



ARMY POLYTECHNIC SCHOOL

# DEPARTMENT OF LANGUAGES

---

*APPLIED LINGUISTICS IN ENGLISH PROGRAM*

*DISTANCE LEARNING EDUCATION*

“INCIDENCE OF DIDACTIC MATERIAL FOR THE ENGLISH LANGUAGE LEARNING OF TENTH YEAR STUDENTS OF BASIC EDUCATION AT “TELMO HIDALGO DIAZ” HIGH SCHOOL, IN SAN PEDRO-SANGOLQUÍ, THIRD TRIMESTER, SCHOOL YEAR 2008-2009”.

AUTHORS:

*Miguel Gonzalo Guzmán Páez*

*Milton Alcides German Campos*

A dissertation submitted in partial fulfillment of requirement for the degree of Bachelor in Applied Linguistics in the Department of Languages of the Army Polytechnic School

# CERTIFICATE

We, Dra. María Teresa Llumiquinga, Director and Msc. Daniel Herrera, Co-director are pleased to certify the Research Project under the title “Incidence of didactic material for the English language learning of tenth year students of Basic Education at “Telmo Hidalgo Diaz” High School, in San Pedro-Sangolquí, third trimester, school year 2008-2009”, developed by Miguel Gonzalo Guzmán Páez and Milton Alcides German Campos, who have finished all the subjects in Applied Linguistics in English Program of the Army Polytechnic School, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized on the correspondent university instance.

---

**Dra. María T. Llumiquinga**

**Thesis Director**

---

**Msc. Daniel Herrera**

**Thesis Co-director**

# *Acknowledgement*

***To Jehovah God and my Mother Rosita in the sky for giving me the opportunity to accomplish my dream and letting me share it with my loved ones.***

*To my family in special to my wife Mayri, my daughters Mary and Michelle, my lovely grandson Sebastian for being beside me all times and for their unconditional affection.*

***To my teachers who have given me formation and knowledge to culminate the professional goals.***

*To my Director and Co-director of the Thesis for their support at the moment of performing the project, for their advice and especially for their affection and patience.*

**Miguel Guzmán Páez**

# *Acknowledgement*

***To God because all my life I have felt his love and blessings.***

***To my lovely son Jhorel and my dear wife Verito, for their invaluable support and love to conclude my studies, for encouraging me with their advice and love to go on with my studies.***

***To my Director and Co-director of the Thesis and the staff of the Department of Languages for their important help in the development of this project and for their helpful advice.***

***To my teachers who have given me the best formation and knowledge through these years to successfully finish my career.***

***Milton German Campos***

# *Dedication*

*To my family who supported me with their love and comprehension,  
and because they have inspired me to accomplish all my dreams.*

Miguel Guzmán Páez

*“Because I see at the end of my rude road, that I’m the architect of my  
own destiny...”*

*Amado Nervo*

# *Dedication*

*I dedicate my thesis to my lovely son who fill my life with his tenderness and laughs and to my mother for her unconditional love, patient and advice.*

*Milton German Campos*

## *INDEX*

Cover Page	
Certificate	ii
Acknowledgements	iii
Dedications	v
Index of Contents	vii
Summary	x
Introduction	xii

## **PART ONE**

### **PROBLEMATIC SITUATION**

1.1. Identification of the problem	2
1.2. Problem Setting	3
1.2.1. Main Problem	3
1.2.2. Secondary Problems	3
1.3. Variable working out	4
1.3.1. Independent Variable	4
1.3.2. Dependent Variable	4
1.4. Objectives	5
1.4.1. General	5
1.4.2. Specific	5
1.5. Justification	5

## **PART TWO**

### **THEORETICAL FRAMEWORK**

#### *CHAPTER ONE*

2. <b>Theoretical Framework</b>	8
Theoretical and Conceptual Focus – Structure	8
Learning English - Concept	9
2.1. Enhancing	11

2.2.	Collaborative	14
2.3.	Distance	17
2.4.	Organizational	18
2.5.	Autonomous	22
2.6.	Multimedia Learning	23
2.7.	Observational Learning	24
2.8.	Informal Learning	26

*CHAPTER TWO*

<b>Problems of English Learning</b>	<b>27</b>
1. <b>Speaking</b>	<b>27</b>
1.1. Pronunciation	29
1.2. Spelling	30
2. <b>Reading</b>	<b>32</b>
2.1. Translation	33
2.2. Unknown words	34
3. <b>Listening</b>	<b>36</b>
3.1. Comprehension	37
3.2. Understanding	38
4. <b>Writing</b>	<b>40</b>
4.1 Editing	42
4.2 Grammatical error	43

*CHAPTER THREE*

<b>Didactic material</b>	<b>44</b>
1. Definition	44
2. Texts	44
2.1 Workbooks	46
3. <b>Audiovisual materials</b>	<b>46</b>



3.1	CDs	49
3.2	DVDs	50
3.3	MP3	60
4.	<b>Others</b>	60
4.1	Software	61
4.2	Newspapers	63
4.3	Magazines	64
4.4	Internet	65
2.1.	<b>Hypothesis System</b>	67
2.1.2.	Null Hypothesis	67
2.1.3.	Alternative Hypothesis	67

## **PART THREE**

### **METHODOLOGICAL DESIGN**

3.	Methodological Design	69
3.1.	Research type and design	69
3.2.	Population and Sample	69
3.3.	Methods	
3.3.2.	Inductive Method	72
3.3.3.	Deductive Method	72
3.4.	Techniques	72
3.5.	Instruments and equipments for fielding	73
3.6.	Techniques for data collection	73

## **PART FOUR**

### **TESTING THE HYPOTHESIS**

4.	Analysis and Interpretation of Data Collection	75
4.1.	Graphical Exposition of results	79
4.2	Analysis of the Results	86
4.3	Conclusions	88
4.4.	Recommendations	88

## **PART FIVE**

### **PROPOSAL**

5.	Proposal	90
5.1.	Introduction	90
5.2.	General Objective	91
5.3.	Specific Objective	91
5.4.	Evaluation of texts for the Teaching English	92
5.5.	Qualitative Analysis of the Book	95
5.6.	Conclusions and Recommendations	106
	<b>BIBLIOGRAPHY</b>	<b>107</b>
	<b>GLOSSARY</b>	<b>108</b>
	<b>ANNEXES</b>	<b>114</b>

## SUMMARY

To educate means to create situations of learning, this means, to create reliable conditions so the student assimilates something (knowledge, skills, attitudes). When the teacher plans and teaches, he disposes naturally of a plan of studies, of educative principles and auxiliary didactic material.

The objective of the education is to prepare the individual for the different exigencies that the reality of life will show to him, as far as the society is concerned as to him.

Actually, the didactic material almost always is lexicon-visual; this is, as the text and the illustrations are interconnected. In principle, the reality can be presented of three distinct manners (ordered in decreasing sense according to the facility of comprehension); the *own reality*, the *images* (in movement and in repose) and the *words* (oral language or text). There are several possibilities of combining didactic material in order to represent the reality. Naturally, there are cases where it is presented material of teaching in form only of text or only oral.

The pedagogical works of research and development were concentrated in a consistent draw and in one experiment of pedagogic systems based on didactic elements (combinations of different didactic elements, "set of didactic material"). That involves on better adaptation of the scholar activity to the goals established in study plans: the pedagogic system based in combinations of didactic elements guaranties the achievement of positive results. One system of that kind is the teaching of the English Language.

The contributions of the teacher are also essentials to the adaptation of a certain pedagogic system based in didactic elements and to the group of students that are under his charge.

Teachers can improvise and use didactic materials to build an atmosphere of creativity, even when there is no budget.

The text plays a part of vital significance in the man's life and in its professional activity, since it is a half fundamental of knowledge and communication.

Reading in foreign languages also has great social, educational importance and practice. By means of the reading of periodic publications in a foreign language one can know the activity economic, scientific and cultural general of the origin country.

In the educational field, the process more important is the teaching- learning and this is related with the help of a text as a guide, becoming a very beneficial result as much as the teachers like for the students, is for this reason that in nowadays, its use has become essential.

## *INTRODUCTION*

Learning another language gives the learner the ability to step inside the mind and context of that other culture. Without the ability to communicate and understand a culture on its own terms, true access to that culture is barred. Why is this important? In a world where nations and peoples are ever more dependent upon on another to supply goods and services, understanding other cultures is paramount. Intercultural understanding begins with individuals who have language abilities and who can thereby provide one's own nation or community with an insider's view into foreign cultures. For survival in the global community, every nation needs such individuals. A person competent in other languages can bridge the gap between cultures, contribute to international diplomacy, promote national security and world peace, and successfully engage in international trade.

Learning a foreign language becomes more easily add it to program studies a text as a guide. For the learning a foreign language, doesn't exist a way more useful that a book guide, at least if this it is well structured and organized in its goals and objectives.

The most important thing of this Research Project is to find out how to teach the English Language through the use of didactic materials in specially the text as a help for the teaching learning process and it is organized in the following parts:

**PART ONE:** It describes the problem identification of the research: main problem, variables, objectives and justification, showing how important is to have a help of a text as guide in the teaching-learning process.

**PART TWO:** It includes the " Theoretical Framework " with relation to the researched subject, also some concepts involved in this research as: Types of English Learning, such as Enhancing, Collaborative, Distance, Organizational and Autonomous.

Problems of English learning, detail of problems with the four skills such as speaking, reading, listening and writing, which are part of dependent – independent variables and relation between both. Besides, hypothesis systems that will let establish real outcomes of this research.

Descriptions and definitions of different types of didactic materials such as Texts, Audiovisual Materials, Software, Newspapers, Magazines, Internet, etc; are included in this part.

**PART THREE:** It examines the " Methodology " that was applied to develop the proposed investigation, it means its type and design, and how was data obtained from the population sample, showing the procedure and the analysis.

**PART FOUR:** It is focused in explaining, testing and exposing the data collection, through inductive and deductive methods, and the different techniques applied to the students by means of the respective percentages, student's – test and reason analysis.

**PART FIVE:** It sets a proposal and summarizes the analysis of books offered by different editorials of the city specialized in educative materials.

As a final part, goes the compilation of the bibliography utilized in this investigation, the annexes and a glossary of terms used in this research.

# **PART ONE**

## **IDENTIFICATION OF THE PROBLEM**

# **PART ONE:**

## **1 RESEARCH PROBLEM**

### **1.1 PROBLEM IDENTIFICATION:**

Nowadays, the learning of English language hasn't greatly improved in most of high schools in our country, an example is showed at "Telmo Hidalgo Diaz" High School where most of the students don't have a good knowledge of the four skills in the English language such as writing, reading, listening and speaking.

There are too many reasons for this problem. One of them is the lack of the use of didactic material to develop the teaching –learning process, such as student books and work books, in order to contribute to an appropriate language acquisition.

On the other hand, this school doesn't have an English lab for the practice of listening and playing videos about stories in English as an interactive way, so the students do not get bored.

The problem with an English lab is that the institution cannot afford with the implementation of one. Another cause is that there isn't enough space to build it in the school.

"Telmo Hidalgo Diaz" High School has always had just one English teacher, it has been due that the students' parents are who pay the salary to the English teacher and some of them think to pay this extra bill is an expensive cost and they don't have enough money for this subject.

Other reason is the demotivation of the students because of their boring classes with the same teacher all the time and they are right because it is not a good idea to learn English with the same teacher from the beginning to the end.

Moreover the schedule assigned for the English lessons is not enough. Students receive English classes two hours in a week, so the teacher hardly



over revises during that time, because there are as many as 30 students in the classroom and in this period the teacher just uses it to teach what it has prepared for that time, it makes so difficult to do other kinds of different activities.

Finally, It is important to take into account that this school graduates technicians in Mechanics and fashion design, so this is a strong reason why students are not interested in the English learning, because when they finish high school they think about implementing their own workshop, however they must know that in whatever careers or business that they start it is very important to speak and understand English to have better opportunities to work for an International Company.

## **1.2 PROBLEM SETTING**

### **Main Problem**

How does the lack of didactic material affect in the English learning in the students of the tenth year of basic education in the “Telmo Hidalgo Diaz” High School?

### **Secondary Problems**

1. How does the didactic material used at “Telmo Hidalgo Diaz” High School enhance the efficiency in the English learning?
2. How does an English laboratory help to improve the quality of the English learning?
3. How does the lack of enough teachers affect the English learning?
4. How does the deficient preparation of an English teacher decrease the level of the English learning?

### 1.3. VARIABLES WORKING OUT:

Variables	Dimensions	Dimensions	Dimensions	Indicators
<p><b>-Dependent variable.-</b>  <b>-The learning of English language</b></p>	<p>Learning English            Previous knowledge about the four useful skills to the English learning and its serves to the interaction with the external means.            Beside this knowledge is gotten by means of the preparation.</p> <p>-Types</p> <p>- English learning Problems            It emerges from acknowledge of the different skills which are important to learn the english language such as listening, speaking, writing and reading.</p>	<p>Enhancing collaborative            Distance            Organizational            Autonomous</p> <p>-Speaking            -Reading            -Listening            -Writing</p>	<p>New challenges            Work group            Work alone            Led by tutor            By yourself</p> <p>-Pronunciation            -Translation            Comprehension            -Editing</p>	<p>Wrong communication            Error in translation            Bad information            Error in writing</p>
<p><b>Independent variable. –</b>  <b>Didactic material</b></p>	<p>Didactic Material:            Documents which allow the learning, the more important means used to the learning English language are books, workbooks, booklets, handouts, interactive Cds, etc.</p>	<p>-Texts            -Workbooks            -Audiovisual material            -software            -newspaper            -magazines            -internet</p>	<p>English texts            -DVD            -CD            -MP3, ETC.</p>	<p>-Printed            -electronic            Video            CD-R/CD-RW</p>

## **1.4. OBJECTIVES**

### **General:**

To elaborate a proposal for the use of an appropriate didactic material for the English language learning at “Telmo Hidalgo Diaz” High School.

### **Specific:**

1. To look for alternatives to find some possible didactic materials and recommend one of them, which could be implemented for teaching of the English language at “Telmo Hidalgo Diaz” High School”
2. To conscience the authorities, English teacher and students about the role of the English lab play during the English language learning.
3. To achieve so the authorities and the English teacher of the “Telmo Hidalgo Diaz” High School conscience about the need to have more English teachers.
4. To encourage the English teacher to make some updating courses and show how important is to keep a constant training according to the modern world strategies and methodologies of teaching-learning process.

## **1.5 JUSTIFICATION:**

In these days, the globalization demands all people should have knowledge about the English language in a sufficient way due to the english language is an universal language on many fields such as politic, social, economic, cultural, etc. For these reasons many countries around the world have the English as official language, and others include it in their syllabuses as mandatory.

