV. WRITING SKILL

This Skill was evaluated considering two parameters

##### a. Elaboration

INDICATORS	FREQUENCY ELABORATION	PERCENTAGE
EXCELENT	1	10%
VERY GOOD	8	80%
GOOD	1	10%
REGULAR	0	0%
DEFICIENT	0	0%
TOTAL:...	10	100%

Table 30: Results of parameter a.

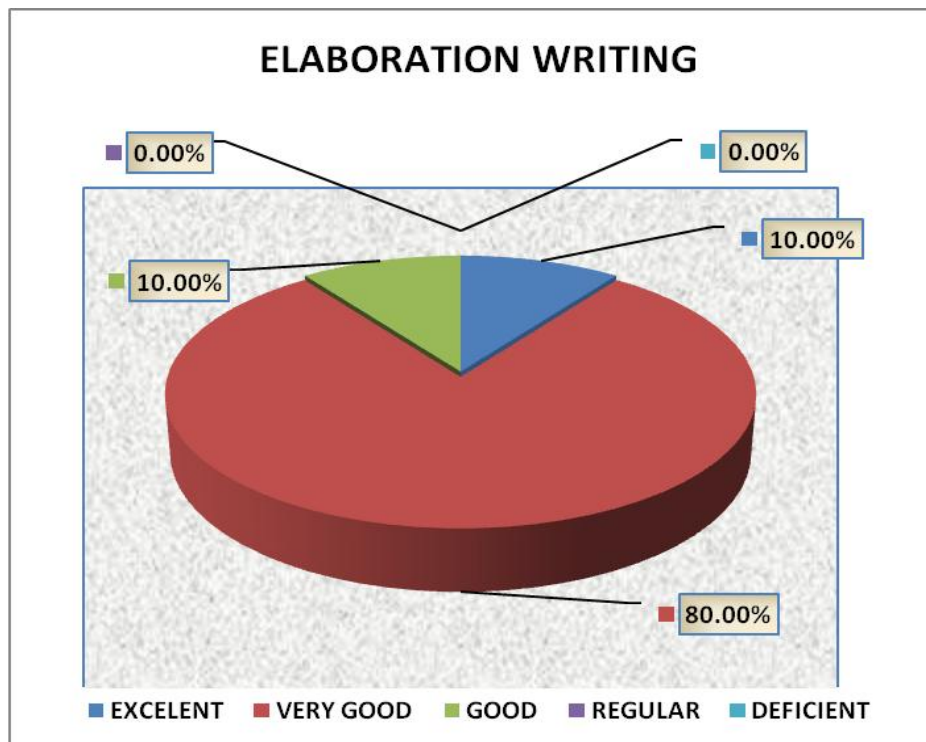


Figure 31: Results of parameter a.

**b. Expression**

INDICATORS	FREQUENCY EXPRESSION	PERCENTAGE
EXCELENT	2	20%
VERY GOOD	5	50%
GOOD	3	30%
REGULAR	0	0%
DEFICIENT	0	0%
TOTAL:...	10	100%

Table 31: Results of parameter b.

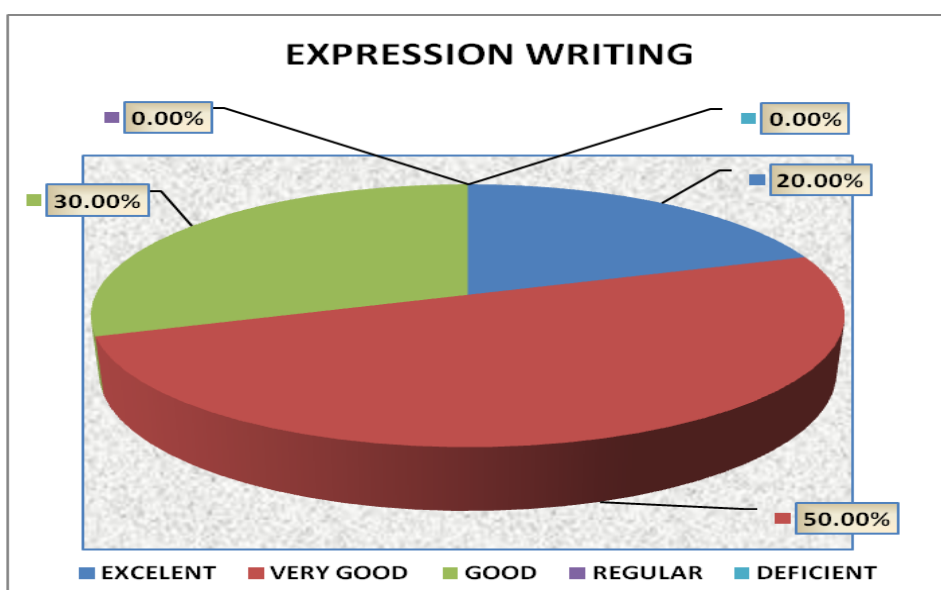


Figure 32: Results of parameter b.

**Analysis**

The writing skill section of the pre-test was evaluated considering two parameters: elaboration and expression. In these two cases, the students demonstrated a very good level of skill to write and does not exist major difference with experimental group of pre-test. According to the results, the percentage ranged from 50% to 80%.

## POST TEST

### Experimental Group

These are the results of the Post-Test directed to the Experimental Group composed by 10 students of the last levels in Applied Linguistics in English Program of the Army Polytechnic School, during the Term October 2008 – March 2009.

#### I. LISTENING SKILL

##### Question 1

How many children went on the school trip?

RESPONSES	FREQUENCY	PERCENTAGE
A	1	10%
B	1	10%
C	8	80%
TOTAL:.....	10	100%

Table 32: Results of question 1

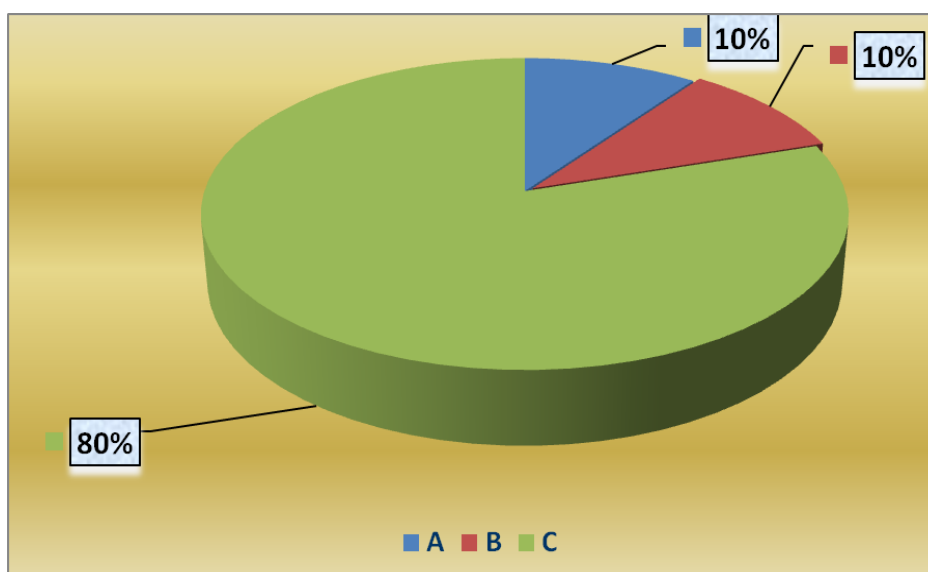


Figure 33: Results of question 1

**Question 2**

**Which campsite did Josh stay at last year?**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
A	0	0%
B	9	90%
C	1	10%
TOTAL:.....	10	100%

Table 33: Results of question 2

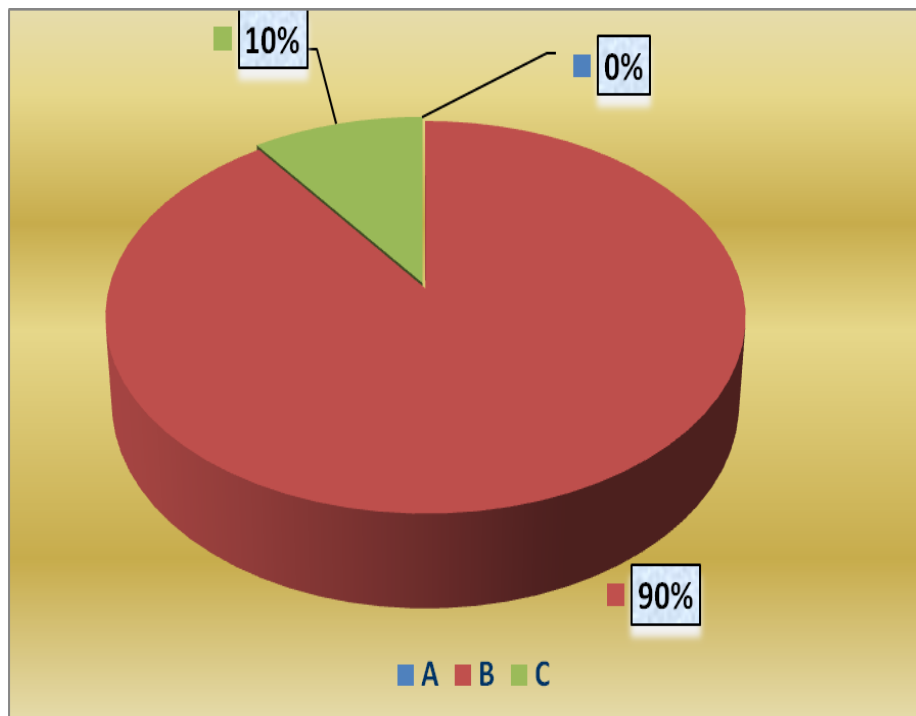


Figure 34: Results of question 2

**Question 3**

**How mach is the skirt?**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
A	7	70%
B	2	20%
C	1	10%
TOTAL:.....	10	100%

Table 34: Results of question 3

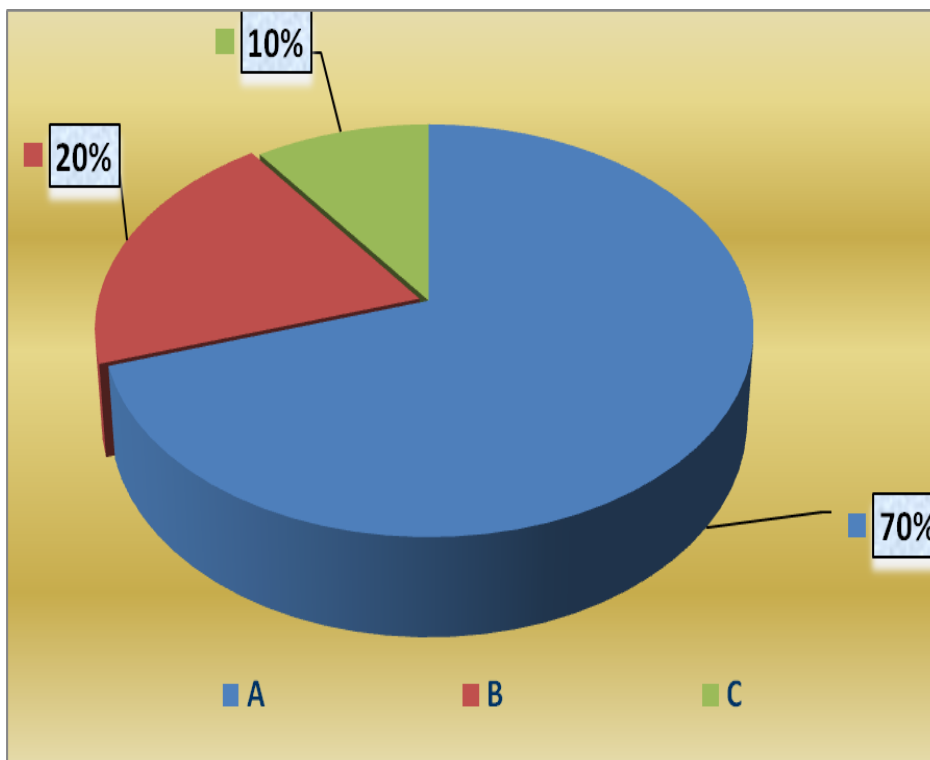


Figure 35: Results of question 3

**Question 4**

**What's the weather like now?**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
A	1	10%
B	8	80%
C	1	10%
TOTAL:.....	10	100%

Table 35: Results of question 4

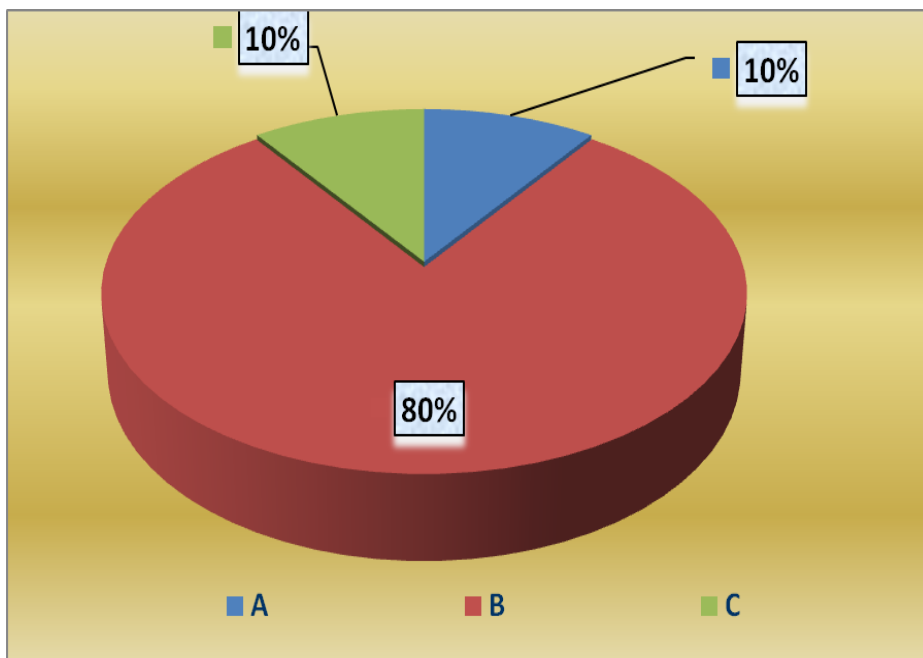


Figure 36: Result of question 4

### Question 5

What will the girl cook?

RESPONSES	FREQUENCY	PERCENTAGE
A	0	0%
B	0	0%
C	10	100%
TOTAL:.....	10	100%

Table 36: Results of question 5

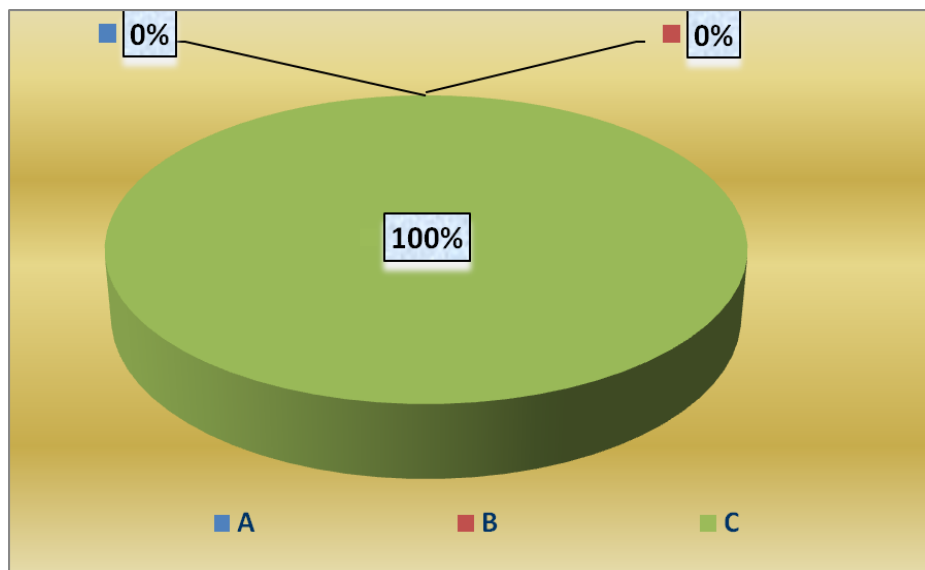


Figure 37: Results of question 5

### Analysis

The part of listening skill section of the group of post-test consisted of five items in which the students listened to the audio and chose the correct response. According to the results, the students had the ability to identify the correct answers ranging from 70% - 100%.

## II. SPEAKING SKILL

This Skill was evaluated considering three parameters

### a. Stress

INDICATORS	FREQUENCY STRESS	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	8	80%
GOOD	2	20%
REGULAR	0	00%
DEFICIENT	0	00%
TOTAL:.....	10	100%

Table 37: Results of parameter a.

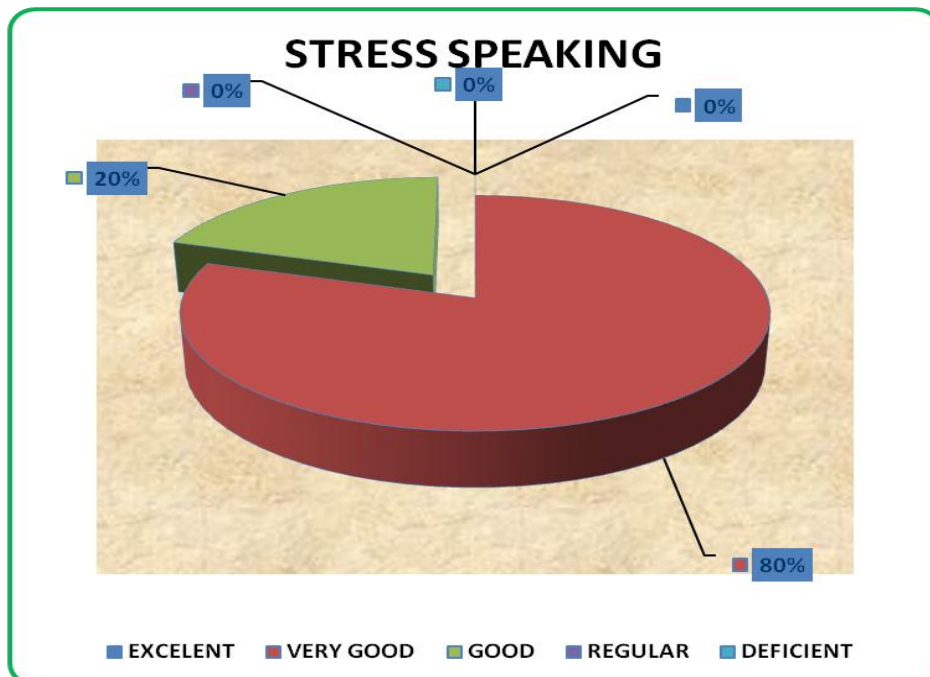


Figure 38: Results of parameter a.



**b. Rhythm**

INDICATORS	FREQUENCY RHYTHM	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	9	90%
GOOD	1	10%
REGULAR	0	0%
DEFICIENT	0	0%
TOTAL:.....	10	100%

Table 38: Results of parameter b.

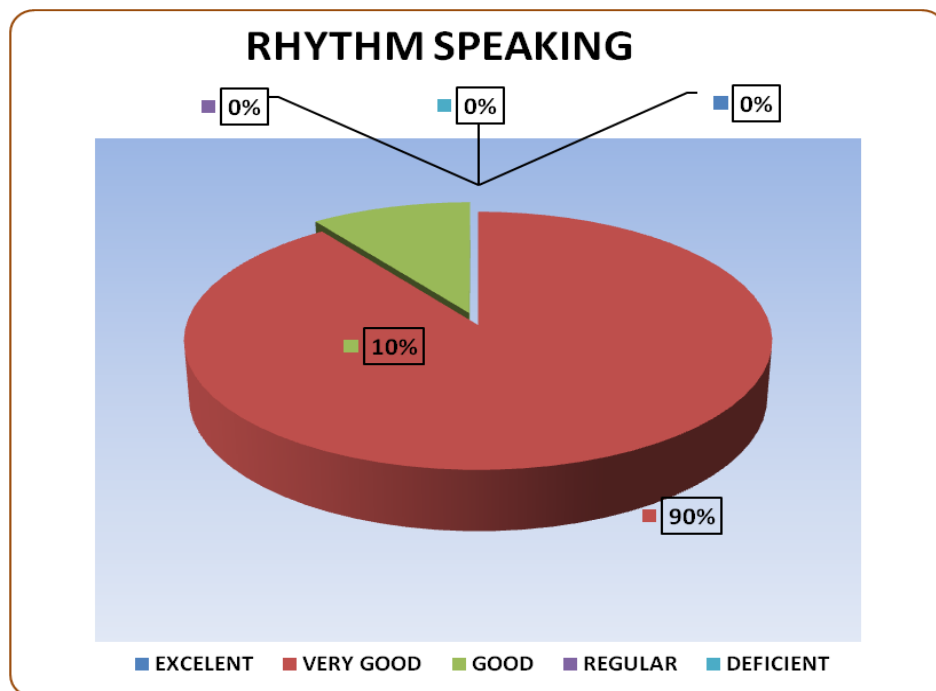


Figure 39: Results of parameter b.