The present work attempts to seek and recommend alternatives of possible

didactic materials to be used in the English language learning at “Telmo Hidalgo Diaz” High School”. So students could base their English lessons in some didactic material and it will be very useful due to all the technology is coming in English language. This attempt will be based in interviews, informal conversations, chats, etc.

It is necessary to consider that students of the tenth year of basic education in the “Telmo Hidalgo Diaz” High School” will be beneficiaries as they will learn the English language in a better way and they will have better opportunities to work with any foreign enterprise someday, likewise develop their intellectual capacity and maybe visit many countries where the English knowledge is very important for daily activities.

This Project is oriented to help students of the tenth year of basic education at “Telmo Hidalgo Diaz” High School” to solve their English problems and encourage them to study this language, so they could become competitive and challenge the real world to prove that the didactic material is as important as necessary and useful in the learning because in some institutes many students don't know what the last lesson dealt with, due to they do not use any didactic material to follow step by step the English lessons and they rarely have either a feedback or reinforcement.

A crucial step to solve this problem is making the authorities of “Telmo Hidalgo Diaz” High School be aware of the importance of having didactic material, which students support their learning, so they can discuss and relate each other and become inclusively autonomous in their English learning.

In summary, the English language is the leading language around the world, especially in the educational field. The lack of didactic material or the inappropriate teaching of English language can lead students to lose opportunities to travel and to get better jobs and to have a better quality of life.

# **PART TWO**

## **THEORETICAL FRAMEWORK**

## **PART TWO:**

### **2. THEORETICAL FRAMEWORK**

#### **STRUCTURE**

##### **CHAPTER I**

##### **Learning English**

1 Concept

2 Types of English learning

2.1 Enhancing

2.2 Collaborative

2.3 Distance

2.4 Organizational

2.5 Autonomous

2.6 Multimedia Learning

2.7 Observational Learning

2.8 Informal Learning

##### **CHAPTER II**

##### **Problems of English learning**

1 Speaking

1.1 Pronunciation

1.2 Spelling

2. Reading

2.1 Translation

2.2 Unknown words

3 Listening

3.1 Comprehension

3.2 Understanding

4. Writing

4.1 Editing

4.2 Grammatical error

## **CHAPTER III**

### **Didactic material**

1. Definition

2. Texts

2.1 Workbooks

3. Audiovisual materials

3.1 CDs

3.2 DVDs

3.3 MP3

4. Others

4.1 Software

4.2 Newspapers

4.3 Magazines

4.4 Internet

## **Learning English**

### **1 Concept**

Learning is a strategy which requires a learner to compare and contrast groups or categories that contain concept-relevant features with groups or categories that do not contain concept-relevant features. Concept learning also refers to a learning task in which a human or machine learner is trained to classify objects by being shown a set of example objects. Concept learning ranges in simplicity and complexity because learning takes place over many areas. When a concept is

more difficult, it will be less likely that the learner will be able to simplify, and therefore they will be less likely to learn. Most theories of concept learning are based on the storage of exemplars and avoid summarization or overt abstraction of any kind.

In the fields of neuropsychology, personal development and education, learning is one of the most important mental functions of humans, animals and artificial cognitive systems. It relies on the acquisition of different types of knowledge supported by perceived information. It leads to the development of new capacities, skills, values, understanding, and preferences. Its goal is the increasing of individual and group experience. <sup>1</sup>“Learning functions can be performed by different brain *learning processes*”, which depend on the mental capacities of learning subject, the type of knowledge which has to be acquired, as well as on socio-cognitive and environmental circumstances.

Learning ranges from simple forms of learning such as habituation and classical conditioning seen in many animal species, to more complex activities such as play, seen only in relatively intelligent animals and humans. Therefore, in general, learning can be conscious and not conscious.

For example, for small children, non-conscious learning processes are as natural as breathing. In fact, there is evidence for behavioral learning prenatally, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on in development.

From the social perspective, learning should be the goal of teaching and education.

Conscious learning is a capacity requested by students, therefore is usually goal-oriented and requires a motivation.

---

<sup>1</sup> David Copperweld-Cambridge University-1973



Learning has also been mathematically modeled using a differential equation related to an arbitrarily defined knowledge indicator with respect to time, and dependent on a number of interacting factors (constants and variables) such as initial knowledge, motivation, intelligence, knowledge anchorage or resistance, etc. Thus, learning does not occur if there is no change in the amount of knowledge even for a long time, and learning is negative if the amount of knowledge is decreasing in time. Inspection of the solution to the differential equation also shows the sigmoid and logarithmic decay learning curves, as well as the knowledge carrying capacity for a given learner.

## **2.1 Enhancing**

An increasing number of educators are calling for high standards and challenging learning activities for at-risk students. New technologies can provide meaningful learning experiences for all students, especially those at risk of educational failure. Schools that capitalize on the relationship between technology and education reform will help students to develop higher order skills and to function effectively in the world beyond the classroom. Achieving such fundamental change, however, requires a transformation of not only the underlying pedagogy (basic assumptions about the teaching and learning process) but also the kinds of technology applications typically used in classrooms serving at-risk students.

The vision of classrooms structured around student involvement in challenging, long-term projects and focused on meaningful, engaged learning is important for all students. Yet such a change in practice would be especially dramatic for those students who have been characterized as <sup>2</sup>"economically disadvantaged" or "at risk." Traditionally, schools have had lower expectations for such students. Teachers have emphasized the acquisition of basic skills for at-risk students, often in special pull-out programs or in lower level tracks. However, note that school factors such as narrow curricula, rigid instructional strategies, tracking, and pull-

---

<sup>2</sup> Economic Institutional Guide

out programs hinder the academic achievement of many at-risk students. Recent findings indicate that by not challenging at-risk students or encouraging them to use complex thinking skills, schools underestimate students' capabilities, postpone interesting and meaningful work they could be doing, and deprive them of a meaningful context for learning and using the skills that are taught.

In the new vision of challenging learning activities, the curriculum for all students would emphasize the integration of higher order thinking skills, authentic tasks, and mixed-ability groupings. Instead of students practicing discrete, isolated skills (such as spelling and punctuation done on worksheets), the curriculum would stress composition, comprehension, and applications of skills. Rather than treating basic skills as an obstacle that must be surmounted before exposing students to more complex and meaningful learning activities, schools would give at-risk students opportunities to learn and practice basic skills in the context of working on authentic tasks at-risk students would work more in heterogeneous groupings as part of collaborative classrooms and less in ability groupings or pull-out classes for compensatory instruction. They would be judged on their ability to perform a complex task and to reflect on and describe the thinking that went into it rather than on their facility with multiple-choice tests.

An emerging body of research suggests that technology used in classrooms fulfilling such a vision can be especially advantageous to at-risk children. Note that technology can engage students in challenging, authentic learning:

<sup>3</sup>"Teachers can draw on technology applications to simulate real-world environments and create actual environments for experimentation, so that students can carry out authentic tasks as real workers would, explore new terrains, meet people of different cultures, and use a variety of tools to gather information and solve problems."

---

<sup>3</sup> Barbara Means, Kerry Olson, Joan A. Ruskus-1997

Research on classrooms that have put constructivist teaching and learning models into practice also indicates that technology can enhance student engagement and productivity. More specifically, technology increases the complexity of the tasks that students can perform successfully, raises student motivation, and leads to changes in classroom roles and organization. These roles change-with students moving toward more self-reliance and peer coaching, and teachers functioning more as facilitators than as lecturers-support educational reform goals for all students.

*Goals of enhancing learning:*

All students have opportunities to use a variety of modern technologies-including a range of software applications, telecommunications, and video-to support their work on challenging, authentic tasks.

Teachers have the knowledge and expertise to design and implement projects in which students work together on inquiry, design, and development supported by technology tools.

School and district administrators, parents, and community members foster the provision of challenging technology-supported learning opportunities within schools serving at-risk students.

Administrators and teachers focus on the intersection of learning and technology, so that engaged learning and high technology performance contribute to the students' technology effectiveness.

Schools and districts improve school facilities so that technology can be used in challenging ways with all students.

*Enhancing learning with technology*

There are many ways to enhance the learning process with technology. Most of them employ one or more of these activities:

- communication
- research
- graphic organizers
- presentation

Computers were originally thought to be programming tools only useful for the technically inclined. Later, it was thought that computers would replace teachers and all that was needed was really good software. But experience has taught us that this just is not so. Computer Assisted instruction was explored over many years, not always successfully. Many software developers directed their production towards the home market producing what has come to be called "edutainment" software. Highly graphic and interactive in nature, it filled the role of supervised drill and practice but it often developed spontaneous rather than reflective thinking. It was difficult to justify the cost when weighed against the shallow depth of learning taking place.

In recent years we have developed a different vision. It is now recognized that we have before us an amazing and powerful tool for developing student thinking and learning. Recent discoveries in brain research and the emergence of cognitive learning theories have overtaken the behaviorist approaches of yester-year. We now recognize how computers can be used to manage very large collections of data and assist in the understanding and construction of meaningful information interpretation.

## **2.2 Collaborative**

Collaborative learning is a method of teaching and learning in which students' team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.

Cooperative learning, which will be the primary focus of this workshop, is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the students' task who are working together or must be clearly defined. The cooperative and collaborative learning techniques presented here should help make this possible for teachers.

Also, in cooperative learning small groups provide a place where:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;
- students learn skills for resolving conflicts when they arise;
- members draw upon their past experience and knowledge;
- goals are clearly identified and used as a guide;
- research tools such as Internet access are made available;
- Students are invested in their own learning.

Collaborative learning is an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers.

Collaborative learning refers to methodologies and environments in which learners engage in a common task in which each individual depends on and is accountable to each other. Groups of students work together in searching for understanding, meaning or solutions or in creating an artifact of their learning such as a product. The approach is closely related to cooperative learning. Collaborative learning activities can include collaborative writing, group projects, and other activities. Collaborative learning has taken on many forms:

One form is Collaborative Networked Learning for the self-directed adult learner. Youth directed collaboration, another form of self-directed organizing and learning relies on a novel, more radical concept of youth voice.

Computer-supported collaborative learning (CSCL) has emerged as a new educational paradigm among researchers and practitioners in several fields, including cognitive sciences, sociology, computer engineering. It thus constitutes a new trans-disciplinary field.

Collaborative Learning also has a particular meaning in the context of Learning Management Systems. In this context, collaborative learning refers to a collection of tools which learners can use to assist, or be assisted by others. Such tools include Virtual Classrooms (i.e. geographically distributed classrooms linked by audio-visual network connections), chat, discussion threads, application sharing, among many others.

Collaborative Learning Development enables developers of learning systems to work as a network. Specifically relevant to e-learning where developers can share and build knowledge into courses in a collaborative environment. Knowledge of a single subject can be pulled together from remote locations using software systems.

## 2.3 Distance

What is distance learning? Distance learning is a planned teaching/learning experience in which teacher and students are separated by physical distance for all or a majority of the course instruction. Those who teach may choose from a variety of distance education delivery methods/technologies including online, videoconference, print, and other media.

Distance education, or distance learning, is a field of education that focuses on the pedagogy and andragogy, technology, and instructional systems design that aim to deliver education to students who are not physically "on site". Rather than attending courses in person, teachers and students may communicate at times of their own choosing by exchanging printed or electronic media, or through technology that allows them to communicate in real time and through other chatting ways. Distance education courses that require a physical on-site presence for any reason including the taking of examinations is considered to be a hybrid or blended course or program.

### History

Distance education dates back to at least as early as 1728, when <sup>4</sup>"An advertisement in the Boston Gazette...[named] 'Caleb Phillips, Teacher of the new method of Short Hand'" was seeking students for lessons to be sent weekly. Modern distance education has been practiced at least since Isaac Pitman taught shorthand in Great Britain via correspondence in the 1840s. The development of the postal service in the 19th century led to the growth of Commercial correspondence colleges with nation-wide reach.

The University of London was the first university to offer distance learning degrees, establishing its external programme in 1858.

---

<sup>4</sup> Boston Gazette-Caleb Philips-1728

## Testing and evaluation

Distance education has had trouble since its conception with the testing of material. The delivery is fairly straightforward, which makes sure it is available to the student and he or she can read it at their leisure. The problem arises when the student is required to complete assignments and testing. Whether quizzes, tests, or examinations, online courses have had difficulty controlling cheating because of the lack of teacher control. In a classroom situation a teacher can monitor students and visually uphold a level of integrity consistent with an institution's reputation. With distance education the student can be removed from supervision completely. Some schools address integrity issues concerning testing by requiring students to take examinations in a controlled setting.

Assignments have adapted by becoming larger, longer, and more thorough so as to test for knowledge by forcing the student to research the subject and prove they have done the work. 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. Exams and bigger tests may be harder to regulate.

## **2.4 Organizational**

Organizational learning is an area of knowledge within organizational theory that studies models and theories about the way an organization learns and adapts.

In Organizational development learning is a characteristic of an *adaptive* organization, an organization that is able to sense changes in signals from its environment (both internal and external) and adapt accordingly. Organizational development specialists endeavor to assist their clients to learn from experience and incorporate the learning as feedback into the planning process.



The notion of Organizational Learning has become very prominent in the near past. Managers see Organizational Learning as a powerful tool to improve the performance of an organization. Thus, it is not only the scholars of organization studies who are interested in the phenomenon of OL but also the practitioners who have to deal with the subject of OL.

Generally, one can distinguish between two different processes of organizational change that are associated with Organizational Learning:

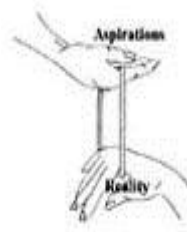
- 1.- Adaptive learning, changes that have been made in reaction to changed environmental conditions and
2. - Proactive learning, organizational changes that have been made on a more willful basis. This is learning which goes beyond the simple reacting to environmental changes.

In general, it is assumed that adaptive learning comes along with a lower degree of organizational change. This means that adaptive learning is seen as a process of incremental changes. What is more, adaptive learning is also seen as more automatic and less cognitively induced than proactive learning.

The Five Disciplines of Organizational Learning:

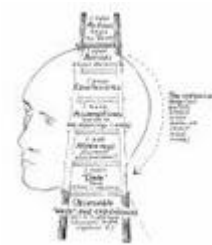
Each of the five disciplines represents a lifelong body of study and practice for individuals and teams in organizations.

a. Personal Mastery



This discipline of aspiration involves formulating a coherent picture of the results people most desire to gain as individuals (their personal vision), alongside a realistic assessment of the current state of their lives today (their current reality). Learning to cultivate the tension between vision and reality (represented in this icon by the rubber band) can expand people's capacity to make better choices, and to achieve more of the results that they have chosen.

#### b. Mental Models



This discipline of reflection and inquiry skills is focused around developing awareness of the attitudes and perceptions that influence thought and interaction. By continually reflecting upon, talking about, and reconsidering these internal pictures of the world, people can gain more capability in governing their actions and decisions. The icon here portrays one of the more powerful principles of this discipline, the <sup>5</sup>“ladder of inference” depicting how people leap instantly to counterproductive conclusions and assumptions.

#### c. Shared Vision



---

<sup>5</sup> The 5th Discipline Fieldbook, Chris Argyris.

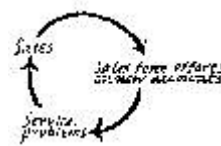
This collective discipline establishes a focus on mutual purpose. People learn to nourish a sense of commitment in a group or organization by developing shared images of the future they seek to create (symbolized by the eye), and the principles and guiding practices by which they hope to get there.

#### d. Team Learning



This is a discipline of group interaction. Through techniques like dialogue and skillful discussion, teams transform their collective thinking, learning to mobilize their energies and ability greater than the sum of individual members' talents. The icon symbolizes the natural alignment of a learning-oriented team as the flight of a flock of birds.

#### e. Systems thinking



In this discipline, people learn to better understand interdependency and change, and thereby to deal more effectively with the forces that shape the consequences of our actions. Systems thinking are based upon a growing body of theory about the behavior of feedback and complexity-the innate tendencies of a system that lead to growth or stability over time. Tools and techniques such as systems archetypes and various types of learning labs and simulations help people see how to change systems more effectively, and how to act more in tune with the

larger processes of the natural and economic world. The circle in this icon represents the fundamental building block of all systems: the circular <sup>6</sup>“feedback loop” underlying all growing and limiting processes in nature.

## 2.5 Autonomous

Autonomous learning is a school of education which sees learners as individuals who can and should be autonomous be responsible for their own learning climate.

Autonomous education helps students develop their self-consciousness, vision, practicality and freedom of discussion. These attributes serve to aid the student in the independent learning.

Autonomous learning techniques are based on experience acquisition. In most realistic applications, experience is time-consuming: it implies sensor reading, actuator control and algorithmic update, constrained by the learning system dynamics. *Being autonomous* is when people taking more control over their lives - individually and collectively. Autonomous in *learning* is about people taking more control over their learning in classrooms and outside them and autonomous in language learning about people taking more control over the purposes for which they learn languages and the ways in which they learn them.

Autonomous can also be described as a capacity to take charge of, or take responsibility for, or control over your own learning. From this point of view, being autonomous involves abilities and attitudes that people possess, and can develop to various degrees. There are different points of view, though, on what these abilities and attitudes are (and even whether abilities and attitudes are the right words!). There are also different points of view on whether or not autonomous also involves a 'situational' element (the *freedom* to exercise control over your own learning).

---

<sup>6</sup> Wikipedia, Free Encyclopedia

## **2.6 Multimedia learning**

Multimedia learning is the common name used to describe the cognitive theory of multimedia learning this theory encompasses several principles of learning with multimedia.

### **The Modality principle**

When learning with multimedia the brain must simultaneously encode two different types of information, an auditory stimulus and a visual stimulus. One might expect that these competing sources of information would tend to overwhelm or overload the learner. However, psychological research has shown that verbal information is in fact better remembered when accompanied by a visual image. Baddeley and Hitch proposed a theory of working memory in 1974 which has two largely independent subcomponents that tend to work in parallel - one visual and one verbal/acoustic. This allows us to simultaneously process information coming from our eyes and ears. Thus a learner is not necessarily overwhelmed or overloaded by multimodal instruction, and it can in fact be beneficial.

Initially the instructional content of these multimedia learning studies was limited to logical scientific processes that centered on cause-and-effect systems like automobile braking systems, how a bicycle pump works, or cloud formation. But eventually it was found that the modality effect could be extended to other domains, which were not necessarily cause-and-effect based systems.

Information then can and should be encoded as both as visually and auditory (narration). If verbal information is encoded auditorily, it reduces the cognitive load of the learner and they are better able to handle that incoming information. Mayer

has since called this the <sup>7</sup>“Modality effect,” or the Modality Principle. This was one of the many principles of his <sup>8</sup>“Cognitive Theory of Multimedia Learning”

## **2.7 Observational learning**

Observational learning (also known as: vicarious learning or social learning or modeling or monkey see, monkey do) is learning that occurs as a function of observing, retaining and, in the case of imitation learning, replicating novel behavior executed by others. It is most associated with the work of psychologist Albert Bandura, who implemented some of the seminal studies in the area and initiated social learning theory. It involves the process of learning to copy or model the action of another through observing another doing it. Further research has been used to show a connection between observational learning and both classical and operant conditioning.

There are 4 key processes of observational learning.

- 1.) Attention: To learn through observation, you must pay attention to another person's behavior and its consequences.
- 2.) Retention: Store a mental representation of what you have witnessed in your memory.
- 3.) Reproduction: Enacting a modeled response depends on your ability to reproduce the response by converting your stored mental images into overt behavior.
- 4.) Motivation: Finally, you are unlikely to reproduce an observed response unless you are motivated to do so. Your motivation depends on whether you get benefits from responding that action.

---

<sup>7</sup> Wikipedia, Free Encyclopedia

<sup>8</sup> Richard E. Mayer-2005-Psychology

Many mistake observational learning with imitation. The two terms are different in the sense that observational learning leads to a change in behavior due to observing a model. This does not mean that the behavior exhibited by the model is duplicated. It could mean that the observer would do the opposite of the model behavior because he or she has learned the consequence of that particular behavior. Consider the case of learning what NOT to do. In such a case, there is observational learning without imitation.

Although observational learning can take place at any stage in life, it is thought to be particularly important during childhood, particularly as authority becomes important. The best role models are those a year or two older for observational learning. Because of this, social learning theory has influenced debates on the effect of television violence and parental role models. Bandura's Bobo doll experiment is widely cited in psychology as a demonstration of observational learning and demonstrated that children are more likely to engage in violent play with a life size rebounding doll after watching an adult do the same. However, it may be that children will only reproduce a model's behavior if it has been reinforced. This may be the problem with television because it was found, by Otto Larson and his coworkers (1968), that 56% of the time children's television characters achieve their goals through violent acts.

Observational learning allows for learning without any change in behavior and has therefore been used as an argument against strict behaviorism which argued that behavior change must occur for new behaviors to be acquired. Bandura noted that <sup>9</sup>"Social imitation may hasten or short-cut the acquisition of new behaviors without the necessity of reinforcing successive approximations as suggested by Skinner (1953)."

It is possible to treat observational learning as merely a variation of operant training. According to this view, first proposed by Neal Miller and John Dollard, the

---

<sup>9</sup> Science and Human Behavior. New York Skinner, B:F: (1953)

changes in an observer's behavior are due to the consequences of the  
<sup>10</sup>“*observer's* behavior, not those of the model. ”

## 2.8 Informal Learning

Combs (1985) defines informal learning as <sup>11</sup>“The spontaneous, unstructured learning that goes on daily in the home and neighborhood, behind the school and on the play field, in the workplace, marketplace, library and museum, and through the various mass media, informal learning is by far the most prevalent form of adult learning”.

Informal learning is semi-structured and occurs in a variety of places, such as learning at home, work, and through daily interactions and shared relationships among members of society. For many learners this includes speech acquisition, cultural norms and manners. Informal learning for young people is an ongoing process that also occurs in a variety of places, such as out of school time, as well as in youth programs and at community centers.

### Characterizations

Informal learning can be characterized as follows:

It does not take place in special educational establishments standing out from normal life and professional practice;

It has no curriculum and is not professionally organized but rather originates accidentally, sporadically, in association with certain occasions, from changing practical requirements;

---

<sup>10</sup> Neal Miller y Jhon Dollard - 1941

<sup>11</sup> Combs (1985)



It is not planned pedagogically conscious, systematically according to subjects, test and qualification-oriented, but rather unconsciously incidental, holistically problem-related, and related to situation management and fitness for life;

It is experienced directly in its "natural" function as a tool for living and survival.

## **CHAPTER II**

### **Problems of English learning**

#### **1 Speaking**

Speaking is the utterance of intelligible speech; delivering an address to a public audience.

Speaking involve speech or speaking; <sup>12</sup>"Human beings-the speaking animals".

Some barriers to effective speaking that people suffer are: they often have short, disconnected thoughts, fluency problems, rapid speech, a tendency to make impulsive comments and inappropriate replies, and they are derailed easily. They have difficulty completing their thoughts, and before they know it, they're moving onto the next idea. They often use incorrect pronunciation or grammar and have difficulty finding the right word.

#### **How to speak English:**

- Learn how to read and speak primary English. Just try to start as soon as you can. To keep in touch with the language is maybe the most important step on learning any language.
- Practice. Learning English requires a lot of practice, so don't wait! Try borrowing some books from a friend and try to talk with your friends that have better skills than you do in English, even if you're in a country which the native language is not

---

<sup>12</sup> David Aftandilian, Marion Copeland, David-2006

English.

- Get talking. Grammar is important, but the only way to fix all those rules in your mind is through conversation. Don't ever forget that!

- Think in English. Many languages have similar rules, but remember: When learning a language, use Translation only in the beginning! If you use translation a lot, this might become an addiction, which won't let you to think in English.

Thinking in the language is mandatory, after a certain point.

- Get a bunch of books written for young people. They are written in plain English and it's a good way to start, before reading any more complex books.

- Try to speak English as much and as often as possible.

- Reading books is a good way to improve your English. When reading, read them aloud, so you can practice your pronunciation. Remember that books are, maybe, the best teachers you'll ever get! They give you new vocabulary, practice your grammar (since you see a lot of sentences, this helps you to memorize the rules) and give you more control of the language.

- Watching TV and listening to the talk back radio will effectively improve your English. Watching the news is a good way to start, because most of the journalists speak very clearly, without strong accents.

- Read, read, read. The more you read the better your English will be. Through reading you acquire new vocabulary without even realizing.

Whenever possible read aloud. This way you will improve your pronunciation.

- Read news papers which will not only improve your English but also help to increase your understanding of the culture.

### **Warnings:**

- Learning English requires a lot of practice and determination, so don't try to learn everything at once, but don't ever give up!

- Remember that the hardest part on learning English is to get the correct pronunciation, since the grammar is very easy, in comparison to other languages.

- English, much like French, is unfortunately one of the hardest languages in the world to learn because of all the silent letters in words. It makes it complicated.

But don't give up!

**Things you will need:**

- A bilingual dictionary in the beginning and an English-English dictionary further on.
- A Thesaurus to improve your vocabulary.
- To surround yourself with English. This is very important!!

Motivation! Keep trying and you'll be able to learn! :)

**1.1 Pronunciation**

Improving your English pronunciation is not just about understanding and practicing the differences between vowel sounds and consonant sounds, it is also very important to be aware of how all the different elements that create speech are put together. Understanding and practicing English word stress and sentence stress, linking etc. will help you enormously in hearing connected speech clearly and in being able to speak English with confidence and more fluency.

To make language sounds we move our jaw, tongue, lips, and the vocal cords in our throat in a number of different ways. If, for example, your brain is not used to telling your tongue to move into a certain position in your mouth in order to make a particular sound, then you may have difficulty saying that sound clearly.

Pronunciation problems happen when speaking a second language because most people are used to hearing and making sounds which only exist in their mother tongue.

Problems in pronunciation of words can be the result of mishearing sounds, getting sounds in the wrong order (aminal/animal), or difficulty producing specific sounds (fum/thumb). Problems with the sound system of language have been reported in many english learner who have difficulty learning to read. While some speech sounds are acquired later than others, learners who have many sounds

they cannot make and are difficult to understand may have later problems with phonics.

There are many sounds in Spain and English that are similar. Some however, are only partially similar and others are totally different. When you hear or are trying to say the partially similar or totally different sounds, it's easy to make mistakes because you are used to hearing and making sounds in your mother tongue. It is important therefore, to make yourself aware of how sounds in a different language are made and practice listening to them and saying them as much as possible.

### **Pronunciation Strategies**

- Repetition: You can repeat a word out loud or silently to practice pronunciation. Be careful to listen to a model to make sure that your pronunciation is correct.

- Sound: This means remembering English sounds by using sounds in your own language. For example, the English sound / i: /is very similar to the Chinese (Putonghua) sound of the word that means 'one'.

### **1.2 Spelling**

Spelling is the forming of words from letters according to accepted usage; a sequence of letters composing a word; a statement of rules or conventions on how words are to be written.

Spelling words in English is challenging work. As a matter of fact, many native speakers of English have problems with spelling correctly. One of the main reasons for this is that many, many English words are NOT spelled as they are spoken.

Spelling is the study of:

Phonics as related to the grouping of words for spelling

Such as: (an), (man), (can).

Syllabication learn to divide words and spell by syllabication

Such as: (mul-ti-pli-ca-tion); (dic-ta-tion); (re-la-tion).

Prefixes, what they mean and how to use them

Suffixes, what they mean and how to use them

Rules for plurals and possessive and for adding suffixes

Such as: when the (y) is preceded by a consonant, change the (y) to (i) and add (es).

Learning to pronounce words correctly to spell correctly

Learning the basic sight words

Spelling and Vocabulary mix when learning:

Antonyms opposite meaning such as (hot) and (cold)

Synonyms similar meaning such as (jog) and (trot)

Homonyms alike in sound or spelling but not meaning such as (altar) and (alter)

The difference between pronunciation and spelling causes a lot of confusion. The combination "ough" provides an excellent example:

Tough - pronounced - tuf (the 'u' sounding as in 'cup')

Through - pronounced - throo

Dough - pronounced - doe (long 'o')

Bought - pronounced - bawt

It's enough to make anyone crazy!!

This feature provides a guide to the most common problems when spelling words in English.

Swallowed Syllables - Three Syllables Pronounced as Two Syllables

Aspirin - pronounced - aspirin  
Different - pronounced - different  
Every - pronounced - every

Swallowed Syllables - Four Syllables Pronounced as Three Syllables

Comfortable - pronounced - comfortable  
Temperature - pronounced - temperature  
Vegetable - pronounced - vegetable

Homophones - Words That Sound the Same

Two, to, too - pronounced - too  
Knew, new - pronounced - new  
Through, threw - pronounced - through  
Not, knot, naught - pronounced - not

## **2. Reading**

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

The cognitive process of understanding a written linguistic message.

The process of interpreting written language; The process of interpreting a symbol, a sign or a measuring device; A value indicated by a measuring device; Written material that is read aloud; An interpretation; Made or used for reading

Most of us think of reading as a simple, passive process that involves reading words in a linear fashion and internalizing their meaning one at a time. But reading is actually a very complex process that requires a great deal of active participation on the part of the reader.

Reading involves many complex skills that have to come together in order for the reader to be successful.