**c. Intonation**

INDICATORS	FREQUENCY INTONATION	PERCENTAGE
EXCELLENT	0	0%
VERY GOOD	8	80%
GOOD	2	20%
REGULAR	0	00%
DEFICIENT	0	00%
TOTAL:.....	10	100%

Table 39: Results of parameter c.

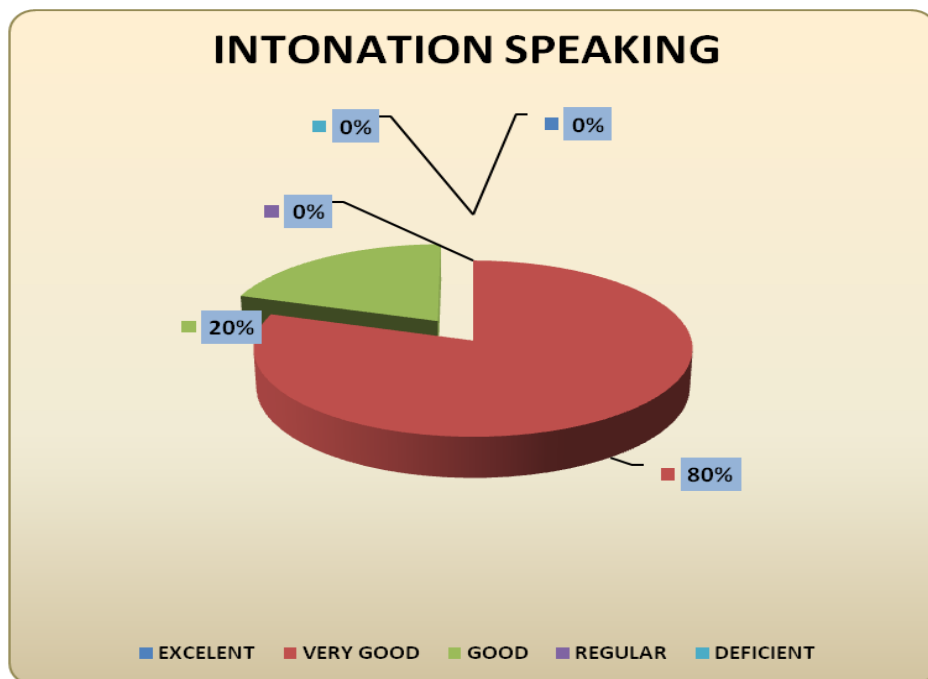


Figure 40: Results of parameter c.

## **Analysis**

The speaking skill section was evaluated considering three parameters: Stress, Rhythm, and Intonation and under the indicators of: excellent, very good, good, regular and deficient.

First, Stress is considered as the pronunciation of a word or syllable with greater force than others words in the same sentence or other syllables in the same word. According to the scores, the percentage of students in the post-test of the experimental group averaged 80% as “very good” and 20% as “good”.

Second, Rhythm is considered as a strong pattern of sound, words of musical notes. According to the grades, the percentage of students in the post-test of the experimental group averaged 90% as “very good” and 10% as “good”.

Third, Intonation is when the sound changes produced by the rise and fall of the voice when someone is speaking, especially when this has an effect on what is said. According to the scores, the percentage of students in the post-test of the experimental group averaged 80% as “very good” and 20% as “good”.

### III. READING SKILL

#### Question 1

What surprises the writer about the popularity of Holiday on Ice?

- A. The show has not changed since it started
- B. Few people know someone who has seen it
- C. Ice-skating is nor generally a popular hobby

RESPONSES	FREQUENCY	PERCENTAGE
A	0	0%
B	0	0%
C	10	100%
TOTAL:.....	10	100%

Table 40: Results of question 1

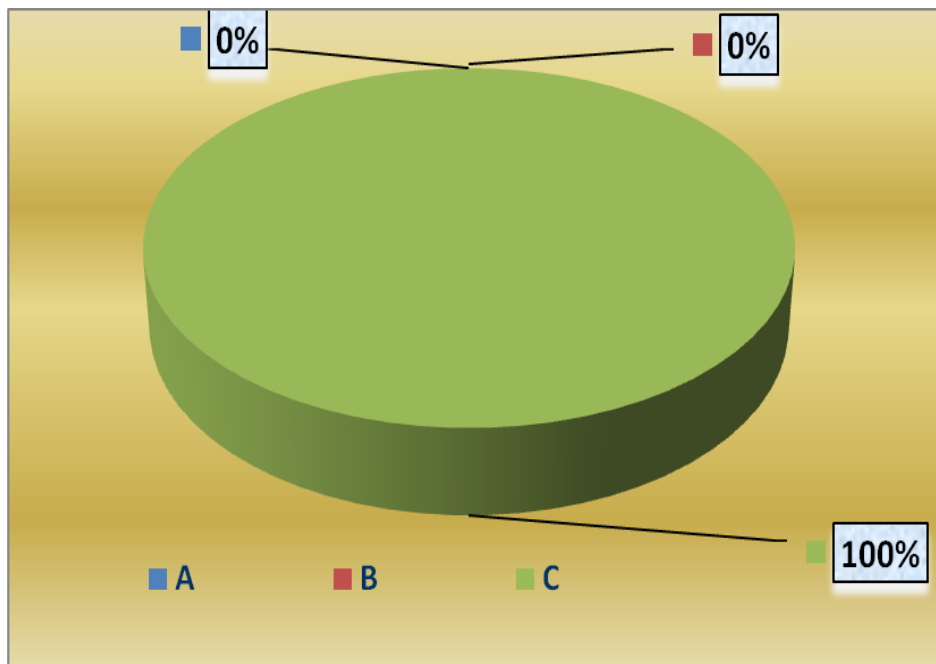


Figure 41: Results of question 1

## Question 2

The writer describes the backstage area in order to show

- A. The conditions that the skaters put up with
- B. The type of skater that the show attracts
- C. How much fun the cast have during their work

RESPONSES	FREQUENCY	PERCENTAGE
A	1	10%
B	9	90%
C	0	0%
TOTAL	10	100%

Table 41: Results of question 2

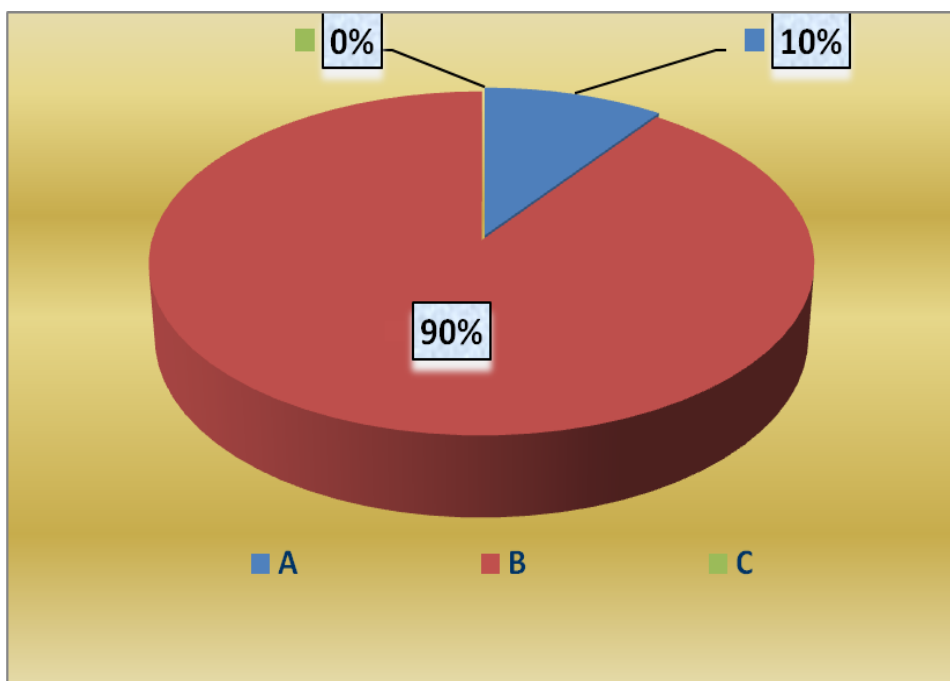


Figure 42: Results of question 2

**Question 3**

**What does the writer highlight about the show in the third paragraph?**

- A. The need for a higher level of professional support
- B. The difficulty of finding suitable equipment
- C. The range of companies involved in the production

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
A	<b>10</b>	<b>100%</b>
B	<b>0</b>	<b>00%</b>
C	<b>0</b>	<b>00%</b>
<b>TOTAL:.....</b>	<b>10</b>	<b>100%</b>

Table 42: Results of question 3

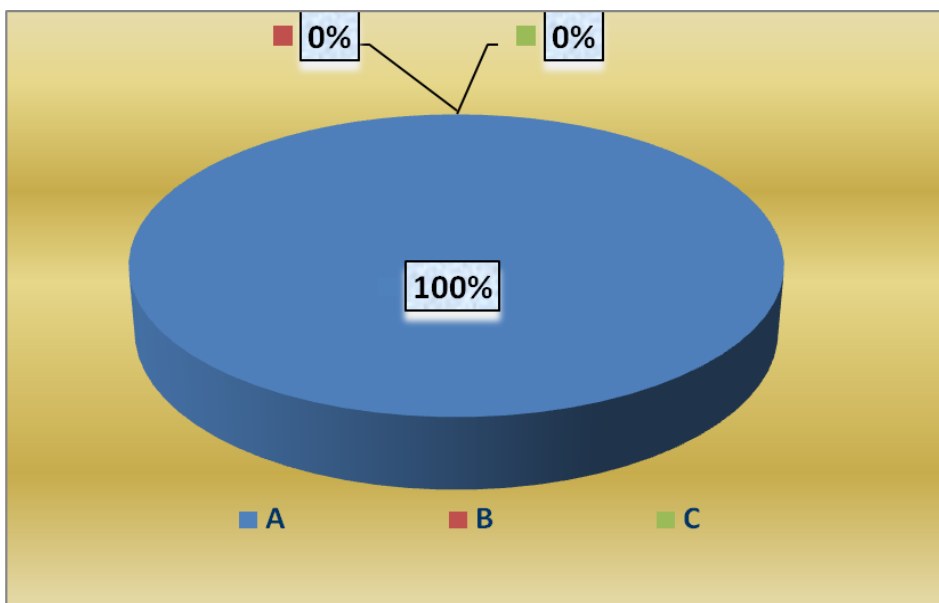


Figure 43: Results of question 3

**Question 4**

**Cousins believes that he can meet the challenger of producing shows for different audiences**

- A. By varying the routines each night
- B. By adapting movements to suit local tastes
- C. By presenting familiar material in an unexpected way

RESPONSES	FREQUENCY	PERCENTAGE
A	0	00%
B	0	00%
C	10	100%
TOTAL:.....	10	100%

Table 43: Results of question 4

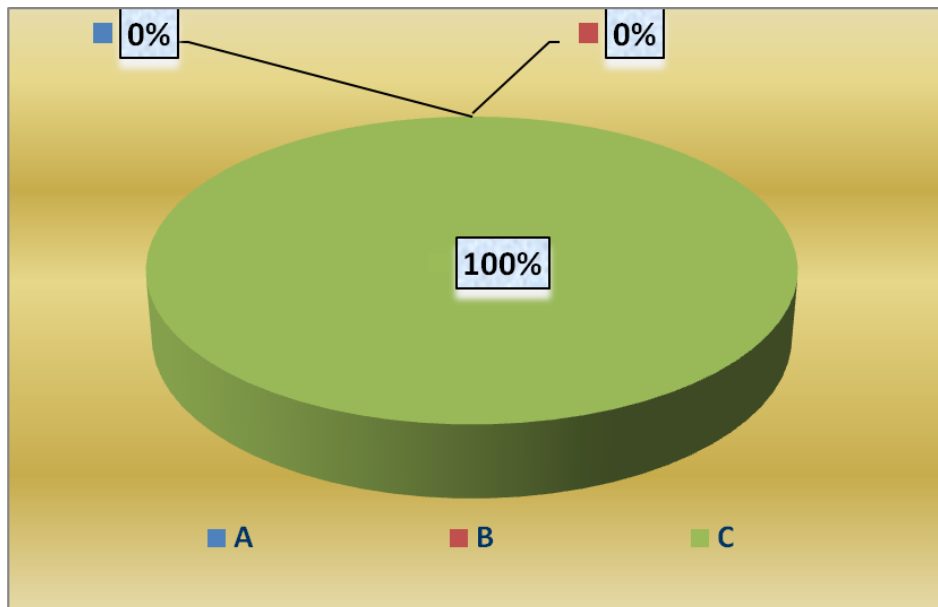


Figure 44: Results of question 4

### Question 5

What does Cousins suggest in paragraph 5 about skating in shows?

- A. It allows skaters to try out a range of ideas
- B. It enables skaters to visit a variety of places
- C. It can be as competitive as other forms of skating

RESPONSES	FREQUENCY	PERCENTAGE
A	10	100%
B	0	00%
C	0	00%
TOTAL:.....	10	100%

Table 44: Results of question 5

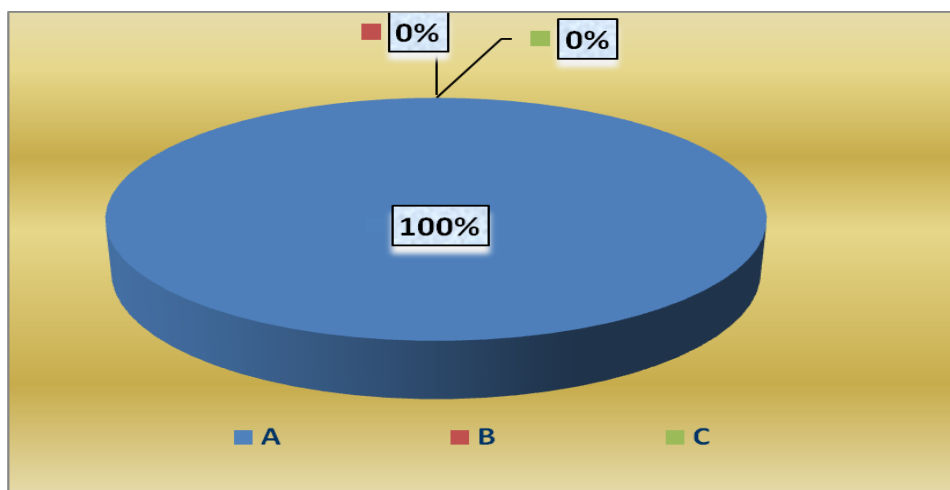


Figure 45: Results of question 5

### Analysis

Part IV of the post-test corresponding of experimental group, as in pre-test is composed of five questions, the majority of students understood the reading correctly, thus choosing the correct answers, that is, in the items 1, 3, 4, and 5 they scored 100% and only on item 2, students got 90%.The remaining 10% are for the incorrect answers.



#### IV. WRITING SKILL

This Skill was evaluated considering two parameters

##### a. Elaboration

INDICATORS	FREQUENCY ELABORATION	PERCENTAGE
EXCELENT	5	50%
VERY GOOD	5	50%
GOOD	0	00%
REGULAR	0	00%
DEFICIENT	0	00%
TOTAL:.....	10	100%

Table 45: Results of parameter a.

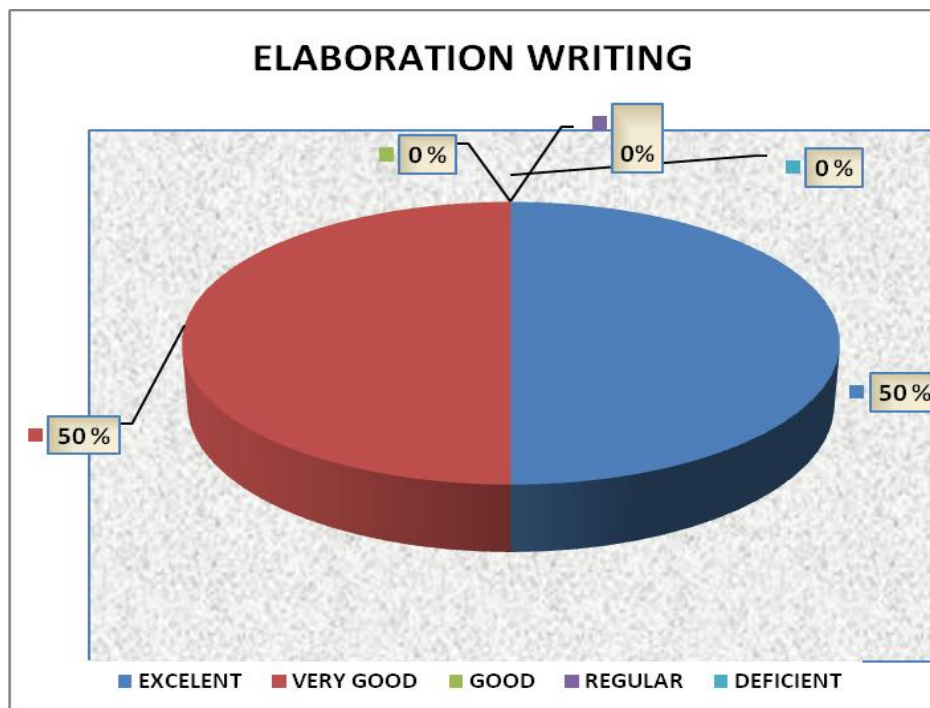


Figure 46: Results of parameter a.

## b. Expression

INDICATORS	FREQUENCY EXPRESSION	PERCENTAGE
EXCELENT	6	60%
VERY GOOD	4	40%
GOOD	0	0%
REGULAR	0	0%
DEFICIENT	0	0%
TOTAL:.....	10	100%

Table 46: Results of parameter b.

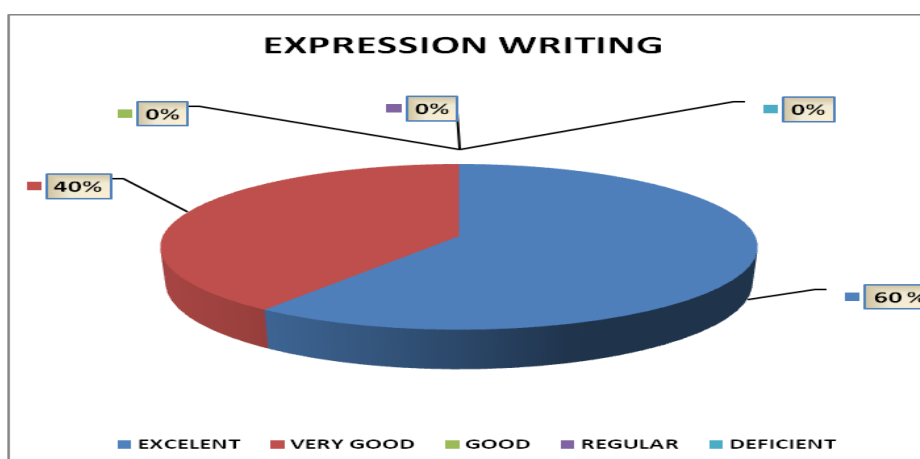


Figure 47: Results of parameter b.

## Analysis

Two parameters were considered to evaluate the writing skill section in the post-test of the experimental group

In first place, the parameter “elaboration” in a process of writing is a step where the students conceive the text that they wish to write and is represented in their mind. The results ranged between 50% as “excellent” and 50% as “very good” scores.

In second place, the parameter “expression” in a process of writing, is the step in which the students write the text graphically and which content it. According to the scores in this parameter students ranged from 60% as “excellent” and 40% as “very good”.

## POST TEST

### Control Group

These are the results of the Post-Test directed to the Control Group composed by 10 students of the last levels in Applied Linguistics Program of the Army Polytechnic School, during the Term October 2008 – March 2009.

#### I. LISTENING SKILL

##### Question 1

How many children went on the school trip?