Reading is also a complex process in that proficient readers give to the text as much as they take. They make meaning from the text by using their own prior knowledge and experiences. Proficient readers are constantly making predictions while reading. They are continuously anticipating what will come next. Their prior knowledge and experiences with texts as well as with the world around them allow them to do this. It is this continuous interaction with the text that allows readers to make sense of what they are reading.

Reading skills are specific abilities which enable a reader:

- To read the written form as meaningful language
- To read anything written with independence, comprehension and fluency, and
- To mentally interact with the message.

## 2.1 Translation

Theory suggests that it should be possible to move from the source language's surface level (words, grammatical structures) down to the semantic <sup>13</sup>"deep meaning" and then transfer that deep meaning into the target language using the appropriate words and structures of that target language. Another theoretical principle, that of <sup>14</sup>"equivalent impact", assists the translator with the notion that even though exact equivalences may not be possible, there should be a way of achieving the same impact on the reader in the target language as intended by the writer in the source language.

Is the action of interpretation of the meaning of a text, and subsequent production of an equivalent text, also called a translation, that communicates the same message in another language. The text to be translated is called the source text, and the language it is to be translated into is called the target language; the final

---

<sup>13</sup> Wikipedia Definition

<sup>14</sup> Wikipedia Definition

product is sometimes called the <sup>15</sup>"target text."

Translation must take into account constraints that include context, the rules of grammar of the two languages, their writing conventions, and their idioms. A common misconception is that there exists a simple word-for-word correspondence between any two languages, and that translation is a straightforward mechanical process. A word-for-word translation does not take into account context, grammar, conventions, and idioms.

## **2.2 Unknown words**

Where do words come from? Most words are variations or combinations of words we knew already. This makes them easy to recognize and remember (and makes it easy to figure out where they came from). Some words created from scratch are coined by writers, which aids their popularization (and likewise makes it easier to determine the etymology). But most words of unknown origin have managed to make it into our vocabulary without either of these advantages.

### **Difficult words**

It is unlikely that you will know every word in a text and even if you think you have seen every word before, it is unlikely that you will have seen a particular word in its present context. It is therefore necessary to work out the meaning of unfamiliar words in context and, perhaps, familiar words in new contexts. This is necessary even if you have a dictionary as your dictionary does not know the exact context in which the word is being used.

Is it necessary to know the exact meaning of a particular word? Often a rough meaning is enough (does the word have a positive or negative meaning?). First, though, you need to decide how important the word is for you and your subject. For some words it is enough to know just enough about a word so you can

---

<sup>15</sup> Wikipedia Definition



understand it when you hear or see it used in context. For other words, though, that you will need to use productively you will need as much information as possible about the words.

Look for definitions. The author may know a particular word may be new so explains. The author may also be using the word in a new, or unusual way so will need to explain how it is being used. This will be done by using a definition, an explanation, an example or by using a synonym (a word with the same meaning). The phrases <sup>16</sup>"called", "known as", "is the name applied to", "in other words", "that is", "is said to be" are often used.

Examples:

1. The words "polybrachygyny" and "leks" are explained

Some male birds spend all their time mating and do not provide the female with any benefits other than indications of their vigour. This condition, called polybrachygyny, means that males that show the most effective displays are most persuasive in attracting females. These displays are given at localized courting places called leks.

2. The phrases "free-running experiments" and "free-running rhythms" are explained.

Because there are no constraints placed upon the timing of the volunteer's activities in such a time-free environment, these are called free-running experiments and the rhythms measured during them are known as free-running rhythms.

3. Synonym in apposition or with "or"

A majority of experts agree that neandertaloids were the first members of our

---

<sup>16</sup> Google-Definitions "difficult words"

species, Homo sapiens.

Most metals are malleable; they can be hammered into flat sheets; nonmetals lack this quality. Some metals are also ductile; they can be drawn out into thin wires; nonmetals are not usually ductile.

Glandular fever, or infectious mononucleosis, is a serious disease.

Each transformed organism is fitted to or adapted to its habitat.

#### 4. Example

We humans are Animalia: mobile, multicelled organisms that derive energy from ingestion ("eating").

Methadone is an example of a synthetic narcotic drug.

#### 5. Description

The Anthrozoidea, on the other hand, are sometimes called the "higher primates." They have relatively larger and rounder skull cases, flatter faces, and mobile lips detached from the gums.

#### 6. Explanation using "that is"

Each tribal group, identified by the language it speaks, is an exogamous unit; that is, people must marry outside the group and therefore always marry someone who speaks another language.

#### 7. Explanation using "-"

Today, the sense of anomie - alienation, disconnectedness - at Apple is major.

### **3 Listening**

Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. But listening

takes attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication.

Listening is a very important skill, especially for tutors. Many tutors tend to talk too much during a tutorial session. This defeats the purpose of tutoring, which is to allow students to learn by discussion. Rather than turning the session into a mini-lecture, tutors must actively listen and encourage their students to become active learners. Giving a student your full attention is sometimes difficult because you start to run out of time, or you find yourself thinking about your next question; however, the time you spend actively listening to your student will result in a quality tutoring session.

### **3.1 Comprehension**

Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts

English listening skills learning for beginners includes English listening comprehension.

People often have poor eye contact--darting eyes, which can convey disinterest, distrust, or a lack of caring. They tend to listen selectively to the parts of a conversation that interest them, and tune out the rest. They tend to spend a lot of time in their head forming a reply. An idea may come to them when someone is speaking, yet they can't hold onto that idea and listen at the same time, so they have a need to interrupt and blurt their thought out. They have a tendency to judge on little information, to stereotype and label. They often don't receive information objectively, and have a problem with the executive function of brain which involves separating emotion from information. They have a tendency to listen defensively, judging the speaker and judging themselves as inadequate.

This distracts them and may cause them to appear insincere they may nod in agreement but have actually lost attention and feel bored.

They may be dishonest in their communication because they feel beleaguered by people, especially by a partner, such as a spouse, and may agree to anything just to get that person off their back. They sometimes fabricate a response because they feel humiliated at having forgotten something that was said.

### 3.2 Understanding

#### What is understanding?

The word “understand” is beautiful. When you are in meditation everything “**stands under**” you, **you are far above** it. That is the meaning of understanding. Everything is there far below, so you can see .....You have **bird’s-eye view**. You can **see the whole from your altitude**. Intellectual can not see it; it is on the same plane.

Understanding happens only when the problem is on plane and **you are on a higher plane**. If you are functioning on the same plan as the problem, understanding is not possible. You will only misunderstand.

The cognitive condition of someone who understands; <sup>17</sup>"He has virtually no understanding of social cause and effect"

Agreement: the statement (oral or written) of an exchange of promises; <sup>18</sup>"They had an agreement that they would not interfere in each other's business"; "there was an understanding between management and the workers"

---

<sup>17</sup> William C. Cockerham - 2007

<sup>18</sup> Free Online Dictionary

Sympathy: an inclination to support or be loyal to or to agree with an opinion;  
<sup>19</sup>"His sympathies were always with the underdog"; "I knew I could count on his understanding"

Characterized by understanding based on comprehension and discernment and empathy; "an understanding friend"

Reason: the capacity for rational thought or inference or discrimination; <sup>20</sup>"We are told that man is endowed with reason and capable of distinguishing good from evil"

Moreover understanding is the mental, sometimes emotional process of comprehension, assimilation of knowledge, which is subjective by its nature; Reason or intelligence, ability to grasp the full meaning of knowledge, ability to infer; Opinion, judgment or outlook; An informal contract, mutual agreement And Understanding is <sup>21</sup>"Perception of Truth".

Understanding is the stock in trade of education. Most teachers show a vigorous commitment to carry out this. Everyone wants students to emerge from schooling or other learning experiences with a good repertoire of understanding of the meaning, significance, and use of what it has studied. So it is worth asking what conception of knowledge, skill, and understanding underwrites what happens in classrooms among teachers and students to foster this attainment. Understanding also is more than a routine well automatized skill. The student who deftly solves physics problems or writes paragraphs with topic sentences may not understand much at all about physics, writing, or what is being written about. Though knowledge and skill can be translated as information and routine performance on tap, understanding slips by these simple standards.

---

<sup>19</sup> Sympathy for the Underdog-2008

<sup>20</sup> Dictionary terms for reason in English.

<sup>21</sup> Philosophical essay about the nature of truth.

In a phrase, understanding is the ability to think and act flexibly with what one knows. To put it another way, an understanding of a topic is a "flexible performance capability" with emphasis on the flexibility. In keeping with this, learning for understanding is like learning a flexible performance—more like learning to improvise jazz or hold a good conversation or rock climb than learning the multiplication table or the dates of the presidents or that  $F = MA$ . Learning facts can be a crucial backdrop to learning for understanding, but learning facts is not learning for understanding.

This performance view of understanding contrasts with another view of understanding prominent in both our everyday language and in cognitive science. We often think of an understanding as some kind of a representation or image or mental model that people have. When we achieve understanding, we say, "I've got it." Understandings are things possessed rather than performance capabilities. There is a real issue here. Which view is better, and why? The answer offered here delves both into an analysis of concepts and into ideas about constructivism from contemporary cognitive science. Readers who think the performance view is obviously sound and feel no need for a disquisition about the mechanisms of understanding could well skip to the next chapter and the teaching framework based on this idea. Readers who wonder about whether this performance view makes sense or how it can hold its own against the representational view of understanding had best read on. A Performance Criterion for Understanding

#### **4. Writing**

Of all aspects of studying and learning English, perhaps the most challenging is writing. This is no accident. The reasons why writing is specially demanding is that it forces you into a very deep and powerful kind of learning.

English writing skills including formal and informal style, resumes, cover letters, and other business documents, essays and free lesson plans.

Most of the students have a lot problems when they are writing,

## **Origins of writing**

The origins of writing are largely unclear. Writing systems were created independently all over the world. The earliest we know of were developed in the Middle East around 5,000 years ago. But other scripts were invented in India, Egypt, China and Central America. It has been suggested that some of these systems may have influenced others, but this has not been proved.

## **The power of writing**

Today, the scripts bear little resemblance to each other if we look at them on a page. Arabic looks nothing like the Latin alphabet, for example, but as systems of recording information, neither of them requires the author to be with us, or a very good memory, if we want to understand the message recorded in them. If we can read the script we can understand the message.

Writing is therefore among the most powerful tools we have. Some ancient people considered it so important and so powerful that they believed it was invented by gods, deities or mythical heroes. Some ancient Egyptians, for example, believed that writing was the creation of the god Thoth.

## **Good Writing**

Good writing expresses a clear point, is tightly structured, grammatically and syntactically correct, substantive, and interesting.

**To express a clear point** means to convey the writer's main idea or--in the case of descriptive writing--the significance of the object, place or person described; in other words, an attentive reader should be able to grasp the writer's purpose.

**To be tightly structured**, writing should contain logical or associative connections and transitions that clearly express the relationship of the ideas described.

**To be grammatically and syntactically correct**, writing should adhere to the rules of Standard American English, including proper punctuation and spelling. If writers choose to use unconventional syntax, they should be able to justify their choices.

**To be substantive**, writing should convey the impression that the writer is informed about the subject. The writer need not be an authority on the subject but should demonstrate awareness of its significance and its implications within a specified context. Informed writing might include any or all of the following: citations of authorities, experiential evidence, discussion of debatable issues related to it, and relevant questions it raises.

**To be interesting**, writing should engage its readers through original insights and precise, fresh language expressed in a "human" voice. It should demonstrate the writer's awareness of the specific audience for whom she or he is writing (the audience's degree of knowledge of the subject as well as its age, ethnic background, gender, and assumptions).

#### **4.1 Editing**

Editing is reviewing and changing a document by making additions, deletions, or other changes to conform to some agreed-upon standard. Editing is commonly done to all documents for publication or public presentation. Editing process originates with the idea for the work itself and continues in the relationship between the author and the editor. Editing is, therefore, also a practice that includes creative skills, human relations, and a precise set of methods.

Virtually everything you read, watch, or hear in the media has been edited. Editors don't just fix commas - they decide what gets into your consciousness, at least through the window of their medium, and in what form.

Content editing is the practice of writing, proofing, fact checking, and possibly programming web pages or other written documents. Sometimes content editing is



specifically writing and programming web pages. However, content editing can also be part of the writing process for both fiction and non-fiction books in the publishing industry. Copyediting generally involves proofing and fact checking. It may involve a small amount of rewriting for either print or *Internet* sources, but usually does not include programming. Further the copyeditor may not read for content with the same scrutiny as the content editor does.

## 4.2 Grammatical error

### Grammar Strategies

- **Deduction:** This means using rules to work out the answer or how to do something. It is especially useful for grammar, for example Rule: To change normal speech to reported speech; eg. for writing minutes of a meeting, move the tenses back one past tense. Example: Mr. Chan - "I will see her tomorrow." Reported speech - 'Mr. Chan said that he would see her the next day.

- **Recombination:** This means joining together things you already know to make new things. For example, if you know that the simple past tense is used to describe things that happened in the past which have finished, and you know that the present perfect tense is used to describe experience, you can make a sentence that includes both of them:

'I first visited America in 1990. Last summer I went there again, so I have been there twice'.

- **Writing your own grammar book:** this can contain rules, examples (e.g. from newspapers or magazines), your notes (e.g. on things you don't understand), lists of exceptions, etc.

- **Using new grammar:** after you learn some new grammar, use it in conversation or writing, and see what your listener's or reader's reaction is: do they understand you? You can ask "Did I say that right?"

- **Get a grammar book:** come to CILL or go to a bookshop and look at the

different grammar books. Choose one that you understand.

- **Read and listen:** to see how writers and speakers use English grammar to communicate their ideas.

## **CHAPTER III**

### **Didactic material**

#### **1. Definition**

All that medium material (projector, book, text, video...) or conceptual (example, simulation...) that is used how support in teaching,

Normally presential, with the purpose of facilitate or stimulate the learning.

Examples: Blackboard, retro projector, transparency, slides, papergraphy, video cannon, computer, ...

Relate concepts:

Characteristics: - It's an instrument

- Inside in the educate transmission
- It's conceive in relation with the learning
- Affect to the educate communication

Categories / classifications - Materials and conceptual.

- Orals, writings, audiovisuals.

#### **2. Texts**

The actual structure of words in a piece of writing called book; wording used by an author, as distinguished from notes, commentary, paraphrase, translation, etc. (texts – noun)

Ex.: text hand, text book, class book, workbook, student book, etc.

The immediate benefits of using texts show themselves very quickly: while the students learn the language in a way that is natural and interesting to them, the teacher learns more about his or her own teaching style (as well as new and

effective ways to instruct an ESL class).

The use of each text or book depends especially on the editors of this book, as much as of the teacher, since to more than the teachings that the same book brings, it depends on the ability and technical didactic learned by the professor during its educational trajectory. Usually a book is compound by chapter and each chapter for units or sections.

Each chapter contains four sections: an essay, a set of classroom exercises, a weeklong lesson plan, and a bibliography. For the classroom teacher, each essay provides a foundation for discussing an aspect of language.

The classroom exercises originated from outstanding points in each essay and are numbered accordingly. Each exercise offers an opportunity for the student to experience a particular aspect of language. These experiences involve reading, writing, listening, and speaking.

Lesson Plan is designed to give the teacher a hands-on, integrated, weeklong set of classroom activities. Each week has an additional activity to reinforce the chapter beyond the confines of a week. The chapter bibliography lists the books in which the themes cited can be found. Also, in some cases, it lists further readings related to the essay topic.

We envision this book as a complete, low-budget guide to the teaching of language. By "low-budget" we mean that the teacher can integrate this book with available literature texts and library resources. Books, of course, go out of print so English teachers who use a book may well want to consult with their librarians regularly to help them locate themes and to generally keep up with the English teaching.

There is no more fundamental way to get students to directly experience the English teaching. Hearing and writing down themes anchors the student in the physicality of language. It represents mental and kinetic engagement.

## **2.1 Workbooks**

A book based on a textbook or course of study, which contains exercises and questions for use by students. (-bo-ok' - noun)

The Main objective of a Workbook is to integrate the four skills of listening, speaking, reading, and writing, each unit introduces a Reading and Writing section, four sections of Activities, two sections of Tasks, and a Language and Ideas section. The Task Section is designed to teach grammar through content. Students can familiarize grammar through materials taught in the Activities Section. The Vocabulary Section is newly added so that students can improve vocabulary and have a better understanding of the formulation of English sentence. The Reading and Writing Section includes a variety of reading selections, which corresponds to the theme of each unit. The Language and Ideas Section help students understand how the English mentality and attitude is reflected in the writing. Learners of English as a second language express their ideas and opinions on topics of interest to them.

The most important objective of learning a foreign language is to develop communicative skills in the language. The texts or student books are the appropriate skills for practical communications in natural and effective ways.

## **3. Audiovisual materials**

Non-book materials such as filmstrips, recordings, films, video-tape, slides, transparencies, audio tapes, compact discs, video cassettes, records, computer; used for many purposes and especially in educative learning.

The use of audio-visual materials is the more important tool in the teaching learning process.

It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. According to Wright (1976:1) <sup>22</sup>“Many media and many styles of visual presentation are useful to the language learner”. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. River (1981:399) claims that <sup>23</sup>“It clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means”.

One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson (2000) reveals that <sup>24</sup>“The students like learning language through the use of video”, which is often used to mean quite different things in language teaching. For some, it means no more than replaying television programs on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching. But our concern here is to present the use of video in language teaching most effectively as a visual aid presenting the target language naturally. It is a fact that most students who have taken English courses formally remain insufficient in the ability to use the language and to understand its use, in normal communication, whether in the spoken or the written mode. The problem arises not from the methodology itself but from the misuse or incomplete use of it. That is to say, teachers still evaluate student performance according to the sentence structure and situational settings. In addition, teachers have to

---

<sup>22</sup> Wright -1976:1

<sup>23</sup> River 1981:399

<sup>24</sup> Canning-Wilson - 2000

take into consideration their performances in terms of communicative acts. But this not necessarily means that teachers should pay full attention to only communicative acts in the preparation and presentation of language teaching materials.

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers. Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programme can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. According to a research, language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment. Moreover, in this issue Arthur (1999) claims that

<sup>25</sup>“The video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability”.

### 3.1 CDs

A Compact Disc-Re Writable (popularly know as CD-RW, "Compact Disc-Re Writable") It's a digital support optic utilized for store up any type of information as sounds or music; This type of CD serve as much as record as for after to erase these information.

Most CDs provide original English language sound tracks, as well as sound tracks in different foreign languages. Music can create and activate <sup>26</sup>"Prior knowledge." We learn most effectively when we already know something about a subject. Even a little knowledge about a subject makes it easier to acquire and digest new information on that subject. Prior knowledge provides "hooks" on which students can attach new material. When students are able to link new information to the old, they show increased interest in a subject. They can learn with a sense of purpose.

Music is an enjoyable way to provide the base of prior knowledge that is so critical to learning. After singing songs in Spanish, an English-speaking child will recognize words as he studies Spanish language and culture, increasing his ability and his interest.

CDs are the best medium for delivering large amounts of sound files. They are particularly useful with students in dynamic class. The CDs may have large amounts of interactivity which allows students to learn by listening. Usually, the more complex the interactivity, and the closer to an authentic task the activity is, the longer the students will need to work through it, and the more they will gain from it.

---

<sup>25</sup> Arthur - 1999

<sup>26</sup> Meaningful Students contexts.

Children love this resource for English as a Second Language or English Immersion programs by using the songs and activities in the book.

- Encourage student oral production of English.
- Enhance student memorization of the language.
- Organize and lead simple musical presentations with greater confidence.
- Learners have a good chance of successfully learning to produce the sounds.
- Learners are able to identify the sounds.
- Students produce sounds that are aesthetically acceptable to the ears of native speakers.

### **3.2 DVDs**

The DVD (also well-known as "Digital Versatile Disc" or "Digital Versatile Digital", due to their popular use in movies some call it Disk of Digital Video) it is a format of optic storage that can be used to keep data, including movies with high videotape quality and audio; its uses are diverse.

A great advantage of video is that it provides authentic language input. Movies and TV programmes are made for native speakers, so in that sense video provides authentic language input. That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the programme can be utilized for intensive study. To pay special attention to a particular point in the



programme it is possible to run in slow motion or at half speed or without sound.

Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology.

The other point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening.

On the other hand, besides advantages, the disadvantages of video should also be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

### Teacher's Role

Just as in many English teaching situations, the teacher plays a key role in using the video as an aid for language teaching for s/he has the prime responsibility for creating a successful language learning environment. The

teacher should get use of the power of video films. At his point, video should never be considered as a medium which rivals or overshadows the teacher, but it is a useful aid for him. That is, it can not replace the teacher because it can only teach things which are recorded on, and this makes the learning foreign language attractive. It is certain that the teacher is as effective as the video film in teaching through video, because he is the only person who enables the learners to comprehend what they watch and hear by using some of the communicative techniques. The teacher can be a controller, an assessor on organizer, a prompter and a participant as well.

The teacher is a controller because he or she is the only person who controls not only what the learners do but when they speak as well while they are watching the video film. The teacher is also an assessor because he or she assesses the learner's work in order to see how well they are performing. The teacher should wait until the end of the activity and then he must evaluate the learner's outputs. Furthermore, the teacher is an organizer because he needs to be so. He should be a good organizer in teaching the foreign language through video, and should know exactly what to lead to success. He should not give useless information or confusing instructions to the learners in order not to waste a lot of time. He should clearly explain what they are going to watch and what their task is.

The other role that the teacher carries is being a prompter because he acts as a prompter. When there is a silence viewing or what the learners are confused about what to do next, he is expected to encourage learners participate. The teacher is a participant because he participates in the activities while teaching a foreign language through video. He knows the materials and all the details about them, which help the learners, feel comfort and facilitate learning. Considering these factors in mind, the teacher should prepare to promote active viewing and facilitate successful language learning. This requires being familiar with the video materials before they are used in class. The teacher should develop a plan for each video unit and encourage

active viewing. To aid comprehension, he should prepare viewing guides which are easy and related to the language level of the students.

#### Some Practical Techniques for Video Implication

It is easy for a group of imaginative teachers experienced in using video in ELT to sit down and draw up a list of different ways of using video in the classroom. There are many accounts where interesting video lessons are reported in the literature. Canning-Wilson (2000) suggests that as F/SL educators we must not lose sight of the educational purpose it has in the language classroom although it may be a popular tool to use with students. To get a successful result in language teaching using the video as an aid there are some techniques that should be benefited by both teacher and learner.

**Table of some practical techniques for video implication in classroom**

TECHNIQUE	CLASSROOM IMPLICATION
ACTIVE VIEWING	Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of

	<p>the students should be taken into account and adapt the technique according to their levels.</p>
<p><b>FREEZE FRAMING AND PREDICTION</b></p>	<p>Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses. Teacher freezes the picture when he or she wants to teach words and expressions regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some points. By freezing the scene the students can be asked what is going to happen next. So they speculate on what will happen in the next act. Freeze framing is excellent for speculation. This activity also fires the imagination of the students by leading them predicting and deducing further information about the characters.</p>
<p><b>SILENT VIEWING</b></p>	<p>As video is an audiovisual medium, the sound and the vision are separate components. Silent viewing arouses student interests, stimulates thought, and develops skills of anticipation. In silent viewing, the video segment is played with the sound off using only the picture. This activity can also be a prediction technique when students are watching video for the first time. One way of doing this is to play the video segment without the sound and tell students to observe the behaviour of the characters and to use their power of</p>

	<p>deduction. Then press the pause button at intervals to stop the picture on the screen and get students to guess what is happening and what the characters might be saying or ask students what has happened up to that point. Finally, video segment is replayed with the sound on so that learners can compare their impressions with what actually happens in the video.</p>
<p>SOUND ON AND VISION OFF ACTIVITY</p>	<p>This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity the students predict or reconstruct what has happened visually depending only what they hear.</p>
<p>REPETITION AND ROLE-PLAY</p>	<p>When there are some difficult language points in the video unit, closely repetition can be a necessary step to communicative production exercises. A scene on video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original version as they can remember. When students become confident with role playing and are sure of vocabulary and language structures, more creative activity can be introduced in which they are asked to improvise the scene to fit their views of the situation and the characters they are playing. Role-play involves students as active</p>

	<p>participants. As each student plays the assigned role, s/he becomes more and more involved. This activity also helps students to better understanding their own behaviour and to be more able to respond in a positive way to various human relationships. In other words, role playing is a good communicative activity and true preparation for real-life situations. It gives a chance to students to apply what they are learning.</p>
REPRODUCTION ACTIVITY	<p>After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will benefit from experimenting in English, even though it is challenging and mistakes are made. As it seems a bit difficult to perform, guidance, help and reassurance may be needed.</p>
DUBBING ACTIVITY	<p>This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode. It is interesting and enjoyable for the students to complete a scene from the video by dubbing.</p>
FOLLOW-UP ACTIVITY	<p>It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. Discussion stimulates communication among students, and it helps to</p>

	achieve communicative practice. With this activity students have an opportunity to develop sharing and co-operative skills.
--	---

*Conclusion:*

Languages are not fixed but constantly changing, so is the media; television, radio and newspaper which are an extraordinarily rich source of language in use. In order to expose foreign language learners to the target language the use of technology need to be exploited in the classroom as much as possible. For that reason a great tendency towards the use of technology and its integration into the curriculum developed by the foreign language teachers has gained a great importance. Particularly the use of video has received increasing attention in recent studies on technology integration into teacher education curricula.

It is an undeniable fact that video is one of the best materials that enables students to practice what they have learned through various techniques. As Canning-Wilson (2000) describes video, at the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Thus it is clearly true such kind of materials present complete communicative situations by means of the dynamic, immediate and accessible combination of sound and vision. The students contextualize the language they have learnt. In other words, they can see and hear the speakers in dialogues; their ages, their sex, perhaps their relationship one to another, their way of dressing, social status, what they are doing and perhaps their feelings. Moreover, as previously slightly mentioned, paralinguistic features such as facial expressions or hand gestures provide aural clues of intonation. The learners can also see the setting of the communication on the screen, so they can clarify whether the situation is formal or informal.

Methodologically speaking, watching video films should be different from passive television viewing. So, the teacher should encourage the learners to watch the films actively, by using the supplementary materials, such as worksheets prepared by him or supplied with the films. The learners should participate in the activities, if possible, they themselves set up some projects in the target language, by recording their own activities such as speaking, interviewing, reporting etc. Shortly, the role of the learner is not to be a passive viewer but an active member in the triangle of the video, the teacher and the learner.

To reach successful and effective results with teaching language through video, the learners and the teachers should perform their tasks perfectly. Moreover they should be informed of the new methods and techniques in FLT. To do this, seminars can be organized. A group of teachers and experts should prepare video cassettes, which will enable the schools to obtain them easily. These cassettes should be modern, interesting and in parallel with the syllabus. In a word, it can be concluded that the use of technology is nowadays inevitable in the classroom. When used appropriately, video is quite beneficial for learners and teachers as long as they are considered only as mere entertainment, but carefully chosen films can be a useful and extremely motivational teaching tool for both practicing listening skills and stimulating speaking and writing (Katchen, 2002).

### **Video Materials Recommended for Language Teaching**

FUNCTION	AIM	VIDEO MATERIALS
Presenting Language	To present examples of language in use in	Follow Me, A Weekend Away, A Week by the Sea,



	an appropriate context and facilitate learning the target language as a supplementary material.	The Story of English, American Tongues, Talking Proper...etc.
Presenting the Country and its Culture	To present examples of culture and way of life of the target language.	Focus on Britain, Welcome to Britain...etc.
Telling Stories	To present language with the help of the specially designed video materials including stories, tales etc, which attract attention and start discussion in the classroom.	Sherlock Holmes, Adventures of Charlie McBride, ...etc.
Using the sources of Non-ELT materials	To present the language without having any teaching purpose	Tom and Jerry, Disneyworld Cartoons, World Report, Lary King

	<p>using the authentic sources of non-elt materials produced for the native speakers such as cartoons, feature films, documentaries, news, current affairs programmes etc.</p>	<p>Live (CNN) ...etc.</p>
--	--	---------------------------

### 3.3 MP3

Audio MPEG-1 Layer 3, good known as MP3 and also for their graph emepetrés, it is a format of audio digital tablet with loss developed by the Moving Picture Experts Group (MPEG).

The MP3 players have a sound quality that is sufficient for language learning. They are all small, it may tend to organize the play lists on the computer and put the right combination of sound files into one play list. This might be a combination of the audio file of content and then may reading together with the recording of the key words and phrases from the content item. It might be a collection of audio tracks of different origin.

### 4. Others

MPEG-4 Leaves 1.4 or mp4, it is a file format called mobile container, specified as part of the international standard MPEG-4 of ISO/IEC. It's used to store the audiovisual formats specified by ISO/IEC and the group MPEG

(Moving Picture Experts Group) the same as other available audiovisual formats. Also it will be used typically to store data in files for computers, to transmit audiovisual flows and probably in many other forms as educational field.

Mobile learning is undergoing rapid evolution. While early generations of mobile learning tended to propose activities that were carefully crafted by educators and technologists, learners are increasingly motivated by their personal learning needs, including those arising from greater mobility and frequent travel. It is often argued that mobile MPEG-4 devices are particularly suited to supporting social contacts and collaborative learning -- claims that have obvious relevance for language learning.