RESPONSES	FREQUENCY	PERCENTAGE
A	1	10%
B	0	00%
C	9	90%
TOTAL:.....	10	100%

Table 47: Results of question 1

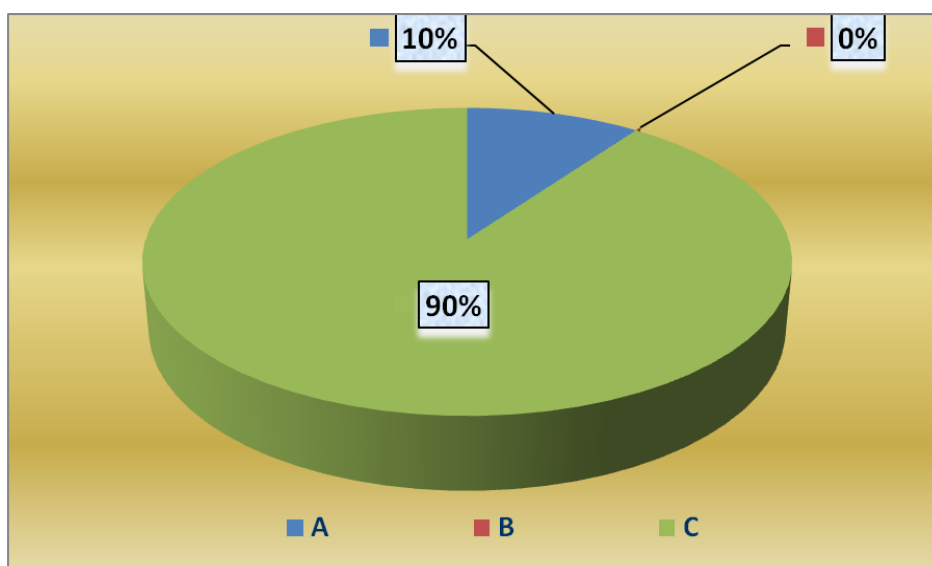


Figure 48: Results of question 1

**Question 2**

**Which campsite did Josh stay at last year?**

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
A	1	10%
B	7	70%
C	2	20%
TOTAL:.....	10	100%

Table 48: Results of question 2

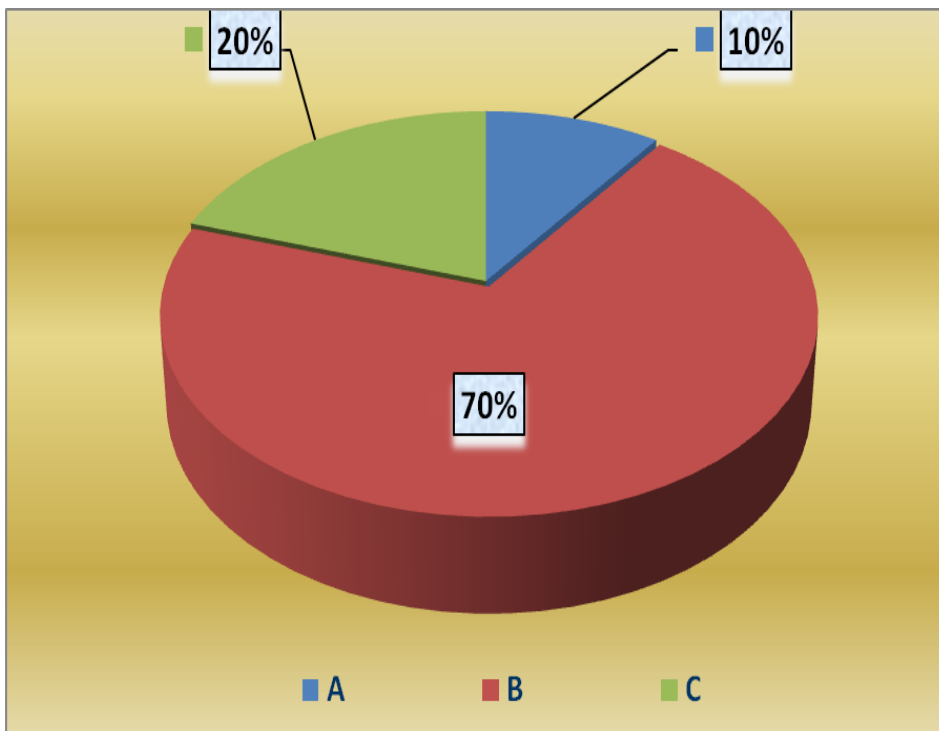


Figure 49: Results of question 2

### Question 3

How mach is the skirt?

RESPONSES	FREQUENCY	PERCENTAGE
A	8	80%
B	1	10%
C	1	10%
TOTAL:.....	10	100%

Table 49: Results of question 3

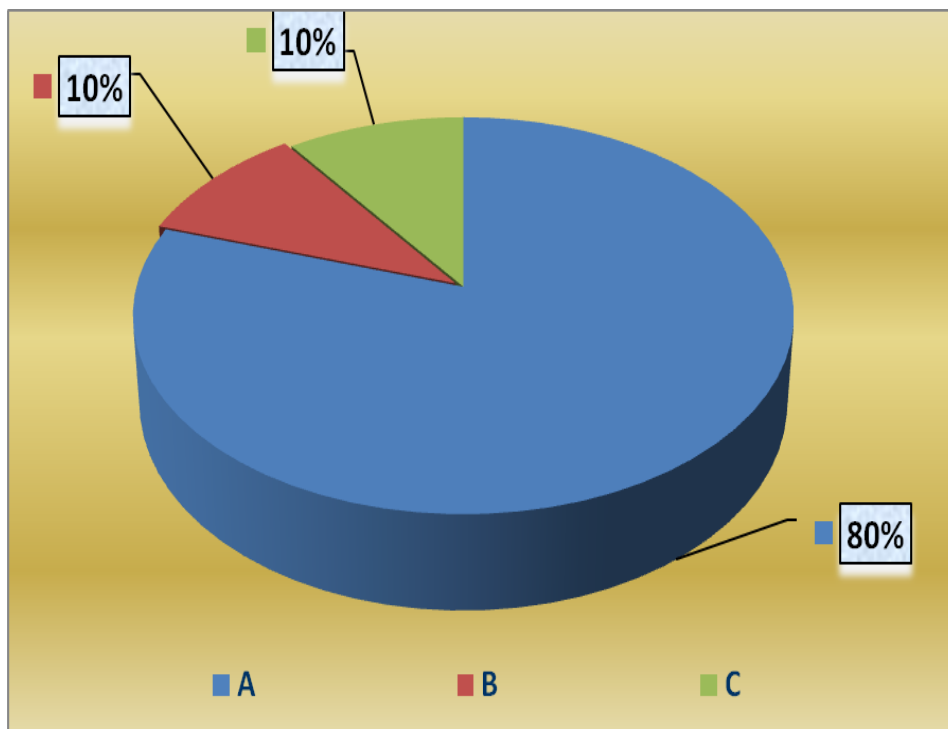


Figure 50: Results of question 3

#### Question 4

What's the weather like now?

RESPONSES	FREQUENCY	PERCENTAGE
A	0	00%
B	9	90%
C	1	10%
TOTAL:.....	10	100%

Table 50: Results of question 4

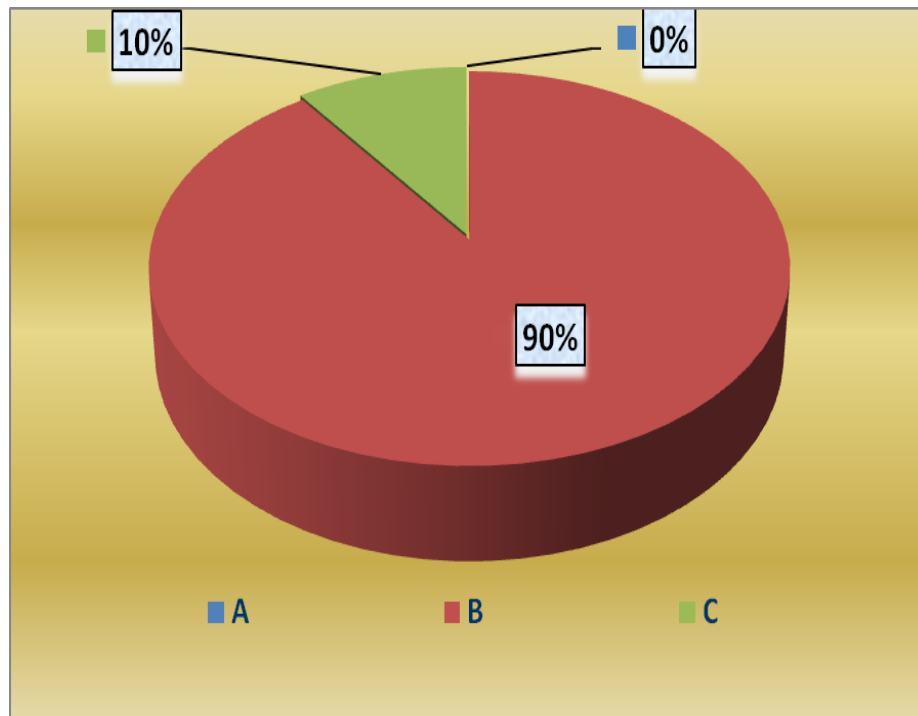


Figure 51: Result of question 4

### Question 5

What will the girl cook?

RESPONSES	FREQUENCY	PERCENTAGE
A	0	0%
B	1	10%
C	9	90%
TOTAL:.....	10	100%

Table 51: Results of question 5

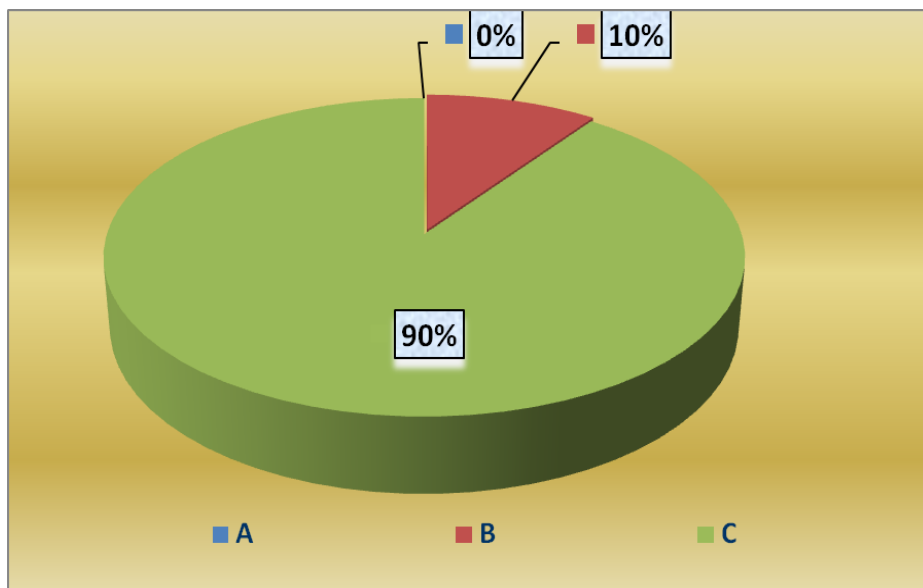


Figure 52: Results of question 5

### Analysis

The listening skills section of the Control Group of post-test as pre-test is composed of five questions in which the students listened to the audio and chose the correct answer. According to the results, the students showed a slight drop in relation to the pre-test since they identified the correct answers in a range of 70% - 90%.

## II. SPEAKING SKILL

This Skill was evaluated considering three parameters

### a. Stress

INDICATORS	FREQUENCY STRESS	PERCENTAGE
EXCELLENT	0	00%
VERY GOOD	10	100%
GOOD	0	00%
REGULAR	0	00%
DEFICIENT	0	00%
TOTAL:.....	10	100%

Table 52: Results of parameter a.

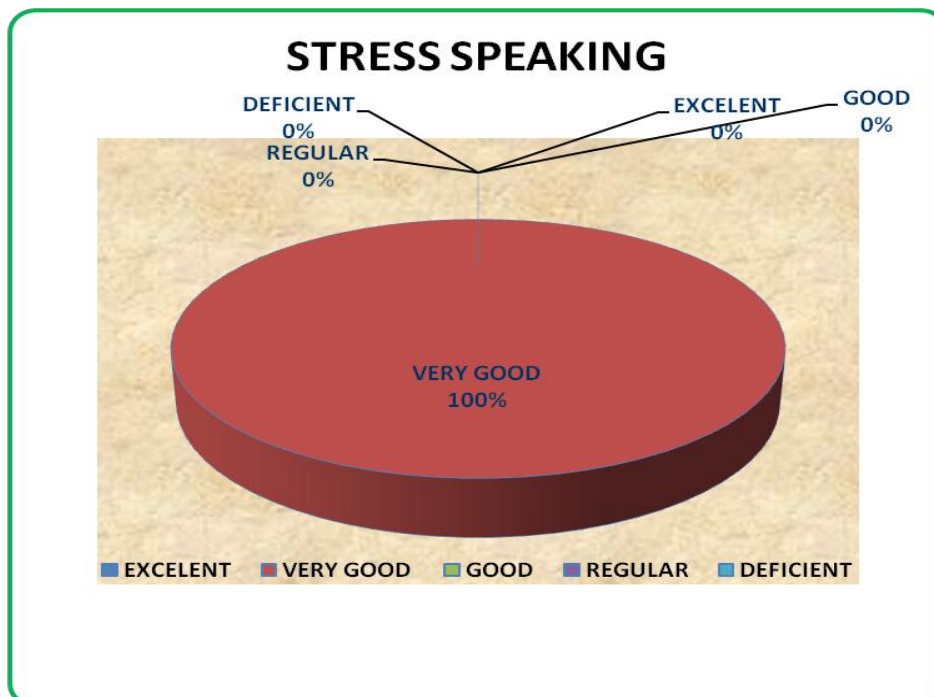


Figure 53: Results of parameter a.



**b. Rhythm**

INDICATORS	FREQUENCY RHYTHM	PERCENTAGE
EXCELLENT	0	00%
VERY GOOD	10	100%
GOOD	0	00%
REGULAR	0	00%
DEFICIENT	0	00%
TOTAL:.....	10	100%

Table 53: Results of parameter b.

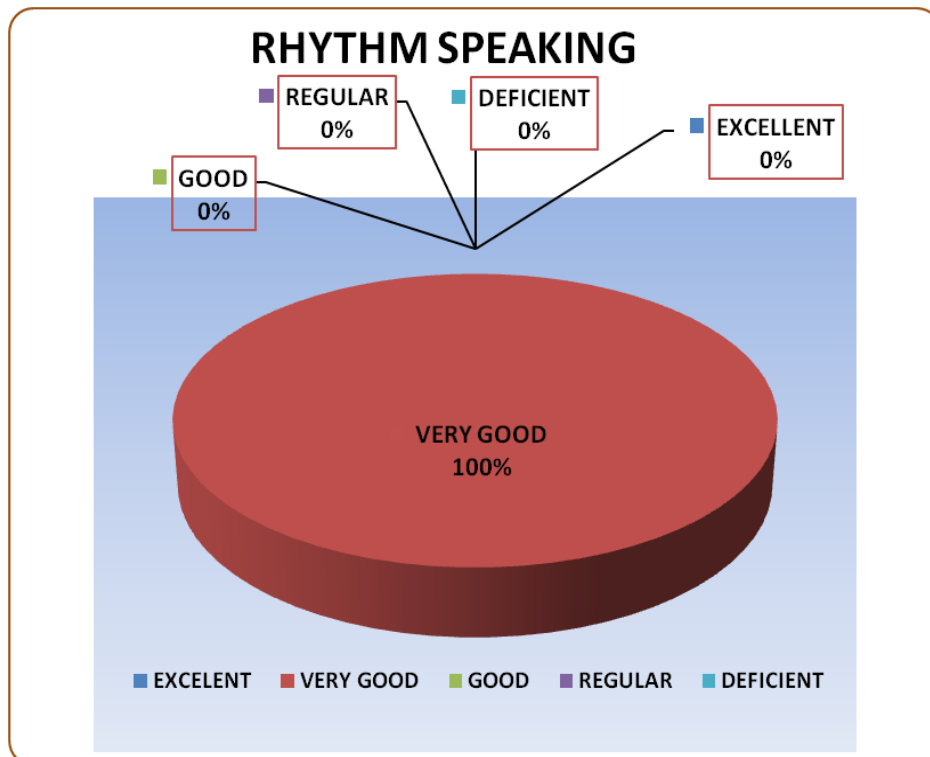


Figure 54: Results of parameter b.

**c. Intonation**

INDICATORS	FREQUENCY INTONATION	PERCENTAGE
EXCELLENT	0	00%
VERY GOOD	9	90%
GOOD	1	10%
REGULAR	0	00%
DEFICIENT	0	00%
TOTAL:.....	10	100%

Table 54: Results of parameter c.

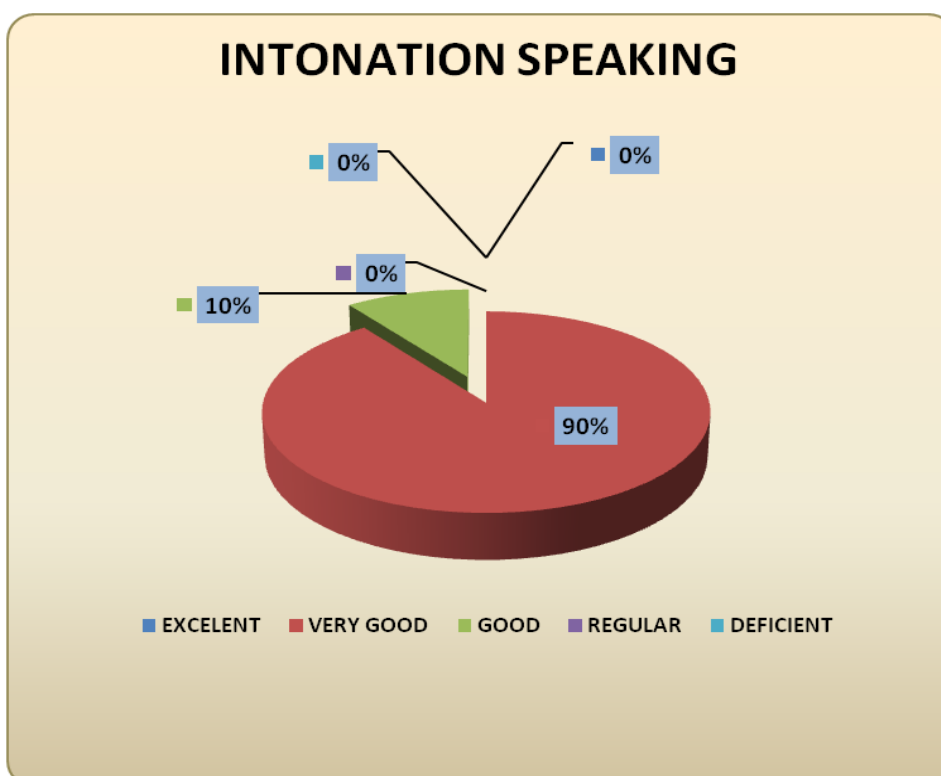


Figure 55: Results of parameter c.

## **Analysis**

The speaking skill section of the Control Group Post-Test as Pre-Test was evaluated considering three parameters: Stress, Rhythm, and Intonation and under the indicators: excellent, very good, good, regular and deficient.

First, Stress is considered as the pronunciation a word or syllable with greater force than others words in the same sentence or other syllables in the same word. According to the score it showed that a “very good” is an indicator where all students scored (100%). In comparison to the results of Pre-Test, the students in this group raised their level of accuracy considerably increasing the percentage of correct answers.

Second, Rhythm is considered as a strong pattern of sound, words of musical notes. According to the score it showed that a “very good” is an indicator where all students averaged (100%). In comparison to the results of Pre-Test, the students in this group raised their level of accuracy considerably increasing the percentage of correct answers.

Third, Intonation is when the sound changes produced by the rise and fall of the voice when someone is speaking, especially when this has an effect on what is said. According to the scores, the percentage of students in the post-test of the Control Group scored 90% as “very good” and 10% as “good”.

### III. READING SKILL

#### Question 1

What surprises the writer about the popularity of Holiday on Ice?