#### **4.1 Software**

It's a group of programs, instructions and computer rules for to execute certain tasks in a computer.

Educational software is computer software whose primary purpose is to teach or self learning.

<sup>27</sup>“The use of computer hardware and software in education and training dates to the early 1940s”, when American researchers developed flight simulators which used analog computers to generate simulated onboard instrument data. One such system was the type19 synthetic radar trainer, built in 1943. From these early attempts in the WWII era through the mid 1970s, educational software was directly tied to the hardware, usually mainframe computers, on which it ran. Pioneering educational computer systems in this era included the PLATO system (1960), developed at the University of Illinois, and TICCIT (1969). In 1963, IBM had established a partnership with Stanford University's Institute for Mathematical Studies in the Social Sciences (IMSSS), directed by Patrick Suppes, to develop

---

<sup>27</sup> Educational World Technology Center.

the first comprehensive CAI elementary school curriculum which was implemented on a large scale in schools in both California and Mississippi.<sup>[1]</sup> In 1967 Computer Curriculum Corporation (CCC, now Pearson Education Technologies<sup>[2]</sup>) was formed to market to schools the materials developed through the IBM partnership.

## **Types of educational software**

### **Children's learning and home learning**

An immense number of titles, probably running into the 1000s, were developed and released from the mid-1990's onwards, aimed primarily at the home education of younger children. Later iterations of these titles often began to link educational content to school curricula (such as England's National Curriculum). The design of educational software programs for home use has been influenced strongly by computer gaming concepts.

### **Courseware**

<sup>28</sup>*Courseware* is a term that combines the words 'course' with 'software'. Its meaning originally was used to describe additional educational material intended as kits for teachers or trainers or as tutorials for students, usually packaged for use with a computer”.

### **Classroom aids**

A further category of educational software is software designed for use in school classrooms. Typically such software may be projected onto a large whiteboard at the front of the class and/or run simultaneously on a network of desktop computers in a classroom.

---

<sup>28</sup> Open Course Ware - Wikipedia

## **Edutainment**

In a broader sense, the term *edutainment* describes an intentional merger of computer games and educational software into a single product (and could therefore also comprise more serious titles described above under children's learning software). In the narrower sense used here, the term describes educational software which is primarily about entertainment, but tends to educate as well and sells itself partly under the educational umbrella.

### **Educational software on custom platforms**

Some manufacturers regarded normal desktop computers as an inappropriate platform for learning software for younger children and produced custom child-friendly pieces of hardware instead. The hardware and software is generally combined into a single product, such as a child-sized laptop-lookalike. The most well-known example is Leapfrog products. These include imaginatively designed hand-held consoles with a variety of pluggable educational game cartridges and book-like electronic devices into which a variety of electronic books can be loaded. These products are more portable than laptop computers, but have a much more limited range of purposes, concentrating on literacy and numeracy.

### **Computer games with learning value**

These are games which were originally developed for adults or older children and which have potential learning implications. For the most part, these games provide simulations of different kinds of human activities, allowing players to explore a variety of social, historical and economic processes.

## **4.2 Newspapers**

The Newspaper is a publication with variety of topics and offers the teachers the chance to work with students, parents and others to improve literacy, increase student achievement, connect young people to the real world and affirm the role of free press in society; Their publication is generally daily, weekly or monthly for

example in Ecuador “El Comercio” newspaper offers tools for using in the labor class, this include the magazine “La Familia”, also the sections the “Science and Technology” “The youths”, etc.

The newspapers prepare children and teens for school and the future and offer forms such as:

- 1) Describe a collection of approaches that utilize newspapers and magazines as the "excellent teaching tools they are";
- 2) Thrust students into critical analysis through the use of advertisements in magazines;
- 3) Present ideas on how to teach students to create writing prompts from news stories.

The teaching notes include a series of activities relating to many topics of the newspapers. Four focus questions are posed, designed around the issue, each with three core learning experiences that are briefly outlined.

Activities can be completed on their own or as part of a sequence of tasks. The activities supplied are supplementary and do not aim to provide a complete unit of work on a topic.

### **4.3 Magazines**

There are many magazines exclusively directed to education, unfortunately in our country that doesn't exist. Many countries have this service, but only through a subscription; this Magazines count with next helps.

Techniques of use of an Educative Magazine:

A **Magazine work** is a type of didactic activity based on constructivism of the learning and the education applying techniques of work in group by projects and research. Its mechanics is relatively simple and it sends to us to well known and

seated practices affluent of work in the classroom. In a Magazine work is divided to the students in groups, assigns each one a different roll to him and it sets out to them to jointly make a task that will culminate in an affluent product with defined characteristics. For it they will follow a process through several steps or phases, planned previously by the professor, during who the students will make an ample range of activities like reading, including/understanding and to synthesize selected information of the Magazine or other sources, to organize the compiled information, to elaborate hypothesis, to value and to judge ideas and concepts, to produce phrases, drawings, presentations physical multimedia, objects, to handle diverse apparatuses, to interview its companions, etc. During the process, the professor will propose the use of diverse resources, generally accessible through Internet, common to all the specific members of the group and/or to the carried out roll in the group and, when it is necessary, a series of aids or scaffolds of reception, transformation and production to them of information that will help to assimilate and to accommodate the new information them and to elaborate the end item. In addition, the students will beforehand know the guidelines or heading by means of which its work will be evaluated, as much the end item as the process of its elaboration.

#### **4.4 Internet**

Nowadays the Internet has become an increasingly important feature of the learning environment for teenagers. Research realized by the Pew Internet & American Life Project in November and December 2000 shows that teens use the Internet as an essential study aid outside the classroom and that the Internet increasingly has a place inside the classroom. The origins of the Internet began in US in where the government funded network. It was intended to provide a non-localized, redundant means of communication between military, scientific, educational and government entities, should a nuclear strike occur. Ideas for the Internet developed contemporaneously in many cases, and origins of the Internet involved many visionaries.

The Internet is rapidly evolving into a global medium (Thompson, 1999). As more schools and universities from around the world enter this marketplace, educational services will be offered increasingly across international borders.

Information and communication technologies, on which new training and learning media are based, have improved the transmission and access of data. But they have not facilitated enough interaction between the user and the information. This interaction is very important for someone trying to learn. Until now, new Internet technologies were taught to improve the speed of access and the quantity of information accessed. There is a need to develop tools to help the user interact with the large amount of information available on the Internet. In this context, we propose a set of computer-aided tools to ease the process of interaction and understanding of the user who is absorbed by the Web.

### *Navigating Difficulties*

The Web is an open, evolving, heterogeneous and nonmoderated space of information with problems related to any large hypermedia system. It contains problems specific to choices and routing through heterogeneous information (Barker 1993). These problems can be characterized as disorientation and cognitive overload (Souza and Dias 1996). Users become disoriented because the link between the subject being searched for and the information shown on-screen is lost.

### *Other Tools*

Wireless local area networks (WLANs) are increasingly being used in education, with nearly two-thirds of institutions currently using WLANs in school districts. Its market share was about \$500 million in the 2001-2002 school year and will be about \$800 million for the 2002-2003 school year. A WLAN is defined as a local area network, not connected by cables or wires, which uses a wireless technology to carry information between the nodes of the network. WLANs depend on the number and configuration of access points for their functionality. Wireless access



points are positioned so students can move desks around during classroom projects and so teachers can move from room to room. Also, learners can connect their computers anywhere on campus where there is proximity to an access point.

## **2.1 HYPOTHESIS SYSTEM:**

### **2.1.2 Null Hypothesis**

There is no interaction between didactic material and the English language learning in the students of the tenth year at “Telmo Hidalgo Diaz” High School”.

### **2.1.3 Alternative Hypothesis**

There is interaction between didactic material and the English language learning in the students of the tenth year at “Telmo Hidalgo Diaz” High School”.

# **PART THREE**

## **METHODOLOGICAL DESIGN**

## **PART THREE**

### **3. METHODOLOGICAL DESIGN**

#### **3.1 Research type and design:**

This research work is referred to deductive research, and the students of the tenth year of basic education at “Telmo Hidalgo Diaz” High School have been chosen in order to prove if the didactic material is very important for the English language learning. Information will be gathered in the form of surveys, chats, classroom observation sessions and informal interviews with students and the teacher. In order to carry out the present research the following methods, techniques and instruments will be used:

#### **3.2 Population and sample:**

“Telmo Hidalgo Diaz” High School” is located in Sangolqui – Ecuador, it has the responsibility to prepare students in two different careers such as Mechanics and Clothing Designers; for this research the whole population of students of the tenth year have been chosen which means 54 students during 2008 -2009 academic year in order to apply the research work.

#### **(Testing Group)**

#### **Students of the 10th year “A” of “Telmo Hidalgo Diaz” H.S.**

<b>No.</b>	<b>NAMES AND LAST NAMES</b>
1	Aguilar Correa Santiago Andrés
2	Azanza Soto Carmen Karina
3	Balladares Calva Fabiola Elizabeth
4	Castillo Jimenez Willan Patricio
5	Córdova Sarango Lilia Mariela
6	Cuenca Rueda Ana María
7	Figueroa Agurto Holger Ricardo

8	Girón Rosales Silvia Carolina
9	González Macas Jhon Andrés
10	Guamán González Alejandra Johanna
11	Herrera Armijos Julia Magali
12	Herrera Coronel Edith Mireya
13	Huth Carrión Karen Cindy
14	Japon Merino Milton Efrain
15	Jimenez Torres Jenny del Pilar
16	Jumbo Sarango Gloria Elizabeth
17	Moreno Chamba Dolores Elizabeth
18	Pardo Arias Liliana Isabel
19	Peñafiel Labanda Robinson Augusto
20	Ruiz Quevedo Nelly Elizabeth
21	Sanchez Bustamante Paulina Alexandra
22	Sanchez Paccha Marco Andrés
23	Tipantuña Vinicio
24	Torres Alama Janeth Consuelo

## Testing Group

Students of the 10th year "B" of "Telmo Hidalgo Diaz" H.S.

No.	NAMES AND LAST NAMES
1	Aguirre Ortiz Diego Armando
2	Camacho Valarezo Juan Eduardo
3	Cañar Cueva Pablo José
4	Castillo Malla Jhonatan Enrique
5	Castillo Suing Miguel Armando
6	Castillo Torres Andres Israel
7	Conce Pineda Walter Vinicio
8	Conza Curipoma Luis Pablo
9	Cuenca Pardo Wilson Manuel
10	Cueva Celi Diego Armando
11	Erazo Torres Jimmy Leonardo
12	Fernandez Rios Guillermo Javier
13	Flores Castillo Victor Alfonso
14	Guaman Rojas Guillermo Javier
15	Jima Solano Cristian Alexander
16	Loaiza Sarango Zavier Issac
17	Maldonado Cuenca Jhonathan Adrian
18	Maldonado Narvaez Luis Alberto
19	Masache Condoy Jhonatan Agustín
20	Mora Motoche Víctor Paúl
21	Morocho Avila Cristian Fabián
22	Ordoñez Castillo Diana Lizbeth

23	Ordoñez Ríos Klever Eduardo
24	Pintado Salinas Jackson Jhon
25	Pinzón Imaicela Rubén Dario
26	Romero Garrido Jhonatan Antonio
27	Sanchez Narvaez Henry Javier
28	Silva Montaña Marco Antonio
29	Torres Armijos Catty Alexandra
30	Vivanco Castillo Doris Silvana

### 3.3 Methods:

**3.3.2 Inductive method.** – Beginning with established rules, reasoning is used to obtain conclusions that come out of particular facts accepted as valid, to reach conclusions whose implementation is of a general nature.

**3.3.3 Deductive method.** - It is a method of reasoning which consist in taking overall conclusions for particular explanations.

### 3.4 Techniques:

3.4.1 Interviews

3.4.2 Classroom's dynamics so as to motivate the participants to collaborate with this project.

3.4.3 Meeting experts from different editorials in order to find as much information as possible to choose an alternative of books to suggest this school rector and vice-rector to implement the use of the best according to their criteria.

3.4.4 Meeting with the English teacher and students.

3.4.5 Propose help to find a good didactic material.

### **3.5 Instruments and equipments for fielding:**

3.5.1 Classroom or English lab.

3.5.2 Computer

3.5.3 TV set

3.5.4 Multimedia and Interactive Cds

3.5.5 Magazines, newspaper, catalogs, etc.

### **3.6 Techniques for data collection:**

3.6.1 Questionnaires

3.6.2 Informal conversation

3.6.3 Interview

3.6.4 Meetings

# **PART FOUR**

## **ANALYSIS AND DATA INTERPRETATION**



## **PART FOUR**

### **4. ANALYSIS AND INTERPRETATION OF DATA COLLECTION**

#### **ANALYSIS AND INTERPRETATION OF THE ENGLISH TEACHER'S SURVEY AT "TELMO HIDALGO DIAZ" HIGH SCHOOL**

##### **QUESTION 1**

**Do you think it is necessary to use texts as a guide to teach English?**

The teacher answered **YES**, because she thinks it is necessary to use texts to teach English language, and she said that texts help students to guide their learning and get a better knowledge. Additionally, she thinks that texts help improve the four skills in learning such as speaking, listening, writing and reading. The teacher is conscious about the need to use texts to carry out the teaching process, and because, it helps teacher to develop different activities during an English class.

##### **QUESTION 2**

**Do you think that the English language will be useful in the students' professional life at "Telmo Hidalgo Diaz" High School?**

The teacher answered **YES**, because she thinks the English language is applied at technology. Actually, the globalization demands all people should have knowledge about English in a sufficient way, due to English is an universal language that most people should know. So in this way they could work or travel to other countries and can express and understand everything what they would have to do there, especially at a technological world.

##### **QUESTION 3**

**Have you ever used any kind of text to teach English?**

The teacher said **NO**, because in this high school there is not any text to teach English, and she just use a handout made by herself. However, she thinks a text is

necessary to facilitate and improve teaching – learning process. Indeed, to keep trained according to the modern world demands.

#### **QUESTION 4**

**Do you believe that the timetable assigned to teach English is enough?**

The teacher answered **NO**, because the timetable assigned in the schedule is just two hours per week and it is not too enough for getting an efficient knowledge.

English is a difficult language to learn, so two hours is not totally enough for understanding a complicated language like the English, the lack of time to develop an English class contribute to a wrong language acquisition.

### **ANALYSIS AND INTERPRETATION OF THE ASSISTANT DIRECTOR'S SURVEY**

#### **QUESTION 1**

**Do you believe that the English language should be learned with the help of texts as guides?**

The Assistant Director answered **YES**, because a text eases and enhances the efficiency in the learning of the English language. He is conscious about the role that texts play in language acquisition; indeed texts are important and useful in the teaching - learning process.