- A. The show has not changed since it started
- B. Few people know someone who has seen it
- C. Ice-skating is nor generally a popular hobby

RESPONSES	FREQUENCY	PERCENTAGE
A	1	10%
B	0	0%
C	9	90%
TOTAL:.....	10	100%

Table 55: Results of question 1

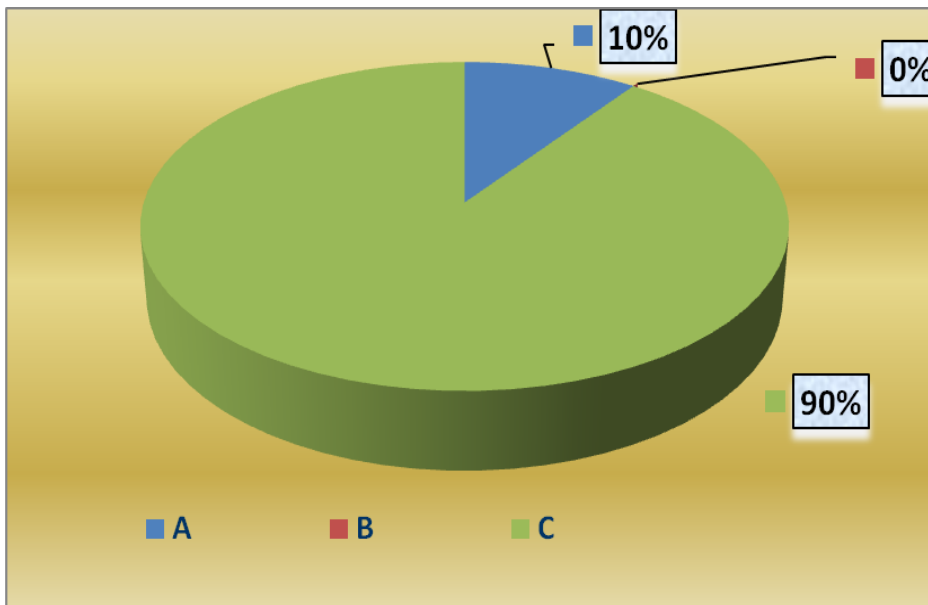


Figure 56: Results of question 1

## Question 2

The writer describes the backstage area in order to show

- A. The conditions that the skaters put up with
- B. The type of skater that the show attracts
- C. How much fun the cast have during their work

RESPONSES	FREQUENCY	PERCENTAGE
A	0	00%
B	10	100%
C	0	00%
TOTAL	10	100%

Table 56: Results of question 2

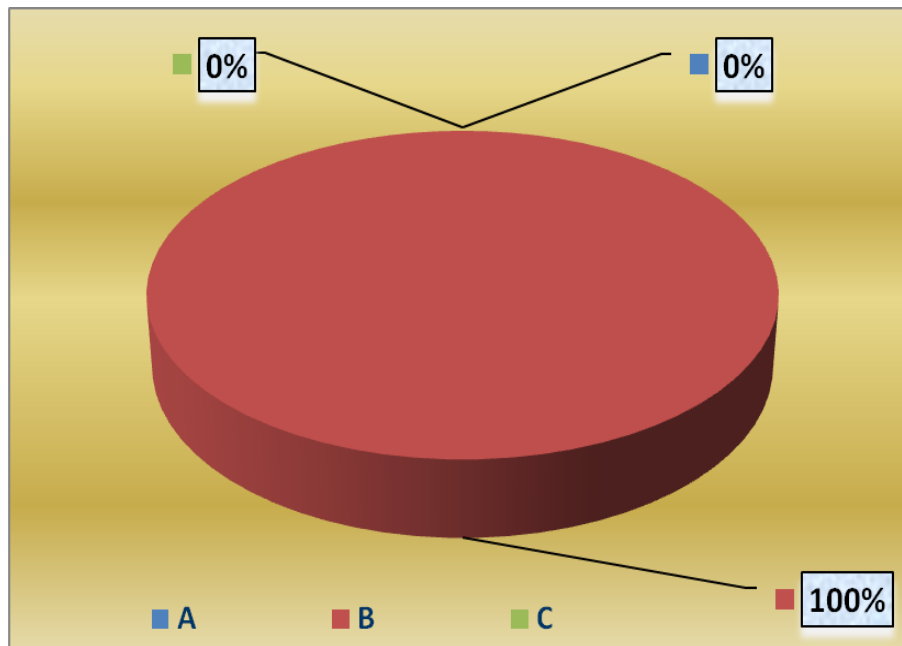


Figure 57: Results of question 2

**Question 3**

**What does the writer highlight about the show in the third paragraph?**

- A. The need for a higher level of professional support
- B. The difficulty of finding suitable equipment
- C. The range of companies involved in the production

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
A	<b>9</b>	<b>90%</b>
B	<b>0</b>	<b>00%</b>
C	<b>1</b>	<b>10%</b>
<b>TOTAL:.....</b>	<b>10</b>	<b>100%</b>

Table 57: Results of question 3

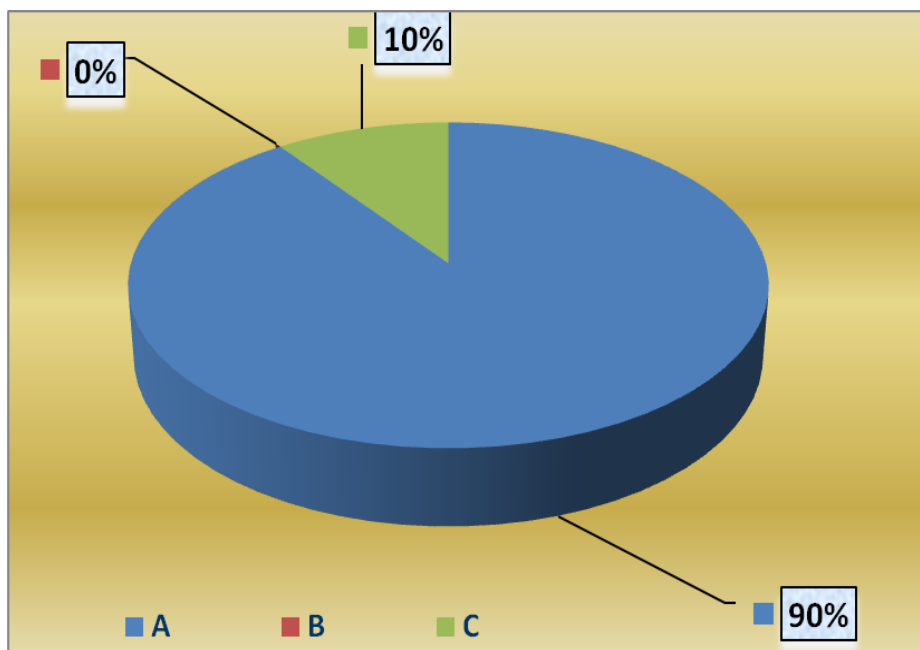


Figure 58: Results of question 3

**Question 4**

**Cousins believes that he can meet the challenger of producing shows for different audiences**

- A. By varying the routines each night
- B. By adapting movements to suit local tastes
- C. By presenting familiar material in an unexpected way

<b>RESPONSES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
A	0	00%
B	0	00%
C	10	100%
TOTAL:.....	10	100%

Table 58: Results of question 4

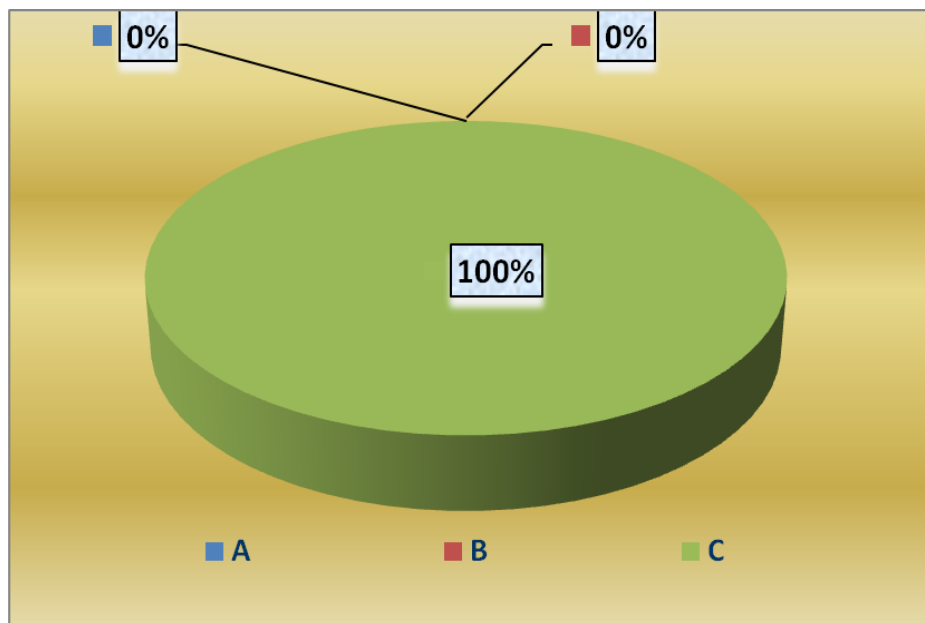


Figure 59: Results of question 4

### Question 5

What does Cousins suggest in paragraph 5 about skating in shows?

- A. It allows skaters to try out a range of ideas
- B. It enables skaters to visit a variety of places
- C. It can be as competitive as other forms of skating

RESPONSES	FREQUENCY	PERCENTAGE
A	8	80%
B	1	10%
C	1	10%
TOTAL:.....	10	100%

Table 59: Results of question 5

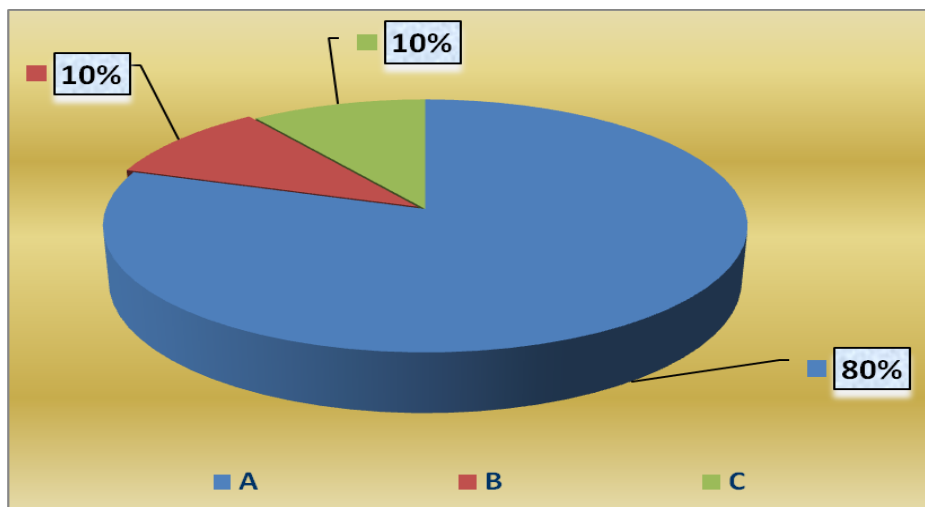


Figure 60: Results of question 5

### Analysis

Part reading skill of the Post-Test corresponding of Control Group, is composed of five questions. According to the results obtained, only in two items (2 and 4) students got a score of 100% and the remaining items (1, 3 and 5) students scored from 80% - 90%, so this shows that, the students lowered the level in relation to the Pre-Test of Experimental Group.



#### IV. WRITING SKILL

This skill was evaluated considering two parameters

##### a. Elaboration

INDICATORS	FREQUENCY ELABORATION	PERCENTAGE
EXCELLENT	3	30%
VERY GOOD	7	70%
GOOD	0	00%
REGULAR	0	00%
DEFICIENT	0	00%
TOTAL:.....	10	100%

Table 60: Results of parameter a.

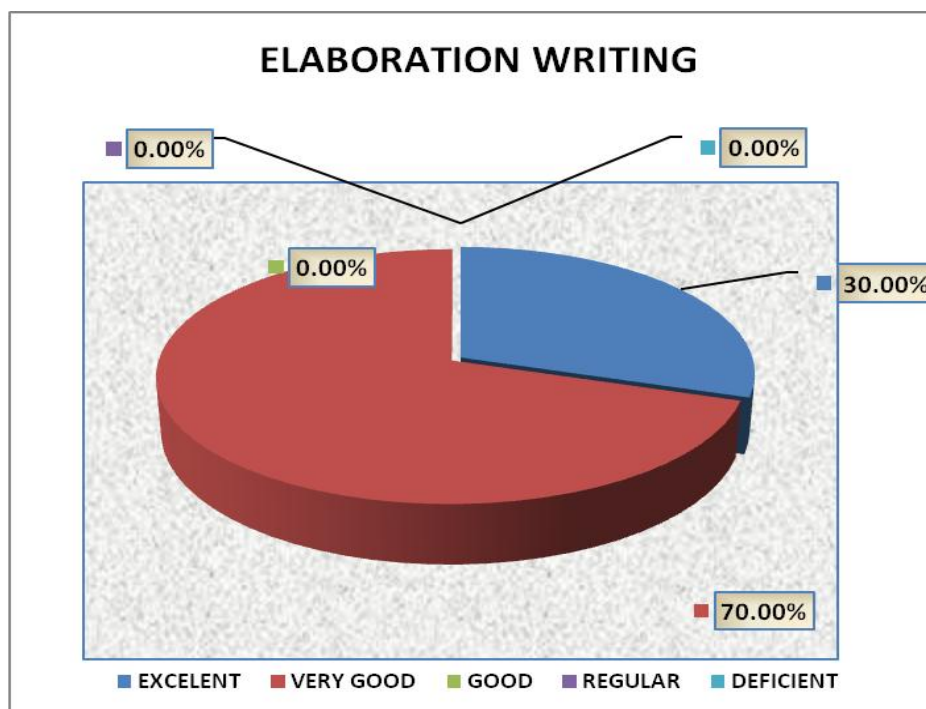


Figure 61: Results of parameter a.

**b. Expression**

INDICATORS	FREQUENCY EXPRESSION	PERCENTAGE
EXCELLENT	6	60%
VERY GOOD	4	40%
GOOD	0	0%
REGULAR	0	0%
DEFICIENT	0	0%
TOTAL:.....	10	100%

Table 61: Results of parameter b.

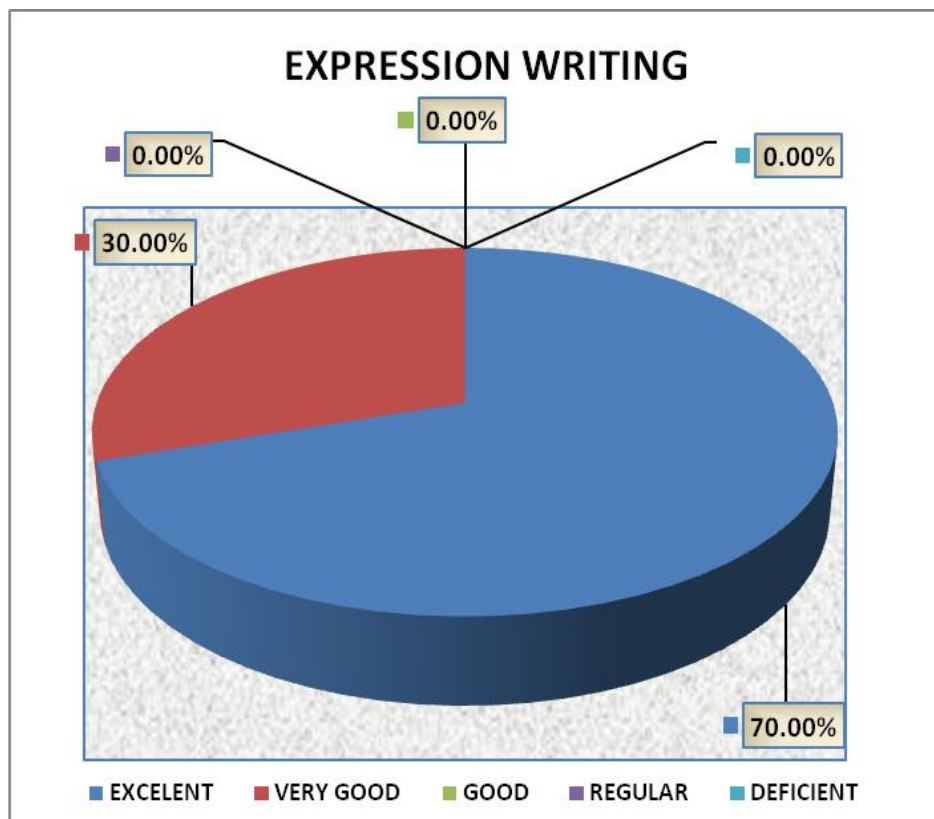


Figure 62: Results of parameter b.

## **Analysis**

The writing skill section in the post-test of the control group considered two parameters for evaluation such as: elaboration and expression writing, under the indicators: excellent, very good, good, regular and deficient.

In first place, the parameter “elaboration” in a process of writing is a step where the students conceive the text that they wish to write and that is represented in their mind. According to the results obtained, the students averaged a 30% as “excellent” and 70% as “very good” scores. This shows that there was a slight decrement of level in relation to the experimental group.

In second place, the parameter “expression” in a process of writing, is the step in which the students write the text graphically and which content it. According to the scores in this parameter students ranged between 70% as “excellent” and 30% as “very good”. Overall, the experimental group did slightly better in writing.

## 4.2 Interpretation of data

### 4.2.1 Analysis of Results

In order to test the hypothesis, we present the analysis of the different results reflected in the previous graphics. The data that appears in the following tables are the scores of the pre-test and post-test applied to the experimental group.

#### RESULTS OBTAINED WITH THE EXPERIMENTAL GROUP OF THE LISTENING SKILL

x	$\mu$	$(x - \mu)$	$(x - \mu)^2$
20	15.60	4.60	21.16
12	15.60	-3.60	12.96
12	15.60	-3.60	12.96
16	15.60	0.40	0.16
16	15.60	0.40	0.16
20	15.60	4.60	21.16
16	15.60	0.40	0.16
16	15.60	0.40	0.16
12	15.60	-3.60	12.96
16	15.60	0.40	0.16
<b>156</b>			<b>82.00</b>

Table 62: Pre - Test

Arithmetic Mean ( $\mu$ ) = 15.60

Variance ( $S^2$ ) = 8.20

Standard Deviation (SD) = 2.86

**RESULTS OBTAINED WITH THE EXPERIMENTAL GROUP OF THE LISTENING SKILL**

X	$\mu$	$(x - \mu)$	$(x - \mu)^2$
20	17.60	2.40	5.76
16	17.60	-1.60	2.56
16	17.60	-1.60	2.56
16	17.60	-1.60	2.56
20	17.60	2.40	5.76
20	17.60	2.40	5.76
20	17.60	2.40	5.76
16	17.60	-1.60	2.56
16	17.60	-1.60	2.56
16	17.60	-1.60	2.56
<b>176</b>			<b>38.40</b>

**Table 63: Post - Test**

**Arithmetic Mean ( $\mu$ ) = 17.60**

**Variance ( $S^2$ ) = 3.84**

**Standard Deviation (SD) = 1.95**

As we can see, the Arithmetic Mean in the pre-test is 15.60 and the post-test is 17.60.

We can observe that between the pre and post test means there is a difference of -2 points.

We want to know if the difference is significant or it happens by mere accident.

For such reason, it is necessary to formulate one NULL HYPOTHESIS ( $H_0$ ) that outlines:

**The distance learning education does not affect the development in the listening skills for students.**

To continue with the following process, it is necessary to take into account that, the present case is a two tails test.

As a subsequent step it is necessary to calculate the **standard error of the difference between both arithmetic means**, which is also called **margin of error of the Test T**; to accept or reject the null hypothesis, for such reason we use the next formula:

$$S_{X_1+X_2} = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n} + \frac{1}{n} \right)}$$

After that, we must replace the respective values

$$S_{x_1-x_2} = \sqrt{((82,00+38,40)/(10+10)-2)*((1/10)+(1/10))}$$

$$S_{x_1-x_2} = \sqrt{(120,40/18)*(2/10)}$$

$$S_{x_1-x_2} = \sqrt{(240,80)/(180)}$$

$$S_{x_1-x_2} = \sqrt{1,33}$$

$$S_{x_1-x_2} = 1,16$$

The difference observed between two means of the experimental group (15.60 – 17.60) is **-2.00**

The result above represents the difference we can expect just by the possibility that the null hypothesis was true.

Then, this difference is enough to reject the null hypothesis?

To ask this question it is necessary to obtain the reason of both numbers by using the **reason t** and its formula:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{S_{X_1+X_2}}$$

$$T = (15.60 - 17.60) / 1.16$$

$$T = -2.00 / 1.16$$

$$T = -1.72 \quad (\text{This can be positive (+) or negative (-).})$$

**The observed difference is: - 1.72**

Is this difference high enough to reject the null hypothesis to the level of 0.05?

In order to answer this question it is necessary to calculate the **degree of freedom (dof)** and to consult with the **t table**.

The degree of freedom is the number of participants in the control group plus the number of participants in the experimental group minus 2.

$$\text{Dof} = (n_1 + n_2) - 2$$

$$\text{Dof} = (10+10) - 2$$

$$\text{Dof} = 18$$

In this situation we have 10+10-2 degrees of freedom.

In the level of **0.05** and with **18** degrees of freedom, we find a t-reason of +2.101/-2.101

**The result obtained in the t-reason -1.72 is lower than 2.101 as displayed in t-table. So, we can conclude that, the difference between the two groups is not significant, in such a reason, the Null Hypothesis is accepted.**

Therefore, it is accepted that, the distance learning education does not affect the development in the listening skills for students.

**RESULTS OBTAINED WITH THE EXPERIMENTAL GROUP OF THE  
SPEAKING SKILL**

x	$\mu$	$(x - \mu)$	$(x - \mu)^2$
17.33	16.20	1.13	1.27
16.67	16.20	0.47	0.22
14.67	16.20	-1.53	2.34
14.67	16.20	-1.53	2.34
15.67	16.20	-0.53	0.28
17.67	16.20	1.47	2.16
15.67	16.20	-0.53	0.28
17.00	16.20	0.80	0.64
15.67	16.20	-0.53	0.28
17.00	16.20	0.80	0.64
<b>162.02</b>			<b>10.45</b>

**Table 64: Pre - Test**

**Arithmetic Mean ( $\mu$ ) = 16.20**

**Variance ( $S^2$ ) = 1.045**

**Standard Deviation (SD) = 1.022**



**RESULTS OBTAINED WITH THE EXPERIMENTAL GROUP OF THE  
SPEAKING SKILL**

x	$\mu$	$(x - \mu)$	$(x - \mu)^2$
18.00	17.30	0.70	0.49
17.00	17.30	-0.30	0.09
16.67	17.30	-0.63	0.39
16.67	17.30	-0.63	0.39
17.33	17.30	0.03	0.009
17.67	17.30	0.37	0.13
16.67	17.30	-0.63	0.39
18.00	17.30	0.70	0.49
17.00	17.30	-0.30	0.09
18.00	17.30	0.70	0.49
<b>173.01</b>			<b>2.96</b>

**Table 65: Post - Test**

**Arithmetic Mean ( $\mu$ ) = 17.30**

**Variance ( $S^2$ ) = 0.03**

**Standard Deviation (SD) = 0.54**

As we can see, the Arithmetic Mean ( $\mu$ ) in the pre-test is 16.20 and the post-test is 17.30

We can observe that between the pre and post test means there is a difference of -1.10 points.

We want to know if the difference is significant or it happens just by mere accident.

For such reason, it is necessary to formulate one NULL HYPOTHESIS ( $H_0$ ) that outlines:

**The distance learning education does not affect the development in the speaking skill for students.**

To continue with the following process, it is necessary to take into account that, the present case is a two tails test.

As a subsequent step it is necessary to calculate the **standard error of the difference between both arithmetic means**, that which is also called **margin of error of the Test T**; to accept or reject the null hypothesis, for such reason we use the following formula:

$$S_{X_1+X_2} = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n} + \frac{1}{n} \right)}$$

After that, we must replace the respective values

$$S_{X_1-X_2} = \sqrt{\frac{10.45 + 2.96}{(10+10)-2} \left( \frac{1}{10} + \frac{1}{10} \right)}$$

$$S_{X_1-X_2} = \sqrt{\frac{13.41}{18} \left( \frac{2}{10} \right)}$$

$$S_{X_1-X_2} = \sqrt{\frac{26.82}{180}}$$

$$S_{X_1-X_2} = \sqrt{0.149}$$

$$S_{X_1-X_2} = \mathbf{0.38}$$

The difference observed between the means of the experimental group (16.20 – 17.30) is **-1.10**

The result above represents the difference we can expect just by the possibility that the null hypothesis was true.

Then, this difference it is enough to reject the null hypothesis?

To answer this question it is necessary to obtain the reason of both numbers, and that it is called as the **reason t** and its formula is:

$$T = \frac{\bar{X}_1 + \bar{X}_2}{S_{X_1+X_2}}$$

$$T = \frac{16.20 - 17.30}{0.38}$$

$$T = \frac{-1.10}{0.38}$$

**T = -2.89** (This can be positive (+) or negative (-)).

The observed difference is: **-2.89**

Is this difference too high enough to reject the null hypothesis to the level of 0.05?

In order to answer this question it is necessary to calculate the **degree of freedom (dof)** and to consult with the **t table**.

The degree of freedom is the number of participants in the control group plus the number of participants in the experimental group minus 2.

$$\text{Dof} = n_1 + n_2 - 2$$

$$\text{Dof} = 10 + 10 - 2$$

$$\text{Dof} = 18$$

In the level of **0.05** and with **18** degrees of freedom, we find a t-reason of +2.101 / -2.101

**The result obtained in the t-reason -2.89 is higher than 2.101 as displayed in t-table. So, we can conclude that, the difference between the two groups is significant, in such a reason, the Null Hypothesis is rejected.**

Therefore, it is accepted that, the distance learning education affects the development in the speaking skill for students (Working Hypothesis).

**RESULTS OBTAINED WITH THE EXPERIMENTAL GROUP OF THE  
READING SKILL**

X	$\mu$	$(x - \mu)$	$(x - \mu)^2$
20.00	19.20	0.80	0.64
20.00	19.20	0.80	0.64
20.00	19.20	0.80	0.64
20.00	19.20	0.80	0.64
16.00	19.20	-3.20	10.24
20.00	19.20	0.80	0.64
20.00	19.20	0.80	0.64
16.00	19.20	-3.20	10.24
20.00	19.20	0.80	0.64
20.00	19.20	0.80	0.64
<b>192.00</b>			<b>25.60</b>

**Table 66: Pre - Test**

**Arithmetic Mean ( $\mu$ ) = 19.20**

**Variance ( $S^2$ ) = 2.56**

**Standard Deviation (SD) = 1.60**

**RESULTS OBTAINED WITH THE EXPERIMENTAL GROUP OF THE  
READING SKILL**

X	$\mu$	$(x - \mu)$	$(x - \mu)^2$
20.00	19.60	0.40	0.16
20.00	19.60	0.40	0.16
20.00	19.60	0.40	0.16
20.00	19.60	0.40	0.16
20.00	19.60	0.40	0.16
20.00	19.60	0.40	0.16
20.00	19.60	0.40	0.16
20.00	19.60	0.40	0.16
20.00	19.60	0.40	0.16
20.00	19.60	0.40	0.16
16.00	19.60	-3.60	12.96
<b>196</b>			<b>14.40</b>

**Table 67: Post - Test**

**Arithmetic Mean ( $\mu$ ) = 19.60**

**Variance ( $S^2$ ) = 1.44**

**Standard Deviation (SD) = 1.20**

As we can see, the Arithmetic Mean in the pre-test is 19.20 and the post-test is 19.60.

We can observe that between the pre and post test means there is a difference of -0.40 points (16.20 -17.30).

We want to know if the difference is significant or it happens for the mere accident.

For such reason, it is necessary to formulate one NULL HYPOTHESIS ( $H_0$ ) that outlines:

**The distance learning education does not affect the development in the reading skill for students.**

To continue with the following process, it is necessary to take into account that, the present case is a two tails test.

As a subsequent step it is necessary to calculate the **standard error of the difference between both arithmetic means**, that which is also called **margin of error of the Test T**; to accept or reject the null hypothesis, for such reason we use the following formula:

$$S_{X_1+X_2} = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n} + \frac{1}{n} \right)}$$

After that, we must replace the respective values

$$S_{X_1-X_2} = \sqrt{((25.60+14.40)/(10+10)-2)*((1/10)+(1/10))}$$

$$S_{X_1-X_2} = \sqrt{(40/18)*(2/10)}$$

$$S_{X_1-X_2} = \sqrt{(2.22)*(0.20)}$$

$$S_{X_1-X_2} = \sqrt{0,444}$$

$$S_{X_1-X_2} = \mathbf{0.66}$$

The observed difference between the two means of the experimental group (19.20 – 19.60) is **-0.40**

The result above represents the different we can expect just by the possibility that the null hypothesis was true.

Then, this difference is enough to reject the null hypothesis?

To ask this question it is necessary to obtain the reason of both numbers by using the **reason t** and its formula:

$$T = \frac{\bar{X}_1 + \bar{X}_2}{S_{X_1+X_2}}$$

$$T = (19.20 - 19.60) / 0,66$$

$$T = -0.40 / 0.66$$

$$T = -0.60 \quad (\text{This can be positive (+) or negative (-)}).$$

The observed difference is **-0.60**

Is this difference high enough to reject the null hypothesis to the level 0.05?

In order to answer this question it is necessary to calculate the **degree of freedom (dof)** and to consult with the **t table**.

The degree of freedom is the number of participants in the control group plus the number of participants in the experimental group minus 2.

$$\text{Dof} = n_1 + n_2 - 2$$

$$\text{Dof} = 10+10 -2$$

$$\text{Dof} = 18$$

In this situation we have 10+10-2 degrees of freedom.

In the level of 0.05 (two tails) and with 18 degrees of freedom, we find a t-reason of +2.101/-2.101

**The result obtained in the t-reason -0.60 is smaller than 2.101 as displayed in t-table. So, we can conclude that, the difference between the two groups is not significant, in such a reason, the Null Hypothesis is accepted.**

Therefore, it is accepted that, the distance learning education does not affect the development in the reading skill for students.

**RESULTS OBTAINED WITH THE EXPERIMENTAL GROUP OF THE  
WRITING SKILL**

x	$\mu$	$(x - \mu)$	$(x - \mu)^2$
19.50	17.80	1.70	2.89
17.00	17.80	-0.70	0.49
18.50	17.80	0.70	0.49
17.50	17.80	-0.30	0.09
18.00	17.80	0.20	0.04
15.50	17.80	-2.30	5.29
18.00	17.80	0.20	0.04
17.00	17.80	-0.70	0.49
18.50	17.80	0.70	0.49
18.50	17.80	0.70	0.49
<b>178</b>			<b>10.80</b>

**Table 68: Pre - Test**

**Arithmetic Mean ( $\mu$ ) = 17.80**

**Variance ( $S^2$ ) = 1.08**

**Standard Deviation (SD) = 1.04**



**RESULTS OBTAINED WITH THE EXPERIMENTAL GROUP OF THE  
WRITING SKILL**

x	$\mu$	$(x - \mu)$	$(x - \mu)^2$
20.00	18.90	1.10	1.21
18.00	18.90	-0.90	0.81
19.00	18.90	0.10	0.01
18.00	18.90	-0.90	0.81
18.00	18.90	-0.90	0.81
18.00	18.90	-0.90	0.81
19.00	18.90	0.10	0.01
19.00	18.90	0.10	0.01
20.00	18.90	1.10	1.21
20.00	18.90	1.10	1.21
<b>189</b>			<b>6.90</b>

**Table 69: Post - Test**

**Arithmetic Mean ( $\mu$ ) = 18.90**

**Variance ( $S^2$ ) = 0.69**

**Standard Deviation (SD) = 0.83**

As we can see, the Arithmetic Mean in the pre-test is 17.80 and the post-test is 18.90.

We can observe that between the pre and post test means there is a difference of -1.10 points (17.80-18.90).

We want to know if the difference is significant or it happens for mere accident.

For such reason, it is necessary to formulate one NULL HYPOTHESIS (Ho) that outlines:

**The distance learning education does not affect the development in the writing skill for students.**

To continue with the following process, it is necessary to take into account that the present case is a two tails test.

As a subsequent step it is necessary to calculate the **standard error of the difference between both arithmetic means**, that which is also called **margin of error of the Test T**; to accept or reject the null hypothesis, for such reason we use the next formula:

$$S_{X_1+X_2} = \sqrt{\frac{\sum X_1^2 + \sum X_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n} + \frac{1}{n} \right)}$$

After that, we must replace the respective values

$$S_{x_1-x_2} = \sqrt{((17.80 + 18.90)/(10 + 10) - 2) * ((1/10) + (1/10))}$$

$$S_{x_1-x_2} = \sqrt{(36.70/18) * (2/10)}$$

$$S_{x_1-x_2} = \sqrt{(2.038) * (0.20)}$$

$$S_{x_1-x_2} = \sqrt{0,40}$$

$$S_{x_1-x_2} = \mathbf{0,63}$$

The difference observed between two means of the experimental groups (17.80 – 18.90) is **-1.10**

The result above represents the difference we can expect just by the possibility that the null hypothesis was true.

Then, this difference is enough to reject the null hypothesis?

To ask this question it is necessary to obtain the reason of both numbers by using the **reason t** and its formula:

$$T = \frac{\bar{X}_1 - \bar{X}_2}{S_{X_1+X_2}}$$

$$T = (17.80 - 18.90) / 0.63$$

$$T = -1.10 / 0.63$$

$$T = -1.74 \quad (\text{This can be positive (+) or negative (-)})$$

The observed difference is **-1.74**

Is this difference high enough to reject the null hypothesis to the level of 0.05?

In order to answer this question it is necessary to calculate the **degree of freedom (dof)** and to consult with the **t table**.

The degree of freedom is the number of participants in the control group plus the number of participants in the experimental group minus 2.

$$\text{Dof} = n_1 + n_2 - 2$$

$$\text{Dof} = 10+10 -2$$

$$\text{Dof} = 18$$

In the level of **0.05** and with 18 degree of freedom, we find a t-reason of +2.101 / -2.101

**The result obtained in the t-reason -1.74 is smaller than 2.101 as displayed in t-table. So, we can conclude that, the difference between the two groups is not significant, in such a reason, the Null Hypothesis is accepted.**

Therefore, it is accepted that, the distance learning education does not affect the development in the reading skill for students.

### **4.3 CONCLUSIONS**

1. According to the obtained results with the experimental group during the Term October 2008 – March 2009, the listening and speaking skills tests (pre and post) given to the students during the last levels of Distance Learning Education of the Linguistics in English Program at ESPE, we have concluded that it is significant and affects the development of skills.
2. The analysis of the results in reading and writing skills tests carried out with students of the last levels in Applied Linguistics in English Program at ESPE during the Term October 2008 – March 2009, showed that the Distance Learning Education it is not significant enough and do not affect the development of skills.
3. Based on the results of the pre and post tests in the experimental and control group, only a few students have a good command of the four main skills in English. The reason being is that they work in environments where English is required such as in schools, travel agencies and ESPE support centres.
4. The analysis showed that the Applied Linguists in English Program allows the students to acquire a good level of fluency in reading and writing. The majority of the assignments, tasks and projects given to the students by the teachers unfortunately involve only reading and writing, therefore encouraging these skills to flourish the most. However, practice in listening and speaking skills is scarce all the more.
5. The analysis showed that the basic skills (listening, speaking, reading and writing) of a foreign language such as English are related to each other in two ways: the direction of communication (Input and output message) and method of communication (spoken and writing message) respectively.
6. In keeping with the results we have obtained, the four basic skills of the English language are all fundamental aspects in order to master language learning. Consequently, we firmly believe that the Virtual Education (E-Learning) is an alternative that will allow for improvement and success to the students attending the Applied Linguistics in English Program of the ESPE in the future.

#### **4.4 RECOMMENDATIONS**

- 1.** After obtaining the results of t-reason and calculated the degree of freedom and consulting the t-table for the listening and speaking skills, the calculated reason is higher than the degree of freedom, in consequence, the difference is significant.
- 2.** On the sections reading and writing skills, the t-reason is smaller than the degree of freedom, so the difference is not significant enough, thus the recommendation is to accept the null hypothesis.
- 3.** Students will very much benefit from practicing English with native speakers, taking an additional e-course or on-site courses to improve their language skills. This is especially highly recommended to those who do not get a chance to brush up on it on a daily basis.
- 4.** In order to practice the listening and speaking skills, the students should ask professors for audio materials for each subject.
- 5.** With that in mind, the main skills of a foreign language are related in two ways: the direction and method of communication. It is prudent to practice anytime and everywhere in order to become fluent in these skills.
- 6.** The design, construction and implementation of a complete and wide virtual system (E-Learning) for Applied Linguistics in English Program at ESPE is crucial and necessary as it will provide an opportunity to take advantage of the TICs available. It mainly has a virtual platform able to offer different resources, such as, e-mail, chat, activities, links, evaluations, surveys, areas for presentation of jobs, billboards, and other places where the students have the opportunities to practice the main skills of a foreign language.

## PART FIVE

### 5. THE PROPOSAL

#### VIRTUAL EDUCATION (E-LEARNING) APPLIED TO THE LINGUISTIC IN ENGLISH PROGRAM

##### 5.1 Introduction

The chance to transmit knowledge, images, texts, and sound via Internet to a score of users simultaneously is revolutionizing the traditional teaching in its two main modalities: the “on-site education” and “distance learning education”. However, in between these two, a third one arises and new teaching modality; the “virtual learning” known as “E-Learning”, which deals with a way of teaching based on Technologies of Information and Communications (TICs).

Virtual Learning environment in itself refers to the capacity digital technology has in order to operate in environments that simulate reality and in turn entertain it imaginatively, and so avoiding the limitations of space and time criteria, which are typical of the direct communication between people, within a physical environment.

Virtual Learning or E-learning is a type of education where the medium of instruction is through computer technology, particularly involving digital technologies. *E-learning* is used interchangeably in a wide variety of contexts. Lately in most Universities around the world, E-Learning is used to define a specific mode to attend a course or programmers of study where the students study on-line.

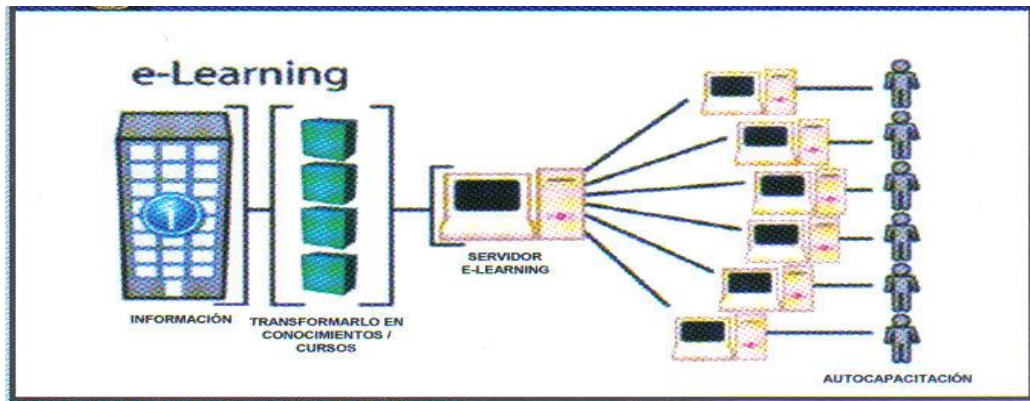


Figure 63: E-Learning<sup>59</sup>

## 5.2 Origen of E-Learning

E-learning traces back to the same old problems of formal education (on-site education modality) such as class attendance, and work schedule synchronization of distant education, in that since its first kick off, was carried out via air mail. Due to the development of new technologies and the arrival of the Internet, this e-system itself was undoubtedly well received by several users worldwide, which in turn allowed to be used for educational purposes, as well as giving birth to e-learning. The first software system ever developed specially for these purposes was the PLATO (Programmed Logic for Automated Teaching Operations), created by the University of Illinois.

This very same system is used in accordance with the most updated technology available nowadays.

This system allows the students to deal quite effectively with the classic problems of formal education such as class attendance, work schedule synchronization, etc.

As we can see, e-learning has in itself several advantages that we can count on as they seem to be favorable in the learning process.

<sup>59</sup> Revista El Ejército Nacional. Año LXXXVII febrero No. 175. Quito - Ecuador. 2004

Such advantages are computer-based training, virtual classrooms and digital collaboration using forums and chats, where students are actively involved in.

Among the disadvantages of this system is the decrease or lack of student-teacher relationship, and the possible isolation of the student; on the other hand, team work is often hindered by the use of the system. However, by integrating other scopes of learning along with this tool system, a considerable improvement can still take place in turn.

In e-Learning, the educational materials are delivered to students via electronic means such as Internet, Intranet, Extranet as well as audio and video files, interactive television, CD and DVD. On the other hand, teachers or educators are greatly benefited from e-learning in that it is set up to present a large possibility of design, administration, delivery and extension of the education.

As it is seen, the applications of e-learning can be utilized both in the educational and in the corporate world. For instance, through this system, companies can train their staff so as to teach them how to use a new product and then sell it. On the other hand, when comes down to the academic world, students from world wide can choose and study from a plethora of careers offered by universities.

### **5.3 Types of E-Learning**

In virtual education various types of e-learning are described by using the criteria time and distance.

#### **5.3.1 Asynchronous Activities**

Asynchronous e-learning is the interaction where the professors and students do not coincide in time, and virtual space, but happens at intervals as opposed to simultaneously. That is, mail can be sent or received without having both the participants' involvement at the same time.



### **5.3.2 Synchronous activities**

Involve the exchange of ideas and information with one or more participants during the same period of time. A face to face discussion is an example of synchronous communications. It takes place with all participants joining in at once, as with an online chat session or a virtual classroom or meeting.

In sum, synchronous e-learning are the interactions carried out in real time, that is, where professors and students coincide in time and virtual space.

Virtual classrooms and meetings can often use a mix of communication technologies.

In many models, the writing community and the communication channels relate with the E-learning and the M-learning (Mobile Learning) communities. Both the communities provide a general overview of the basic learning models and the activities required for the participants to join the learning sessions across the virtual classroom or even across standard classrooms enabled by technology. Many activities, essential for the learners in these environments, require frequent chat sessions in the form of virtual classrooms and/or blog meetings.

## **5.4 Technologies of Information and Communication (TICs) in the E-learning Development<sup>60</sup>**

Both Education and Communication are two processes of interaction that value society. The use of TICs to the e-learning process has solidified the dialogue within a space known as speech, reasoning, conversation and materialization of the written language.

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<sup>60</sup> [http://www.elearningamericalatina.com/edicion/diciembre2\\_2003/na\\_2.php](http://www.elearningamericalatina.com/edicion/diciembre2_2003/na_2.php)

By using the TICs, the academic virtual communication comes across with more parameters to compare, share, and get information and as a result of that, to build up knowledge since information is more than ever becoming a valuable asset as well as a critical resource for the human development.

The development of technology has allowed distance education to take up on another approach, transforming its educative model in virtual education (e-learning). The definition of virtual education is related to the means that are used to establish the communication between the actors in the educative process. It also displays some characteristics, such as flexibility regarding time and space management. The TICs have replaced the traditional means to that of the distance education: radio, television, telephone and the traditional mail.

The TICs can be understood as the use of PCs, non-wireless data transmission, virtual education platforms, internet, synchronic and asynchronous communication such as: chat, forum of discussing, e-mail, and finally BDD (data base) that are all available in the storage of the information and new learning.

One of the greatest impacts the TICs have had over the e-learning process is the change of a face-to-face interaction to that of an interactive telecommunication model that allows an open learning to take place.

Another impact is that the virtual learning process, apart from Internet connectivity, sets up conceptual networks between students, who embrace new knowledge depending on their needs, experiences and down-to-earth possibilities like time, economy, etc. This approach taken from the TICs, establishes the speech to be the central process to a suitable interpersonal communication, as it is through speech along with the abstraction of text representations, the arguments or some kind of shared social and conventional knowledge that e-learning has become the creator of knowledge and beliefs.

A third impact is that the learning process articulates along with telecommunication, therefore, causing stimulus interaction on the student and on others as well as experience, participation and reflection. This factor unites the dialogue, solving hence a serious schooling problem that has arisen previously in the on-site classroom.