#### **QUESTION 2**

**Do you know if “Telmo Hidalgo Diaz” High School uses texts to teach English?**

The assistant director said **NO**, because there is not any English text in this high school, and students receive English classes with a handout provided by English teacher.

Assistant director knows students do not have texts and that they need to acquire some text to improve their English learning. Due to the lack of texts to learn

English language students can lost travel opportunities, get better jobs and improve their life styles.

### **QUESTION 3**

**Do you believe that the time assigned to teach English is enough?**

The assistant director answered **NO**, because there is not enough time to practice the English language in a better way , he is conscious that the students hardly receives 2 hours per week, and it is a little time like to learn a foreign language. He thinks students should receive 4 or 5 hours per week. On the other hand, the time dedicated to learn is crucial due to it helps to acquire the English language in a good way.

In other words, when non native speakers are studying English it is important assign more time to study it. Because of English language is difficult to learn, moreover, the time assign to English lessons help to teacher and students to develop different and interesting activities.

### **QUESTION 4**

**Do you think that the English language will be useful in the students' professional life at "Telmo Hidalgo Diaz" High School?**

The assistant director says **YES**; because he realizes that the catalogs and documents about mechanics are written in English, indeed that the English is the main foreign language as in our country as in the whole world.

It is necessary to consider to the English language as a work source, because, most of the machines and electronic tools are manufactured in foreign countries, and the technical and user's manuals are written in English language. So, for this reason students at "Telmo Hidalgo Diaz" High School should learn English language to get better opportunities in the professional life.

## STUDENTS'S SURVEY "TELMO HIDALGO DIAZ" HIGH SCHOOL

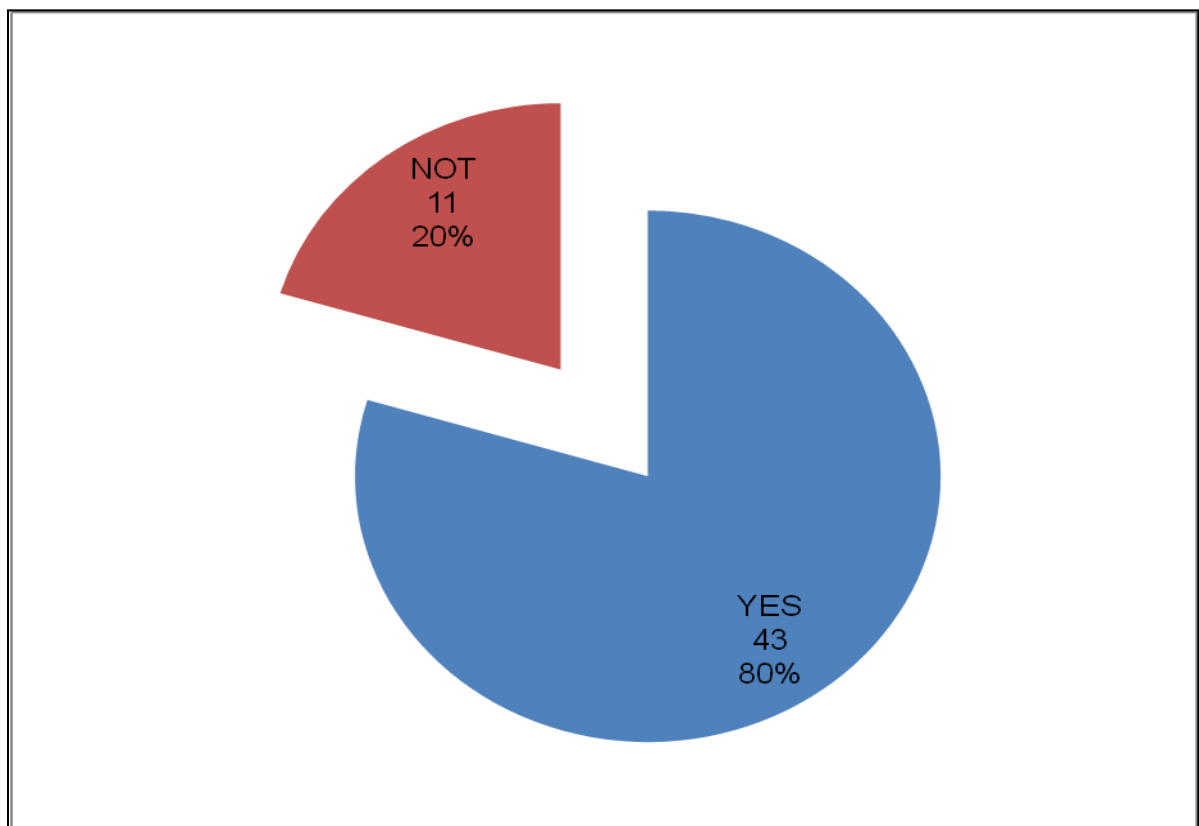
ORD	QUESTION	YES	%	NOT	%	WHY?
1	Do you believe that English should be learned with texts as guides?	43	79,63	11	20,37	
2	Have you ever used texts to learn English?	23	42,59	31	57,41	
3	Should English be learned with the help of a text?	46	85,18	8	14,81	
4	Have you had difficulties in learning English?	45	83,33	9	16,67	YES, because: - We do not use any English text -The time to learn English is not enough
5	Would you like to use texts to learn English in a better way?	49	90,74	5	9,25	
6	Do you believe that the time assigned to learn English at Telmo Hidalgo Diaz High School is enough?	16	29,63	38	70,37	NO, because: -We would like to receive more hours per week.
7	Do you think that English will be useful in your professional life?	54	100	0	0	YES, because: -English is important to continue the studies at the university. -English is important to travel, and to get a better job.

## 4.1. GRAPHICAL EXPOSITION OF RESULTS

### ANALYSIS AND INTERPRETATION OF THE STUDENTS' SURVEY

#### QUESTION 1

DO YOU BELIEVE THAT ENGLISH SHOULD BE LEARNED WITH TEXTS AS XGUIDES?

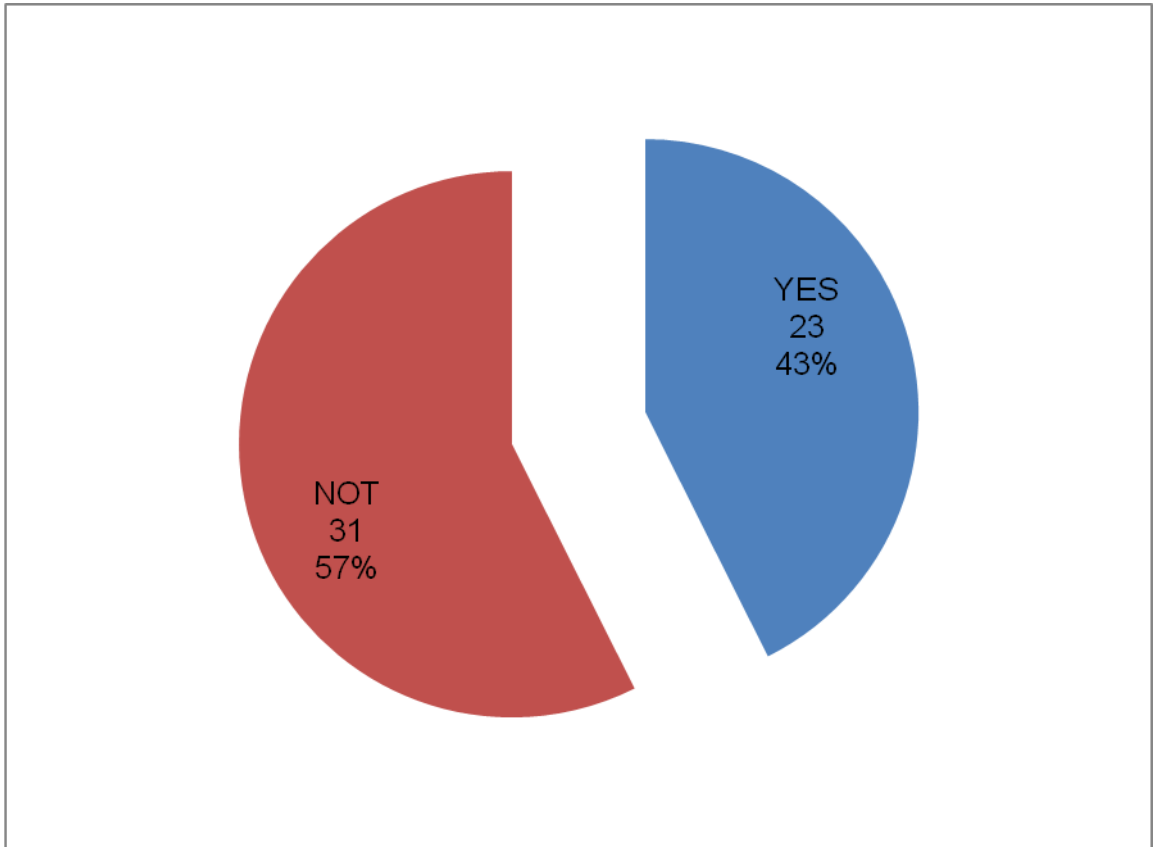


#### ANALYSIS AND INTERPRETATION

As the graphic shows, while the majority of students 80% believe that English should be learned with the help of texts as guides, only a small minority 20% say the contrary. Didactic materials are documents that contribute to learning, the more important means used to the English language learning are books, workbooks, interactive Cds, internet newspaper, etc. The immediate benefits of using texts show themselves very quickly: while the students learn a language in a natural way that is interesting to them, the teacher learns more about his or her own teaching style (as well as new and effective ways to instruct an ESL class).

## QUESTION 2

### HAVE YOU EVER USED TEXTS TO LEARN ENGLISH?

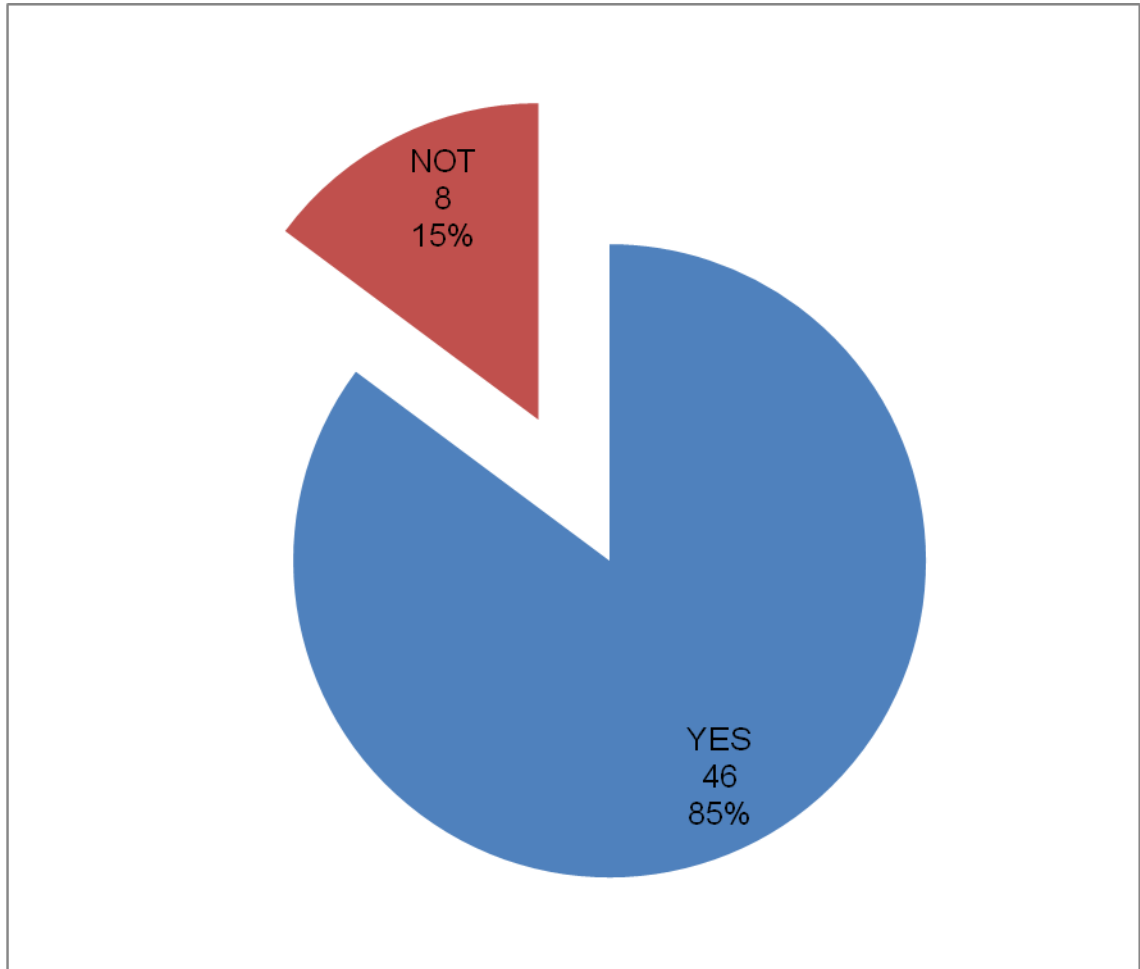


### ANALYSIS AND INTERPRETATION

57% of the students have never been introduced into the learning by a text. On the other hand 43% of the surveyed students have used an English book for it. Didactic material is as important as necessary and useful for learning due to the fact that most of the students do not know what the last lesson dealt with, since they do not have any didactic material to follow the English lessons step by step. The use of texts depends on the ability and technical skills acquired by the professor during his or her educational trajectory.