**E-Learning** is a way to utilize (use) the TICs to distribute educational materials and other services, allowing the establishing of personal relationships between the professors and students. Among the main contributions of TICs to humane activities, we can cite the following statements<sup>61</sup>:

- Easy access to one huge source of information, about any topic in any format (text, audio, etc.) especially through the Internet.
- Rapid process and reliable in all type of data, through information systems, networked through computers, .... and programs.
- Channels of communication immediate (on/off), simultaneous, non simultaneous to spread information to all over the world by way of publication and diffusion of information through the web, email, blogs, wikis, etc.
- E-capacity of storage, in small capacity easily transportable, such as pen-drives, portable hard disks (cdfs), memory cards, etc.
- Automation of works, through programming activities to make computers that make up the brain and heart of the TICs.
- Inter-activity, characteristics of the computers that definitively process information following the programs instructions.
- Digitalization of information off all kinds, with the use of the appropriate equipment that can capture any data, process and convert it into whatever format to store and share.

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<sup>61</sup> PMARQUES/tic.htm, URL: <http://dewey.uab.es>

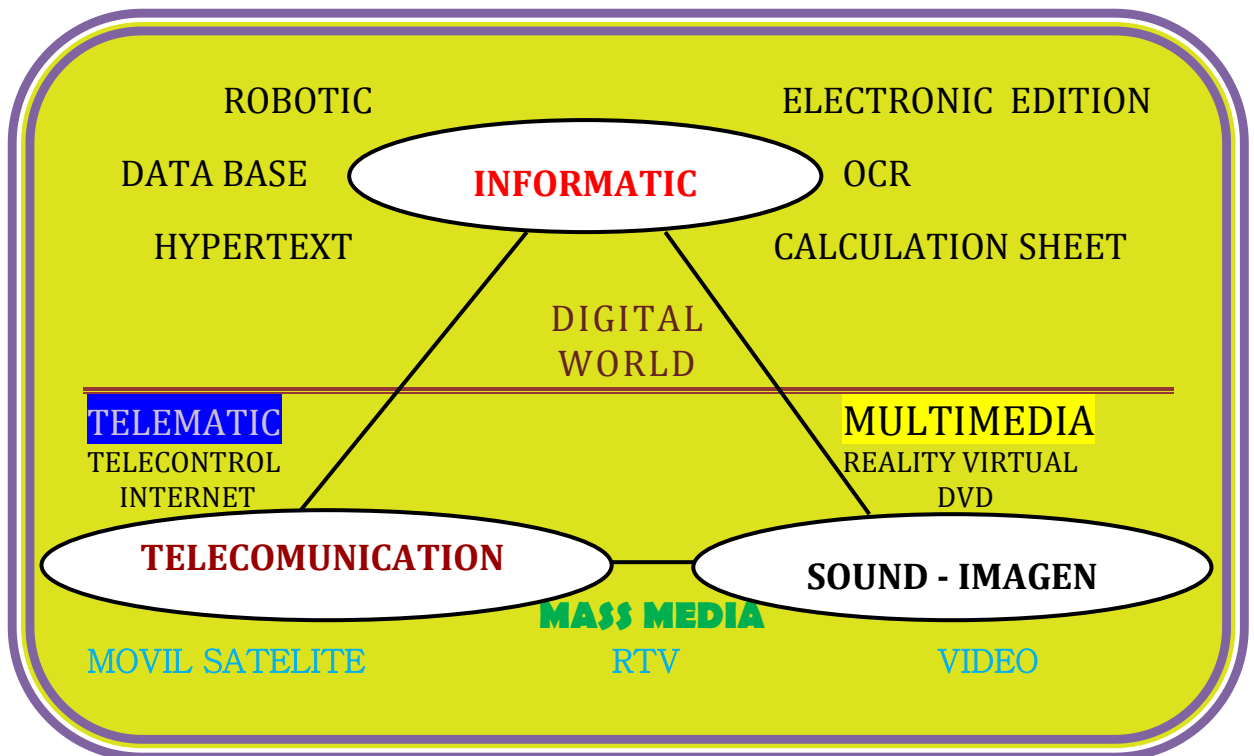


Figure 64: TICs<sup>62</sup>

## 5.5 Why use E-Learning

### 5.5.1 Advantages of E-Learning

- Flexibility/accessibility/convenience. Users can access an e-learning course anytime, anywhere, and learn only as much as they need.
- Cross-platform, e-Learning can be accessed by Web browsing software on any platform. A training program can be delivered to any machine over the internet or intranet without having to author a program for each platform.
- Browser software and internet are widely available. Most computers have access to a browser and are connected to the organization's intranet or the internet.
- Inexpensive worldwide distribution, there is no need for a separate distribution mechanism.

<sup>62</sup> <http://www.pangea.org/peremarques,uabppgra/Tic00.htm>

- Ease of updating information, if changes need to be made to a program or coursewares after the first implementation, these changes are made on the servers storing the program or courseware. Everyone worldwide can instantly access the update of information.
- Travel costs and time savings, there are no travel costs for bringing remote employees to a centralized workshop.
- Training efficiency is increasing significantly, not only from a qualitative standpoint but also from a quantitative standpoint (i.e. learning elapse decreases, learning cost may be reduced and learning effectiveness is increasing).
- Is a multi-directional (links) medium: always provides access to other texts, experiences and ideas.
- Serves as a complement for other teaching techniques (the person to person approach will never be surpassed.)
- Others.

### **5.5.2 Disadvantages of e-learning**

- Bandwidth limitations, limited bandwidth means slower performance for sound, video and intensive graphics, causing long waits for download that can affect the ease of the learning process.
- Loss of human contact, there is a general concern that as we move towards more computer usage, a terminal will replace a friendly face.
- E-learning programs are too static; the level of interactivity is often too limited.
- E-learning systems take more time and more money to develop than expected, this is indeed the case, as it is with any new technology that is implemented. It is easier by starting with an easy program and building on success.

- Not all courses are delivered well by computer; some training topics are not best served by computer- based training and require a more personal touch. Team building issues and dealing with emotional issues are two examples.
- Quality of learning, progress in the field of e-learning has been relatively slow when compared to other 'fields'. Its focus is often on developing many courses and not on improving the quality of learning.
- Resistance to change, introducing e-learning initiative in an organization is not an easy-to-do task. Resistance may be hard to overcome, lack of communication and commitment from champions within the organization may jeopardize the chances of a succeeding e-learning initiative.
- On the Net, texts are often unreliable, or are not originated by reliable linguistic sources (news paper editors, writers, etc.)
- The Net is not an *active* media (from the point of view of a language student.)
- Others.

## 5.6 Principles of E-Learning

- **E-Learning helps reducing environmental impact**, e-Learning saves time, so people would not have to travel, thus reducing the overall carbon output. The fact that it takes place in a virtual environment also allows some reduction of paper usage. With virtual notes instead of paper notes and online assessments instead of paper assessments, eLearning is a more environmentally friendly solution.
- **E-Learning permits Quality education, made affordable**, the fact that instructors of a much broader experience share their knowledge

on line, offers the students the chance to choose from different and more affordable courses of study.

- **E-Learning permits Convenience and flexibility to learners**, the grade of flexibility of the elements and the group of the formation depends greatly on the type of relation among professors, students and the contents. That is to say, how organized the group is to learn and the resources selected to facilitate the learning.
- **E-Learning establishes a new way of educative technology** and offers complex a series of opportunities and tasks to the institution of learning around the world.
- **E-Learning employs virtual educational model** which may help the professors in the development on the process teaching-learning with the use of TICs and which form the call virtual education models.
- **E-Learning employs virtual pedagogic model** based on influence of sensorial perception in the learning, such as: symmetry , contrast, the intensity of stimulate, proximately and simplicity
- **E-Learning employs virtual didactic model** that comprehend the interrelation of variables of communication, the education method and the contents.
- **E-Learning permits the teachers to perform several functions**, such as: curriculum design, make of contents, tutorial and facilities, evaluation, and technician support
- **E-Learning allows the professors carry out the following roles:**
  - ✓ Interact with graphic designers and programmer of systems who help assembly and works of course.
  - ✓ Handle of TICs, such as: internet, email, forum, chat, group of discussion and search information in electronic database.

- ✓ Know and put in practice methodology strategies that stimulate participation of students.
  - ✓ Maintain the fluency and dynamic communication with students.
  - ✓ Others.
- **E-Learning** allows the students to do the following:
- ✓ Ability to handle TICs
  - ✓ Teamwork on development projects
  - ✓ Time management
  - ✓ Maintain a continuous communication with teacher and other students.
  - ✓ Others
- **E-Learning** permits interaction among:
- ✓ Student – professor: give motivation, dialog, and personalize orientation.
  - ✓ Student – content: access to the instructional contents, subject of study.
  - ✓ Student – student: interchange of information, ideas, motivation, help, etc.
  - ✓ Student – communicative interface: all communication between the participation of formative process.
  - ✓ Others



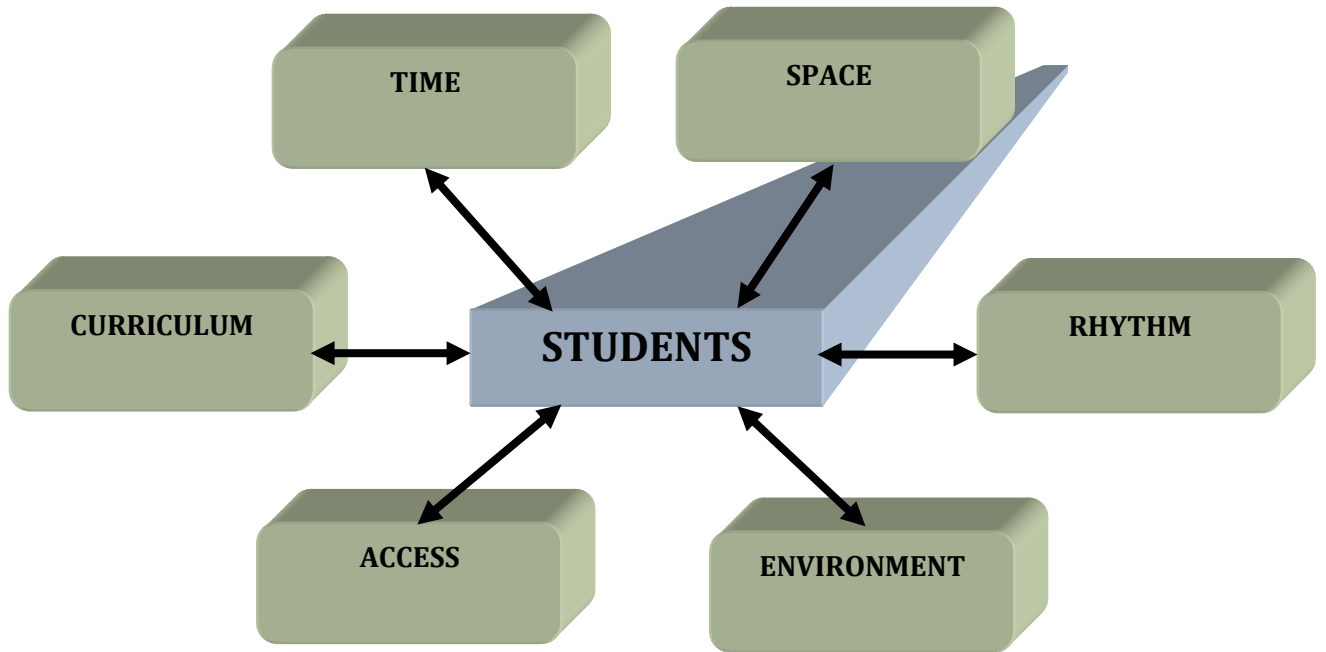


Figure 65: Flexibility of E-Learning

## 5.7 Importance of E-Learning

Constant training is a requirement of today's society. The use of the Internet to train ourselves is not only a lifestyle but a tool that allows us to be constantly up to date.

The use of the Internet has opened a new path to the topic of education at a distance converting it to a virtual activity so-called e-learning.

We actually see the development of a new teaching style that will allow more people to be trained (taught) no matter the place, schedule, or hour of the day. It is important to stress the importance that the tools of E-Learning have for education institutions that have already taken the first step in an environment where the competition becomes more globalized and specialized (skilled). This gives us better choices (access, alternatives) to Internet users as we make the most of it and are always on the cutting edge of education.

E-Learning has transformed a great training tool from a distance, with certain advantages of saving time, expenses, convenience (comfort), effectiveness, among other things.

The importance of having certain conditions applied so that people can have access to diverse courses and virtual careers, is specified and recognized worldwide

E-Learning precisely allows the energy that the learning and teaching models need today. Virtual learning helps the majority of countries to sensibly reduce the digital gap offering them an opportunity to access many fields. From this educational view, it is fundamental that every country has a policy regarding this.

Therefore, the current proposal focuses on the use and familiarization of the virtual campus platforms, using technology such as internet anywhere in the world. For that reason, the students will be able to develop the four basic skills (listening, writing, speaking, and reading) of any foreign language.

## **5.8 Role of the actors in the E-Learning Process<sup>63</sup>**

Out of all the elements and concepts that make up the virtual education, the actors of the educational process are also part of it. We have to bear in mind that in every stage of the academic planning of an educational program, the teachers as well as the students are the hardcore of the process themselves.

### **5.8.1 Role of the Teachers in E-learning Process**

The teacher has to execute those activities that demand a good academic planning such as: objective definition, curriculum design, and content preparation, selection of a suitable methodology, didactic material and evaluation plan making.

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<sup>63</sup> <http://virtual.ces.edu.co/mod/resource/view.php?id=1178>

The teacher must develop also new skills like:

- Able to interact with both graphic designers and system programmers who, in turn will support the making and running of the course.
- Knowledge and skills in the management of TICs, e-mail, forums, chats, group discussions, and search of information in electronic data base.
- Know and put in practice methodological strategies that would encourage student participation.
- Keep an ongoing and dynamic communication with the students through synchronous and asynchronous communications.
- Know and make use of methodologies that favor the mutual work of the group.

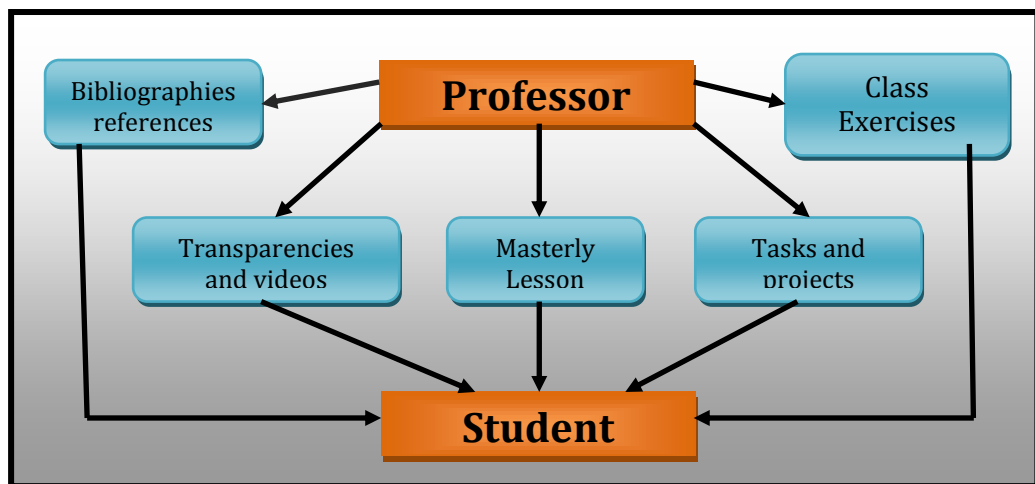


Figure 66: Classic Model of On-site Teaching<sup>64</sup>

<sup>64</sup> <http://cevug.ugr.es/documentos/thales2.pdf>

### **5.8.2 Role of the Students in E-Learning Process**

The student, who takes part in a program of virtual education, must develop also certain special skills that will allow him to make the most of the educational strategies defined previously by his teacher:

- To develop a high level of autonomy that would allow him in addition to following the instructions of the course, achieve the learning as a result of it, and so go further by searching for new information as well as developing the advanced learning processes based on analysis, synthesis and experimentation.
- Just like the teacher, the student himself has to have skills and enough knowledge in the handling of the TICs.
- Able to manage to make good contacts with his partners when comes down to the elaboration of work projects.
- To be well disciplined regarding time management so as to guarantee that the educational objectives will be achieved and fulfilled in compliance with the time line as mapped out by the teacher.
- Keep up an ongoing communication with both the teacher and classmates through synchronous and asynchronous communications.

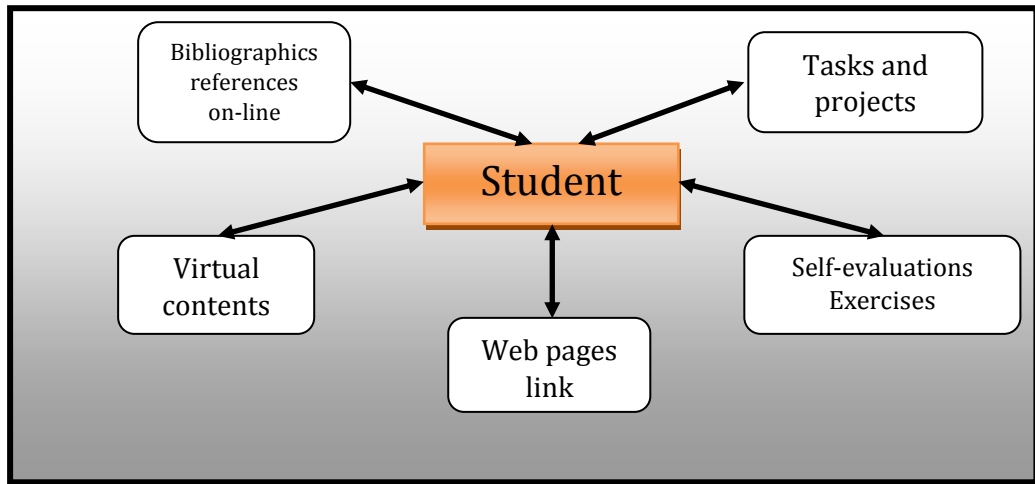


Figure 67: Students in E-learning<sup>65</sup>

## 5.9 The Model Designing

### 5.9.1 Why do we need to have an E-learning model available?

Having a model allows and empowers the teacher and the students to:

- Easily explain the interactions of long distance education between teachers-students and virtual environment.
- To direct the phases that make up a curricular didactic and pedagogical strategy
- To oversee the content selection.
- To justify the rational use of the TICs.
- Formation criteria, methodologies and strategies.

### 5.9.2 Making of a Theoretical Model<sup>66</sup>

A theoretical model can be made up of the following dimensions:

- a. **Intentional Dimension**, oriented to the educational objectives, following Eisner (1998a, 1998b).

<sup>65</sup> <http://cevug.ugr.es/documentos/thales2.pdf>

<sup>66</sup> Pariente, José Luis. Propuesta de modelo para un sistema de educación a distancia. 2000

- b. **Personal Dimension**, stand for the nature of the individuals.
- c. **Pedagogic dimension**, include the contents and the methods.
- d. **Organizational dimension** shaped by the resources for learning and administrative supports; and
- e. **Dimension Contextual**, formed by the specific environment in which the system operates around.

The model initially starts from a category known as the interaction of two personal spaces, both the teacher’s and the student’s, though when speaking of new technologies they are referred to as “The virtual potential environment learning” illustrated below.

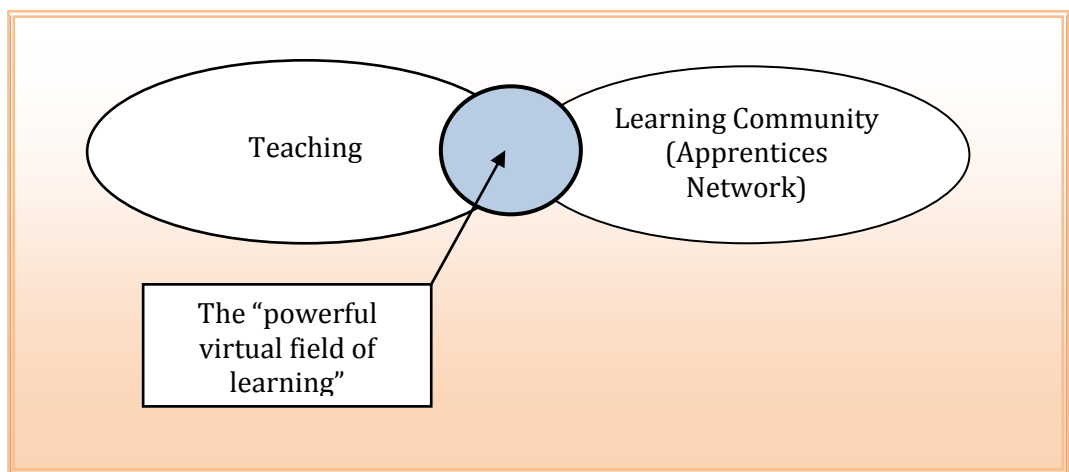


Figure 68: The Virtual Potential Environment Learning.

This environment supports, in turn, another two central categories within the model itself: the contents and the methods, which are grouped under the pedagogic dimension

This dimension, nevertheless, is not limited to these aspects, didactic properly speaking, but it also includes, the aspects related to the new roll of the teachers, as well as the investigation and the evaluation of the activities. The pedagogic dimension is illustrated below.

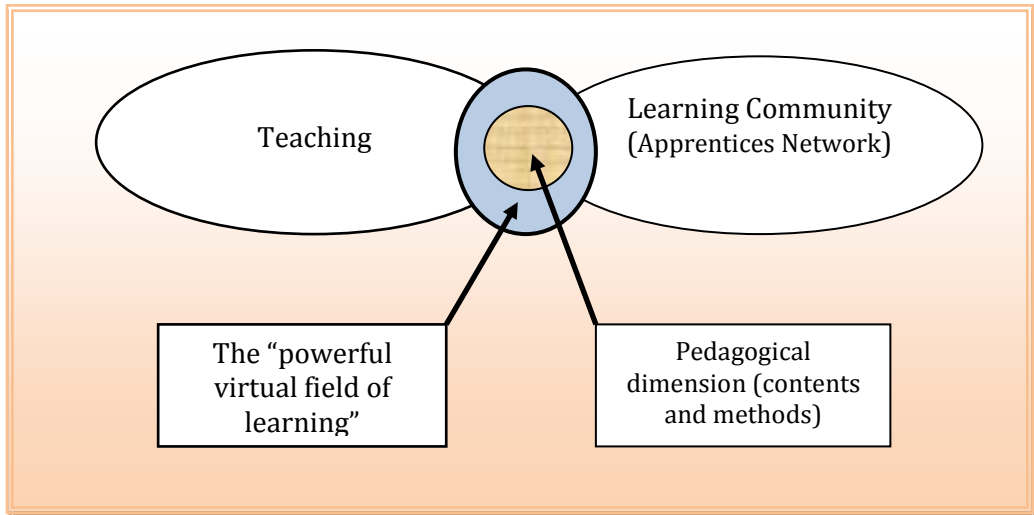


Figure 69: Pedagogical Dimension.

This diagram, which fundamentally constitutes the didactic dimension, needs two other categories to be able to operate on its own, especially, one of them being the support of the infrastructure required by new technologies, as well as the administrative support of any educational schooling process. It so plays significant part in creating the environment and/or organizational dimension.

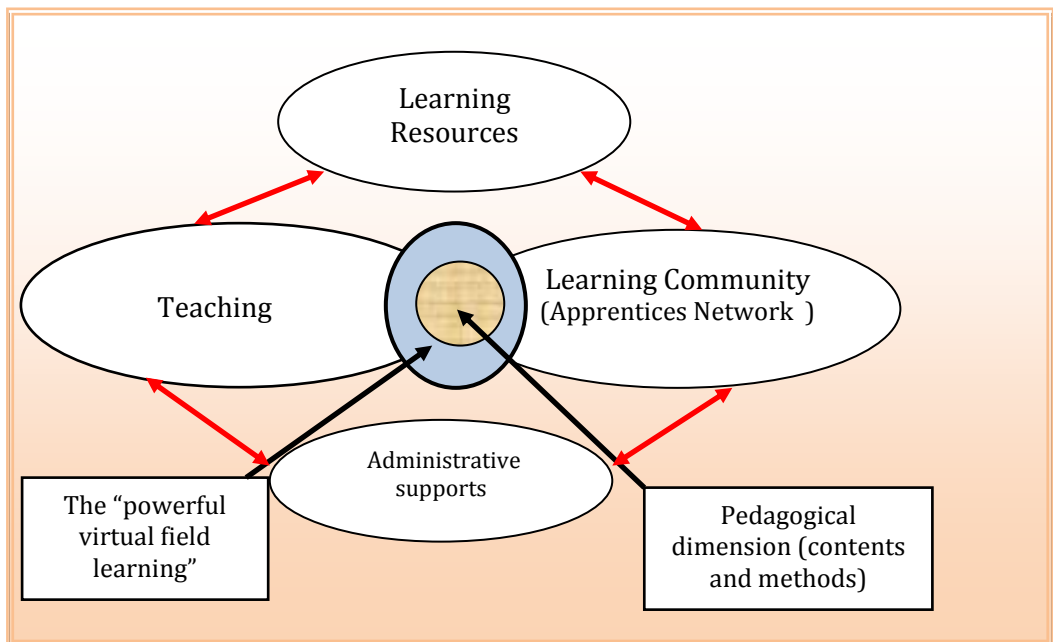


Figure 70: Organizational Dimension

The intentional dimension, made up of the fundamental purposes of the educational process, must become the mission of the virtual organization for learning, that's why in figure below is added as the means of support to the model, as the holistic part of the organizational environment.

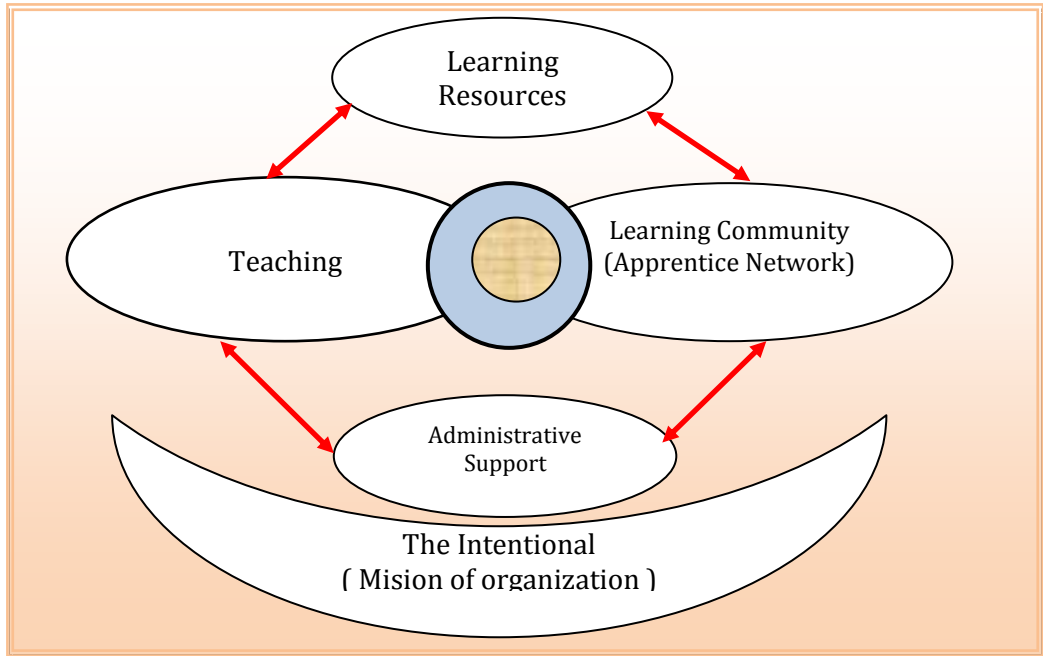


Figure 71: Intentional Dimension

Last but not least, the organization cannot be a cut off entity, and even more so when comes to the new technologies of information that are rapidly turning into one of the two big forces, which Hooker (1997) attributes to be the structural change in the institutions of higher education. The author says: In higher education, the structural change is the result of the confluence of two forces. The first force is the revolution in the information guided by a change of an economy that is rooted in the energy towards an economy based on knowledge. The second one is the revolution in the administration, which in itself is guided partly by the changes in our capacity to use the information.

Therefore, the environment, as known as the specific conditions in which the system is going to operate on, becomes the last category incorporated into the model that shapes the final diagram illustrated in the figure below.



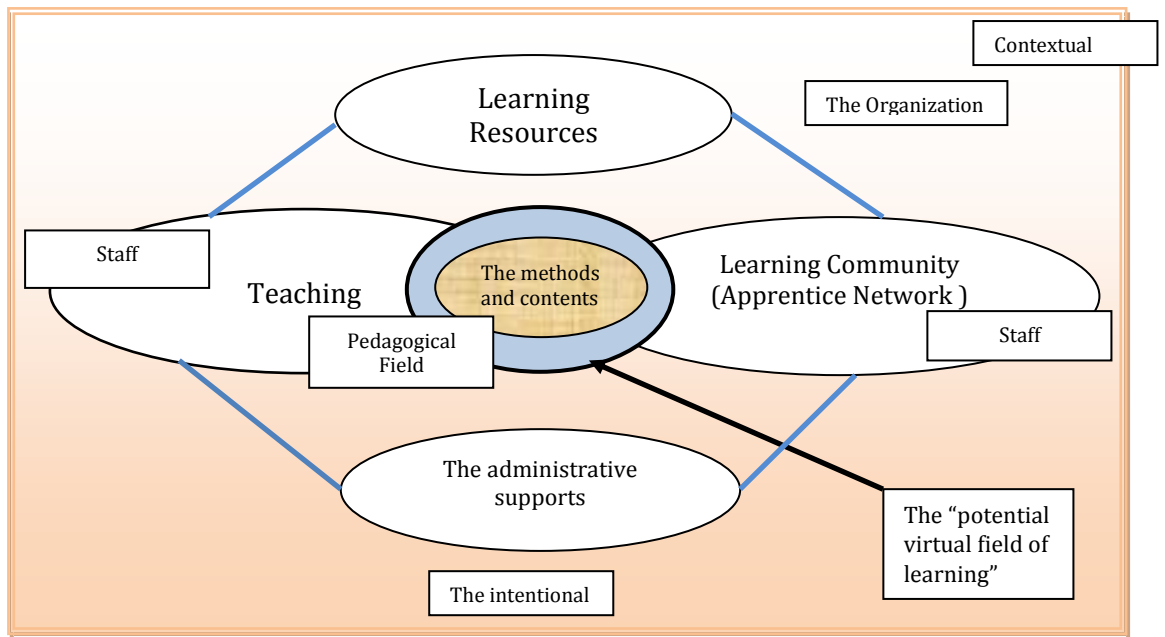


Figure 72: The Theoretical Model to the Virtual Community

## **5.10 ELEMENTS OF THE E-LEARNING SYSTEM MODEL FOR APPLIED LINGUISTICS IN ENGLISH PROGRAM**

This proposal is intended to implement a virtual system that would make use of the new information and communication technologies (ICTs) available nowadays, with the intention to set up at the ESPE a progressive, permanent, updated and improved virtual education system on distance education in Applied Linguistics in English. Students studying in this modality can reach the goals and objectives already set in the educational model of the institution.

### **First Phase**

Take into account, the creation of a virtual platform both for storage and development of the contents of academic programs.

### **Second Phase**

It Include the content making in an interactive teacher-student format, based on animation and video of all modules that cover the curriculum courses.

### **Third Phase**

Asynchronous communication service via instant email to both faculty and students

### **Fourth Phase**

Sub processes service of registration and academic-administrative information.

The platform to be devised will have tools available that allow the teacher a fast and adequate educational process. The platform, besides functioning well, it must have characteristics that would ease the use of:

- ▲ Planning education.
- ▲ Academic organization.

- ▲ Implementation of the process through content development modules, communications, student teacher interaction (forums), whiteboard, video, virtual workshop and consultation of virtual libraries.
- ▲ Process monitoring through modules of attendance control, monitoring of objectives, monitoring the students' progress, monitoring and evaluation of control materials.
- ▲ Assessing interactive modules to create and score tests, statistical data, and surveys.
- ▲ Research and consultation with modules of text, search engines, translators, process surveys, research models and interactive chats or groups of interest.
- ▲ Creation, deletion and editing of academic contents, modules, themes, evaluation of systems.
- ▲ Generation of reports.
- ▲ Monitoring and controlling the progress of students in each of the educational units based on predetermined periods in each cycle or semester.
- ▲ Other.

Virtual Education System for Applied Linguistics will interact with all subjects, classes or modules, and with all members of the school, using as a personal computer or computer as a tool for internet services such as:

Students Guide, readings and visits to recommended sites, e-published lessons in www, or sent via email, audio lectures, individual counseling through email or through chat in real time using the whiteboard for doubts clarification, access availability to sites, virtual classrooms, teacher lectures, on-campus tutorials and / or by telephone,

teleconference if needed, permanent monitoring of the students' evolution process through conversations with parents, ongoing assessment to determine the advances and feedback in all aspects of student development<sup>67</sup>.

### 5.11 CHARACTERISTICS TO GAIN RESULTS IN INTEGRAL EDUCATION<sup>68</sup>

The project (method) considers the following characteristics to reach its objectives in Integral Education.

- **Academic Advisement** oversees the curriculum revision and academics of the institution.
- **Assessment Committee** , teachers/tutors in charge of giving constant/permanent orientation o the students, answering all their questions including online via email, assigning evaluations, assessing assignments (projects, class-work), and reporting the results to the institution.
- **Support Committee**, composed (made up) of, an electronic list of specialist professors, nationals and internationals, to whom the students can go to when in doubt. This consultant office is subject to the condition that each specialist and consultant should reach out to every student in accordance to his needs of reinforcement (encouragement).
- **Support CD** all curricular contexts are at the student's disposition with a CD web system html and ftp in: Success Area Indicators, specific context (materials), links to advice sites (another word for this that I can't think of), etc.

It contains a guide for the user with: (Information, education) about the Institution, a website map, courses (the institution) offers, agreements (contracts) with other institutions and other topics of interest.

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<sup>67</sup> CARDONA, Guillermo. Plataforma Virtual, Formación de docentes. Virtual Learning. Bogotá. 2002

<sup>68</sup> Ibid

- **Orientation of online services**, by phone, online, the student can always seek counsel to clarify any doubts, orientation of forming groups, useful sites of interest, etc.
- **Forums, Chats, Conference Calls**, are programmed with topics relevant to the needs of the student.
- **Projects (Assignments, Class-Work) Exhibition**, encourage the student to publish their works online, which gives them a rank of excellence and outstanding creativity in reference to everything else.
- **Community Outreach Care?** With the goal being the welfare of the entire education community, there is an Institutional Welfare (Well-Being) Board who cares for the good of all members in the education society. This dependence handles all event programs: medical, athletic, recreational, social, to achieve an integral education in all aspects of the educational community.

## 5.12 FORMING AND TRAINING OF TEACHERS<sup>69</sup>

The implementation of a new educational system based on virtual methods requires the creation (formation) of a select body of teachers like specialists in administration and facilitation of learning in the virtual field (camp). Hence, the aspects necessary in the development of academic and administrative programs to which virtual method aims are:

- **Virtual Mentality** in which the teacher is prepared to use new technology and communication information (TICs) in educational and methodical aspects.
- **Formation of Virtual Instruction**, area in which tools are placed for the transformation of the education system away from the virtual education system.
- **Education as teachers/tutors in virtual instruction.** It is directed to develop abilities and skills in order to play the new role as tutor companion.

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<sup>69</sup> CARDONA, Guillermo. Plataforma Virtual University, Formación de docentes. Virtual Learning. Bogotá. 2002

### **5.13 THE RESULTS THAT ARE EXPECTED TO BE REACHED BY E-LEARNING SYSTEM MODEL FOR APPLIED LINGUISTICS IN ENGLISH PROGRAM**

The results expected to achieve using the new Virtual Educational System in the Applied Linguistics in English Program of the ESPE, emphasizing issues such as:

- ▲ To replace the current system of distance education with the new system of virtual education.
- ▲ To use the ESPE virtual platform in the areas of information and communication for the benefit of students seeking a career in foreign language.
- ▲ Have the students gain new knowledge using new information and communication technology and to better manage their free time.
- ▲ Provide a platform that allows the use of electronic resources for learning through e-mail links, chat, conferences, presentation of tasks, assessments, etc.
- ▲ To accommodate students from different walks of life and from every country in the world to develop their study skills through the use of the internet.
- ▲ To provide knowledge equally both nationally and internationally through the use of the internet.

## LESSON PLAN

<b>Subject:</b>	Sociolinguistics	<b>Didactical Units:</b>	Units 1 – 2
<b>Theme:</b>	1. The social study of language. 2. The ethnography of speaking and the structure of conversation.	<b>Methodology:</b>	Constructivist Method
<b>Term:</b>	October 2008 – March 2009	<b>Time:</b>	First month
<b>Teacher:</b>	Guillermo Cajamarca and Darío Guerrero		
<b>OBJECTIVES</b>	<p>By the end of the first month, the students will be able to:</p> <ul style="list-style-type: none"> <li>➤ To establish the social purpose of the language.</li> <li>➤ To have the opportunity to know the main aspects related to the ethnography of speaking.</li> <li>➤ To work with the TICs involved in virtual platform (E-learning).</li> <li>➤ To get acquainted with the main aspects related to the virtual platform (E-learning).</li> <li>➤ To demonstrate that they have learned and understood the two didactical units.</li> </ul>		
<b>CONTENTS</b>	<p><b><u>COGNITIVE:</u></b></p> <ul style="list-style-type: none"> <li>➤ A brief description of social study of language and ethnography of speaking</li> <li>➤ The structure of conversations</li> <li>➤ Politeness and politeness formulas</li> <li>➤ Terms of address</li> </ul> <p><b><u>PROCEDURES:</u></b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>➤ Critical reading</li> <li>➤ Writing</li> <li>➤ Reporting</li> <li>➤ Critical thinking</li> </ul> <p><b><u>ATTITUDES (Values and Norms):</u></b></p> <ul style="list-style-type: none"> <li>➤ Proactive</li> <li>➤ Teamwork</li> <li>➤ Respectful</li> <li>➤ Self confident</li> <li>➤ Discipline</li> </ul>		

<p><b>METHODOLOGY</b></p>	<p><b><u>MOTIVATION:</u></b></p> <ul style="list-style-type: none"> <li>➤ Forum: How many languages are spoken around the world? How different are they from English? Where do you think English is more widely spoken?</li> </ul> <p><b><u>PRESENTATION:</u></b></p> <ul style="list-style-type: none"> <li>➤ Introduction this month's theme.DOC</li> <li>➤ Sociolinguistics in the context of the Applied Linguistics Program.PDF</li> <li>➤ Brief definitions of Ethnography of speaking/Structure of conversation.PPT</li> <li>➤ Politeness and formulas, Terms of address.PPT</li> </ul> <p><b><u>FEEDBACK:</u></b></p> <ul style="list-style-type: none"> <li>➤ Video Conference to talk about <i>"The importance of forms of Address."</i> *VC will go for 60 minutes, from 5:00 to 6:00pm on September 12. Be on time.</li> </ul>
<p><b>RESOURCES</b></p>	<ul style="list-style-type: none"> <li>➤ Forums</li> <li>➤ Chat room</li> <li>➤ Presentations</li> <li>➤ Computer with internet access</li> <li>➤ <a href="http://books.google.com.ec/books?sociolinguistics+by+Bernard+Spolski">http://books.google.com.ec/books?sociolinguistics+by+Bernard+Spolski</a></li> </ul>
<p><b>ACTIVITIES FOR: ASSESSMENT/ EVALUATION</b></p>	<p><b><u>LEARNING ACTIVITY No. 1:</u></b></p> <ul style="list-style-type: none"> <li>➤ Participate in the "Induction Course" for the student. (Score:3)</li> <li>➤ Study the material provided online in your "Sociolinguistics" course. Do the tasks given. (score:7)</li> </ul> <p><b><u>LEARNING ACTIVITY No. 2:</u></b></p> <ul style="list-style-type: none"> <li>➤ Make a concept map about the theme: "The social study of language" (score:3)</li> <li>➤ Make a chart or a matrix of the theme: "The ethnography of speaking and the structure of conversation" (score:3)</li> </ul> <p><b><u>LEARNING ACTIVITY No. 3:</u></b></p> <p>Answer the following questions:</p> <ul style="list-style-type: none"> <li>➤ What is the approach of sociolinguistics in the community? And explain its action of application. (score:1)</li> <li>➤ In order to collect information when do you use "the recording" and when "the questionnaire"? (score:1)</li> <li>➤ What do you consider is the most important feature of politeness?. (score:1)</li> <li>➤ What do you understand as a data?. (score:1)</li> </ul>



## **GLOSSARY**

### **Asynchronous e-learning**

Action when communication between people does not occur simultaneously. Asynchronous e-learning does not provide immediate feedback on a student's performance, leaving adjustments to training until after an evaluation is completed.

### **Blog**

It is a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video.

### **E-mail**

Often abbreviated as email or e-mail, is a method of exchanging digital messages.

### **Elaboration writing**

It is a step where the writer conceives the text that he wish to write and is represented in her mind.

### **E-Learning**

It is a system of education that functions using the TICs (Technology Information and Communication).

### **Expression writing**

It is the step in which the writer writes the test, that is, representing graphically its content.

### **Feedback**

Information provided to learners about the correctness of their response (different from remediation).

## **Framework**

It is an extensible structure to describe a set of concepts, methods, technologies, and cultural changes necessary for a complete product design and manufacturing process?

**Hypertext Transfer Protocol**, is an application-level protocol for distributed, collaborative, hypermedia information systems. Its use for retrieving inter-linked resources led to the establishment of the World Wide Web

## **Internet**

Is a global system of interconnected computer networks that use the standardized Internet Protocol Suite (TCP/IP). The Internet carries a vast array of information resources and services, most notably the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support electronic mail, in addition to popular services such as online chat, file transfer and file sharing, online gaming, and Voice over Internet Protocol (VoIP) person-to-person communication via voice and video.

## **Intonation**

The sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said.

## **Learning**

It refers to concerted activities that increase the capacity and willingness of individual, groups, organizations and communities to acquire and productively apply new knowledge and skills.

## **Listening**

It consists on capturing through the hearing what another person says related to a any topic in general.

**M-Learning: Mobile Learning**, is a sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of the learning opportunities offered by mobile technologies.

### **Media**

Text, graphics, audio, video, or human element used to teach.

### **Module**

An integrated "theme" of content. Typically one component of a course or a curriculum.

### **Off-line**

This term indicates a disconnected state.

### **On-line**

In general, indicates a state of connectivity. It often refers to the Internet or the World Wide Web. This term has specific meaning with respect to computer technology and telecommunication.

### **PLATO**

**Programmed Logic for Automated Teaching Operations**, was the first generalized computer assisted instruction system, and was built by the University of Illinois and functioned for four decades, offering coursework (elementary–university) to UIUC students, local schools, and other universities.

### **Reading**

Process of mentally interpreting written symbols, say it in other words, is the human cognitive process of decoding symbols or syntax for the purpose of deriving meaning (reading comprehension) or constructing meaning.

## **Rhythm**

A strong pattern of sounds, words or musical notes which is used in music, poetry and dancing.

## **Sample**

Refers to a value or set of values at a point in time and / or space. The sample can be continuous-valued or discrete-valued

## **Speaking**

Characteristic of the human beings manifested by means of expressive sounds through the mouth

## **Stress**

It is the characteristic to pronounce a word or syllable with greater force than other words in the same sentence or other syllables in the same words.

## **Synchronous**

It means that communication occurs at the same time between individuals, and information is accessed instantly.

## **Synchronous e-learning**

System where the communication occurs at the same time between individuals and information is accessed instantly. For example, real time chats, audio or video conferencing.

## **Technology**

Divers mediums that provides the opportunity people to learn about the processes and knowledge, that are needed to solve problems and extend human capabilities

**TICs:** The **Technologies of the Information and the Communication** are a group of services, nets, software and devices that have as end the

improvement of the quality of people's life inside an environment, and that they are integrated to an interconnected system of information and complementary.

**URL: Uniform Resource Locator** is a type of website address that specifies where an identified resource is available and the mechanism for retrieving it.

**WWW: World Wide Web** is a system of interlinked hypertext documents accessed via the Internet.

### **Wikis**

It is a website that uses wiki software, allowing the easy creation and editing of any number of interlinked Web pages.

### **Writing**

The representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system)

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- ⤴ <http://www.adinet.org>
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- ⤴ Instructional Design and Theory of the Learning: <http://www.usask.ca/education/coursework/802oaoers/mergel/español.do>
- ⤴ Propose of model to the system of Distance Education: <http://www.excelencia.uat.edu>



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### **Listening skill**

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Figure 50: Part I, Results of question 3 . . . . .	111
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### **Speaking skill**

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### **Reading skill**

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**APPENDIX “A”**

**ARMY POLYTECHNIC SCHOOL**

**APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**DISTANCE LEARNING EDUCATION**

**PRE-TEST**

**DEAR STUDENTS**

The aim of this pre-test is to obtain information with students of the last levels of Applied Linguistics in English Program in the Distance Learning Education of the Army Polytechnic School in Language Skills Development, that is to say, know the grade of abilities that students reached during their career in Listening, Speaking, Reading, and Writing skills.

It is voluntary and all responses will be confidential.

**Time:** 45 minutes

**Thank you for your valuable time and collaboration**

**Complete the Student’s Information, please:**

**Support Center No.** :

**Surname** :

**Name** :

**Term** : October 2008 – March 2009

**Level** :

# LISTENING SKILLS

You will hear five short conversations

You will hear each conversation twice

There is one question for each conversation

For questions 1-5 put a tick (✓) under the right answer

-----  
-

**Example:**

0 How many people were at the meeting?

**3**

A

**13**

B

**30**

C

1 Where is the woman going to go on holiday this year?

**CANADA**

A

**ITALY**

B

**TURKEY**

C

2 What time was the man's appointment?



A



B

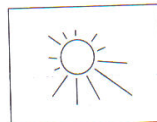


C

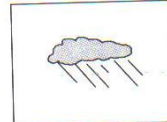
3 What will the weather be like?



A



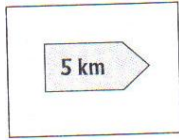
B



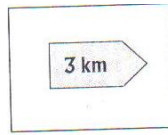
C



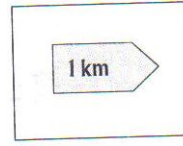
4 How far is the nearest supermarket?



A

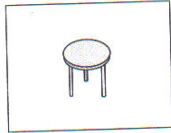


B

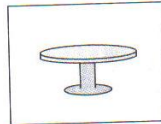


C

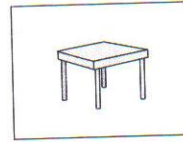
5 Which table does Sally like?



A



B



C

# READING SKILLS

Read the article about “THE FUTURE OF ENERGY”



## THE FUTURE OF ENERGY

Energy is very important in modern life. People use energy to run machines, heat and cool their homes, cook, give light, and transport people and products from place to place. Most energy nowadays comes from fossil fuels—petroleum, coal, and natural gas. However, burning fossil fuel causes pollution.

Scientists are working to find other kinds of energy for the future, for the moment we can obtain energy from different sources, such as:

**ENERGY FROM THE WIND.-** All over the world, people use the power of the wind. It turns windmills and moves sailboats. It is a clean source of energy, and there is lots of it. Unfortunately, if the wind doesn't blow, there is no energy.

**ENERGY FROM WATER.-** This energy is used to create electricity. Water power gives energy without pollution. However, people have to build dams to use this energy. Dams cost a lot of money, so water energy is expensive.

**ENERGY FROM THE EARTH.-** There is heat in rocks under the earth. Scientists use this heat to make geothermal energy. This kind of energy is cheap, but it is possible only in a few places in the world.

Choose the correct answer A-C on your answer sheet of paper

1 **Nowadays, people use energy** \_ \_ \_ \_ \_

- A: only nights
- B: only to cook and transportation
- C: for all daily purpose

2 **Scientists are working to find other kinds of energy for** \_ \_ \_ \_ \_

- A: experiments
- B: future
- C: study

3 **Energy comes from fossil fuels causes** \_ \_ \_ \_ \_

- A: pollution
- B: disasters
- C: noise

4 **Energy from the wind it is obtained through** \_ \_ \_ \_ \_

- A: vapor
- B: magnetic wave
- C: windmills

5 **When water moves from a high place to a lower place, it makes** \_ \_ \_ \_ \_

- A: energy
- B: power
- C: effort

# WRITING SKILLS

You now live in a new house. Write a note to a friend about the house

Say:

- **Where** your house is
- Which **room** you like best and **why**

Write **30-35** words

Students are not penalized if they write more than 35 words. If they use fewer than 30 words, they automatically lose 1 mark

**Note**

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# SPEAKING SKILLS

## 3 By the river

## 4 Preparing a meal

**Interlocutor** In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

*(Candidate A)*, it's your turn first. Here are your photographs. They show **people spending time by different rivers**.

Place *Part 2* booklet, open at **Task 3**, in front of *Candidate A*.

I'd like you to compare the photographs, and say **what you think the people are enjoying about spending time by these rivers**.

All right?

**Candidate A**

🕒 1 minute

.....

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve *Part 2* booklet.

*(Candidate B)*, **which of these rivers would you prefer to visit?**

**Candidate B**

🕒 approximately  
20 seconds

.....

**Interlocutor**

Thank you.

Now, *(Candidate B)*, here are your photographs. They show **people preparing a meal in different situations**.

Place *Part 2* booklet, open at **Task 4**, in front of *Candidate B*.

I'd like you to compare the photographs, and say **what you think is difficult about preparing meals in these situations**.

All right?

**Candidate B**

🕒 1 minute

.....

**Interlocutor**

Thank you. (Can I have the booklet, please?) Retrieve *Part 2* booklet.

*(Candidate A)*, **do you enjoy cooking?**

**Candidate A**

🕒 approximately  
20 seconds

.....

**Interlocutor**

Thank you.

### **TASK 3: BY THE RIVER**

**What are the people enjoying about spending time by these rivers?**



### **TASK 4: PREPARING A MEAL**

**What is difficult about preparing meals in these situations?**



**APPENDIX “B”**

**ARMY POLYTECHNIC SCHOOL**  
**APPLIED LINGUISTICS IN ENGLISH PROGRAM**  
**DISTANCE LEARNING EDUCATION**

**POST - TEST**

**DEAR STUDENTS**

My aim through this post-test is to obtain information with students of the last levels of Applied Linguistics in English Program in the Distance Learning Education of the ESPE in Language Skills Development, that is, know the grade of abilities that students reached during their career in Listening, Speaking, Reading, Writing and Use of Language (English).

It is voluntary and all responses will be confidential.

**Thank you for your valuable time and collaboration**

**Complete the Student’s Information, please:**

**Support Center No.**        :

**Surname**                        :

**Name**                                :

**Term**                                : October 2008 – March 2009

**Level**                                :

# LISTENING SKILLS

You will hear five short conversations

You will hear each conversation twice

There is one question for each conversation

For questions 1-5 put a tick (✓) under the right answer

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1 How many children went on the school trip?



A



B



C

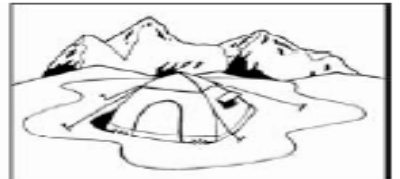
2 Which campsite did Josh stay at last year?



A



B



C

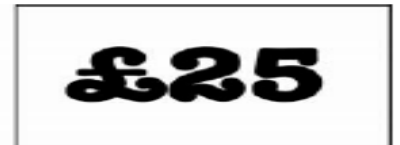
3 How much is the skirt?



A

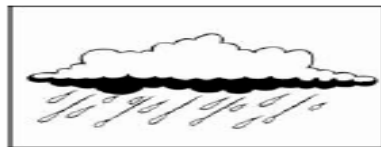


B

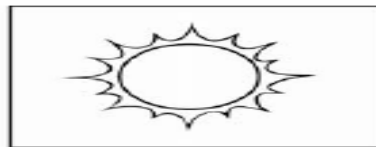


C

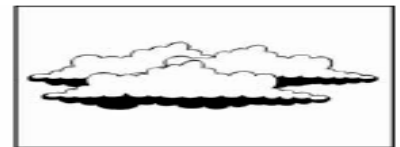
4 What's the weather like now?



A



B

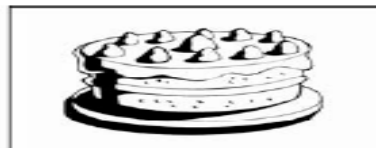


C

5 What will the girl cook?



A



B



C



# READING SKILLS

Read the magazine article about a company called Holiday on Ice.

## Holiday on Ice

*What is the secret of Holiday on Ice's long-lasting success? Hilary Rose reports*

At 7pm on a dark, cold November evening, thousands of people are making their way across a vast car park. They're not here to see a film, or the ballet, or even the circus. They are all here for what is, bizarrely, a global phenomenon: they are here to see Holiday on Ice. Given that most people don't seem to be acquainted with anyone who's ever been, the show's statistics are extraordinary: nearly 300 million people have seen Holiday on Ice since it began in 1943; it is the most popular live entertainment in the world.

But what does the production involve? And why are so many people prepared to spend their lives travelling round Europe in caravans in order to appear in it? It can't be glamorous, and it's undoubtedly hard work. The backstage atmosphere is an odd mix of gym class and workplace. A curtained-off section at the back of the arena is laughably referred to as the girls' dressing room, but is more accurately described as a corridor, with beige, cracked walls and cheap temporary tables set up along the length of it. Each girl has a small area littered with pots of orange make-up, tubes of mascara and long false eyelashes.

As a place to work, it must rank pretty low down the scale: the area round the ice-rink is grey and mucky with rows of dirty blue and brown plastic seating and red carpet tiles. It's an unimpressive picture, but the show itself is an unquestionably vast, polished global enterprise: the lights come from a firm in Texas, the people who make the audio system are in California, but Montreal supplies the smoke effects; former British Olympic skater Robin Cousins is now creative director for the company and conducts a vast master class to make sure they're ready for the show's next performance.

The next day, as the music blares out from the sound system, the cast start to go through their routines under Cousins' direction. Cousins says, 'The aim is to make sure they're

all still getting to exactly the right place on the ice at the right time – largely because the banks of lights in the ceiling are set to those places, and if the skaters are all half a metre out they'll be illuminating empty ice. Our challenge,' he continues, 'is to produce something they can sell in a number of countries at the same time. My theory is that you take those things that people want to see and you give it to them, but not in the way they expect to see it. You try to twist it. And you have to find music that is challenging to the skaters, because they have to do it every night.'

It may be a job which he took to pay the rent, but you can't doubt his enthusiasm. 'The only place you'll see certain skating moves is an ice show,' he says, 'because you're not allowed to do them in competition. It's not in the rules. So the ice show world has things to offer which the competitive world just doesn't.' Cousins knows what he's talking about because he skated for the show himself when he stopped competing – he was financially unable to retire. He learnt the hard way that you can't put on an Olympic performance every night. 'I'd be thinking, these people have paid their money, now do your stuff, and I suddenly thought, "I really can't cope. I'm not enjoying it." The solution, he realised, was to give 75 per cent every night, rather than striving for the sort of twice-a-year excellence which won him medals.

To be honest, for those of us whose only experience of ice-skating is watching top-class Olympic skaters, some of the movements can look a bit amateurish, but then, who are we to judge? Equally, it's impossible not to be swept up in the whole thing; well, you'd have to try pretty hard not to enjoy it.

Choose the correct answer (A, B or C) which you think fits best according to the text.

Mark your answers on your sheet of paper

- 1 **What surprises the writer about the popularity of Holiday on Ice?**
  - A: The show has not changed since it started
  - B: Few people know someone who has seen it
  - C: Ice-skating is not generally a popular hobby
  
- 2 **The writer describes the backstage area in order to show**
  - A: The conditions that the skaters put up with
  - B: The type of skater that the show attracts
  - C: How much fun the cast have during their work
  
- 3 **What does the writer highlight about the show in the third paragraph?**
  - A: The need for a higher level of professional support
  - B: The difficulty of finding suitable equipment
  - C: The range of companies involved in the production
  
- 4 **Cousins believes that he can meet the challenge of producing shows for different audiences**
  - A: By varying the routines each night
  - B: By adapting movements to suit local tastes
  - C: By presenting familiar material in an unexpected way
  
- 5 **What does Cousins suggest in paragraph 5 about skating in shows?**
  - A: It allows skaters to try out a range of ideas
  - B: It enables skaters to visit a variety of places
  - C: It can be as competitive as other forms of skating.

# WRITING SKILLS

Your English speaking friend, Andrew, is thinking of starting a small business providing holiday camps for children. Read Andrew's letter and the notes you have made. Then write a letter to Andrew using all your notes.

*I've decided to start my own business! I want to run summer holiday camps for children, with activities such as water sports, camping and climbing. Do you think a camp like this could be successful?*

*Give opinion*

*I'm really interested to know what children in your country normally do during the summer holiday. Could you write and give me some information about this?*

*Tell Andrew*

*I have one last question. If you are free this summer, would you like to come and help me organize the first summer camp? Of course I will provide you with accommodation.*

*Yes!*

*Ask for details*

*Please write back soon,*

*Andrew*

You **must** answer this question.

Write your **letter**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Write your answer in 80 – 100 words in an appropriate style on the following page.

Students are not penalized if they write more than 100 words. If they use fewer than 80 words, they automatically lose 1 mark.

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# SPEAKING SKILLS

## 1 Making music

### 2 Educational visits

#### Interlocutor

In this part of the test. I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

(*Candidate A*), it's your turn first. Here are your photographs. They show **people making music in different ways**.

Place **Part 2** booklet, open at **Task 1**, in front of *Candidate A*

I'd like you to compare the photographs, and say **why you think the music is important to the different groups of people**.

All right?

#### Candidate A

1 minute .....

#### Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet

(*Candidate B*), which type of music would you prefer to listen to?

Candidate B

Approximately 20 seconds .....

**Interlocutor** Thank you.

Now, (*Candidate B*), here are your photographs. They show **people of different ages on educational visits**

Place **Part 2** booklet, open at **Task 2**, in front of *Candidate B*

I'd like you to compare the photographs, and say **what you think the people will learn on their visits**.

All right?

Candidate B

Approximately 20 seconds .....

**Interlocutor** Thank you.

## 1 MAKING MUSIC

Why is the music important to the different groups of people?



## 2 EDUCATIONAL VISITS

What will the people learn on their visits?



**APPENDIX “C”**

**TABLE OF RESULTS  
“EXPERIMENTAL GROUP”**

**Group 1**

Ord.	Student’s Name	Final Score	
		Pre-Test	Post-Test
<b>Listening Skill</b>			
1	Carrillo Gabriela	20.00	20.00
2	López Sofia	12.00	16.00
3	Llumiquinga Luis	12.00	16.00
4	Matute Judith	16.00	16.00
5	Ochoa Geovanny	16.00	20.00
6	Orquera Andrea	20.00	20.00
7	Pazmiño Verónica	16.00	20.00
8	Rivadeneira Gorky	16.00	16.00
9	Salazar Héctor	12.00	16.00
10	Zambrano Luz	16.00	16.00
<b>Speaking Skill</b>			
1	Carrillo Gabriela	17.33	18.00
2	López Sofia	16.67	17.00
3	Llumiquinga Luis	14.67	16.67
4	Matute Judith	14.67	16.67
5	Ochoa Geovanny	15.67	17.33
6	Orquera Andrea	17.67	17.67
7	Pazmiño Verónica	15.67	16.67
8	Rivadeneira Gorky	17.00	18.00
9	Salazar Héctor	15.67	17.00
10	Zambrano Luz	17.00	18.00
<b>Reading Skill</b>			
1	Carrillo Gabriela	20.00	20.00
2	López Sofia	20.00	20.00
3	Llumiquinga Luis	20.00	20.00
4	Matute Judith	20.00	20.00
5	Ochoa Geovanny	16.00	20.00
6	Orquera Andrea	20.00	20.00
7	Pazmiño Verónica	20.00	20.00
8	Rivadeneira Gorky	16.00	20.00
9	Salazar Héctor	20.00	20.00
10	Zambrano Luz	20.00	16.00
<b>Writing Skill</b>			
1	Carrillo Gabriela	19.50	20.00
2	López Sofia	17.00	18.00

3	Llumiyinga Luis	18.50	19.00
4	Matute Judith	17.50	18.00
5	Ochoa Geovanny	18.00	18.00
6	Orquera Andrea	15.50	18.00
7	Pazmiño Verónica	18.00	19.00
8	Rivadeneira Gorky	17.00	19.00
9	Salazar Héctor	18.50	20.00
10	Zambrano Luz	18.50	20.00



**APPENDIX “D”**

**TABLE OF RESULTS  
“CONTROL GROUP”**

**Group 2**

Ord.	Student’s Name	Final Score	
		Pre-Test	Post-Test
<b>Listening Skill</b>			
1	Almachi Mayra	20.00	20.00
2	Badillo Robert	12.00	16.00
3	Montero Ruth	16.00	20.00
4	Munive María	12.00	16.00
5	Ochoa Edgar	12.00	16.00
6	Paute Mariana	16.00	16.00
7	Reinoso Erick	12.00	16.00
8	Revelo Sandra	16.00	16.00
9	Simbaña Mentor	16.00	16.00
10	Villacres Raquel	16.00	16.00
<b>Speaking Skill</b>			
1	Almachi Mayra	15.67	17.67
2	Badillo Robert	14.67	15.33
3	Montero Ruth	17.00	17.00
4	Munive María	15.33	15.67
5	Ochoa Edgar	15.33	17.67
6	Paute Mariana	16.67	17.00
7	Reinoso Erick	14.67	15.33
8	Revelo Sandra	17.67	18.00
9	Simbaña Mentor	16.33	17.67
10	Villacres Raquel	16.67	17.67
<b>Reading Skill</b>			
1	Almachi Mayra	20.00	20.00
2	Badillo Robert	16.00	20.00
3	Montero Ruth	20.00	20.00
4	Munive María	16.00	20.00
5	Ochoa Edgar	20.00	16.00
6	Paute Mariana	16.00	16.00
7	Reinoso Erick	20.00	20.00
8	Revelo Sandra	20.00	20.00
9	Simbaña Mentor	16.00	20.00
10	Villacres Raquel	20.00	20.00
<b>Writing Skill</b>			
1	Almachi Mayra	17.00	18.00
2	Badillo Robert	19.00	20.00

3	Montero Ruth	17.50	18.00
4	Munive María	17.50	18.50
5	Ochoa Edgar	16.50	18.00
6	Paute Mariana	17.00	19.00
7	Reinoso Erick	17.50	19.00
8	Revelo Sandra	16.00	18.00
9	Simbaña Mentor	17.50	18.50
10	Villacres Raquel	16.50	18.00

APPENDIX "E"

T - TABLE

t Table

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
<b>Z</b>	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										