### QUESTION 3

#### SHOULD ENGLISH BE LEARNED WITH THE HELP OF A TEXT?

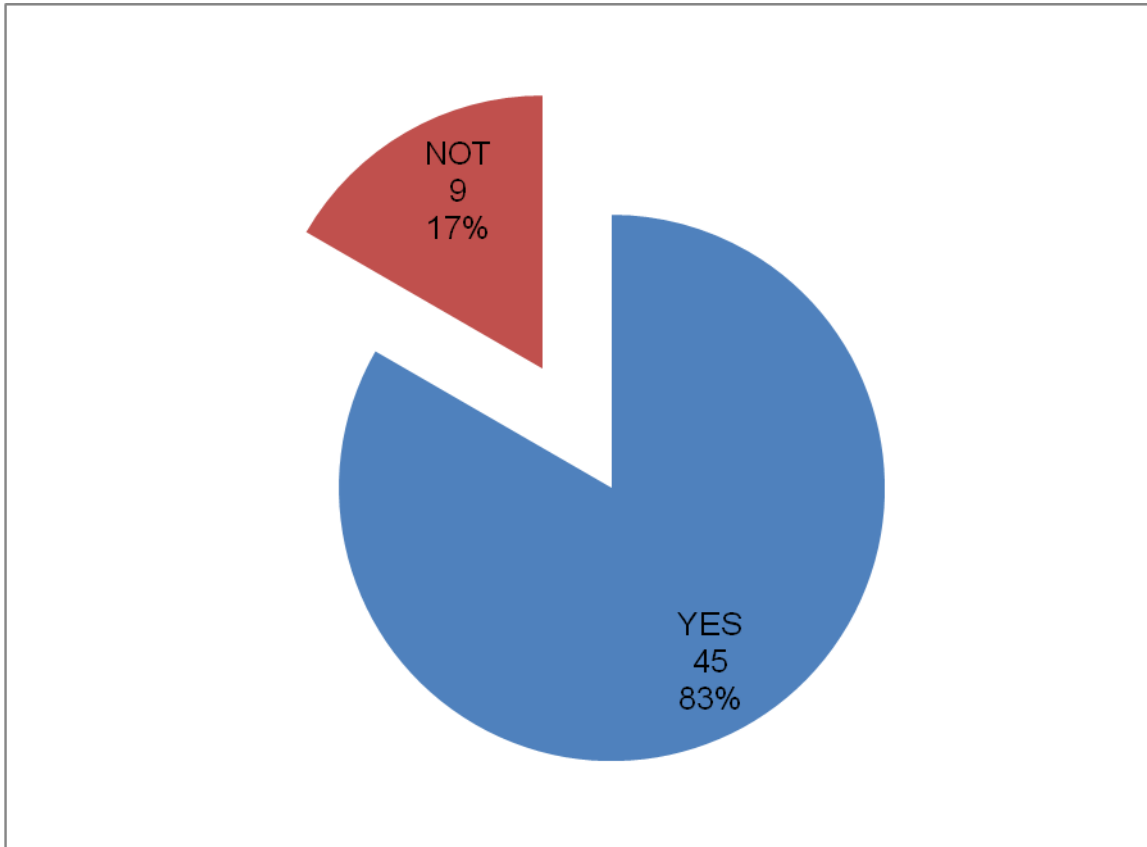


#### ANALYSIS AND INTERPRETATION:

After having surveyed the students if, English language should be learned with texts, the results are that 85% responded affirmatively and, 15% disagree with this idea. The most important objective of learning a foreign language with a text is to develop communicative skills in the language. The texts facilitate learning and the acquisition of the appropriate skills for practical communications in natural and effective ways.

#### QUESTION 4

#### HAVE YOU HAD DIFFICULTIES IN LEARNING ENGLISH?



#### ANALYSIS AND INTERPRETATION

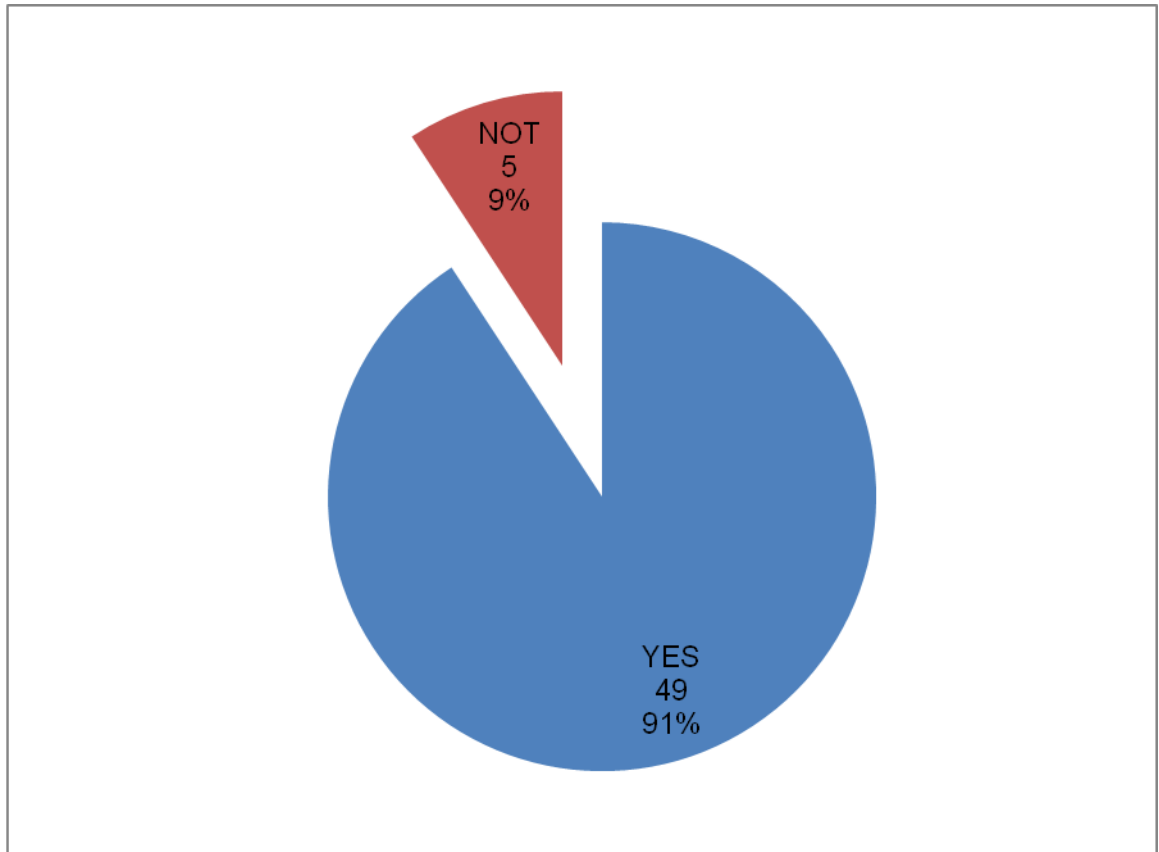
Difficulties are shown with an 83% of the students who said yes, and they believe they are confronting or facing problems with the English language learning, because of the lack of didactic material. There is a small group 17 % who said they did not have difficulties with the English language.

Problems with the English learning emerge from demotivated students because they do not use texts to support their English learning.



## QUESTION 5

WOULD YOU LIKE TO USE TEXTS TO LEARN ENGLISH IN A BETTER WAY?

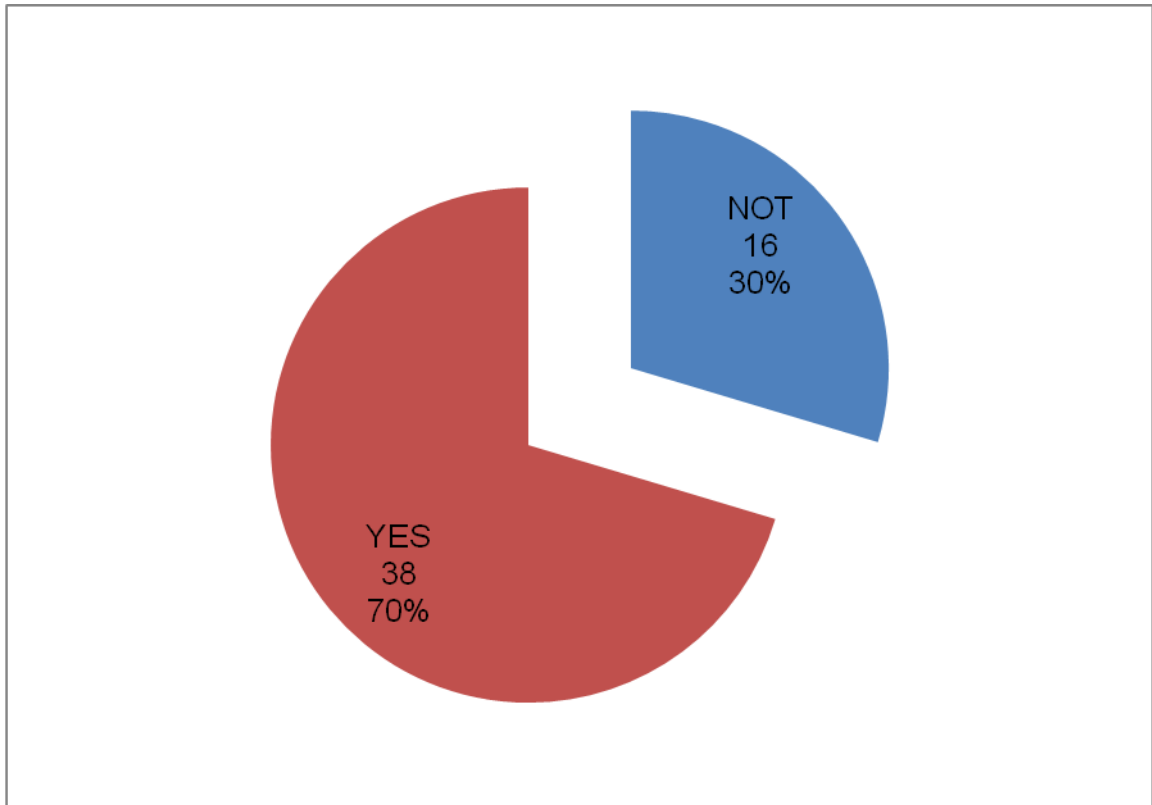


### ANALYSIS AND INTERPRETATION

49 students, 91% answered that they would like to use an English text to improve their learning, and 5 students, 9% show their negative view due to some stuff like; economical situation or their conception that English a sophisticated thing they do not really need. To learn English language in sufficient way students should do it using updated texts that help them to challenge the real English world.

## QUESTION 6

DO YOU BELIEVE THAT THE TIME ASSIGNED TO LEARN ENGLISH AT "TELMO HIDALGO DIAZ" SCHOOL IS ENOUGH?

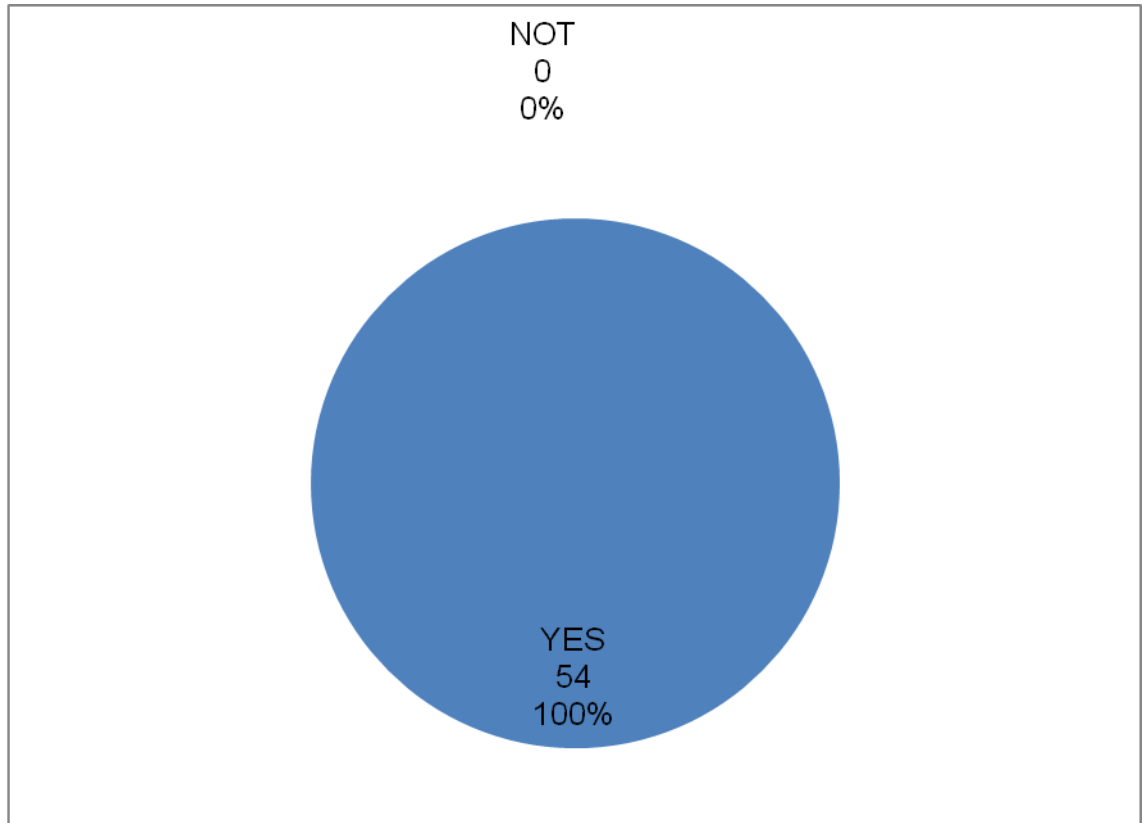


### ANALYSIS AND INTERPRETATION

Most of the surveyed students 70% agree that the English subject is quite important not only right now but also in the future, and the time that the institution assigns to learn English is not enough, for 30% of the students said that technicians in mechanics do not need to learn English during long hour. They said this is a complicated subject to learn, little timetable assigned to English language do not permit both teacher and students reach the successful in the teaching learning process.

### QUESTION 7

**DO YOU THINK THAT ENGLISH WILL BE USEFUL IN YOUR PROFESSIONAL LIFE?**



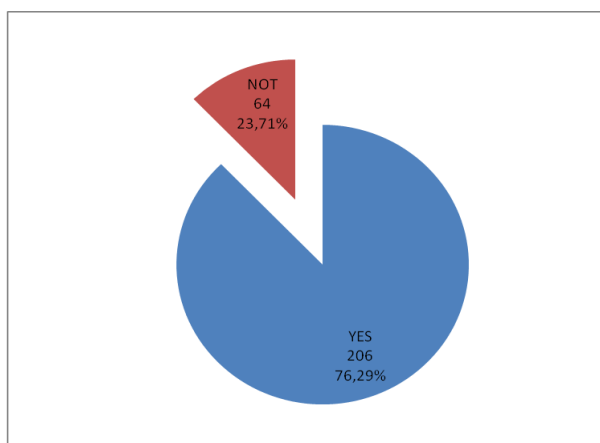
#### **ANALYSIS AND INTERPRETATION:**

In here there is a special fact of the research, 100% said "yes" but it seems complicated to understand it because in the previous questions there were some students who answered that they do not really need English, however, in this question all of them agree with importance of the English. Nowadays, the English language is the leading language around the world, especially in the educational field. English language can lead students to gain opportunities to travel and to get better jobs and to have a better quality of life.

## 4.2. ANALISYS OF THE RESULTS OF STUDENTS' SURVEY

### QUESTIONS 1,2,3,4, AND 5

According to questions 1,2,3,4 and 5, the main purpose is to find out if texts affect or not the English language learning.

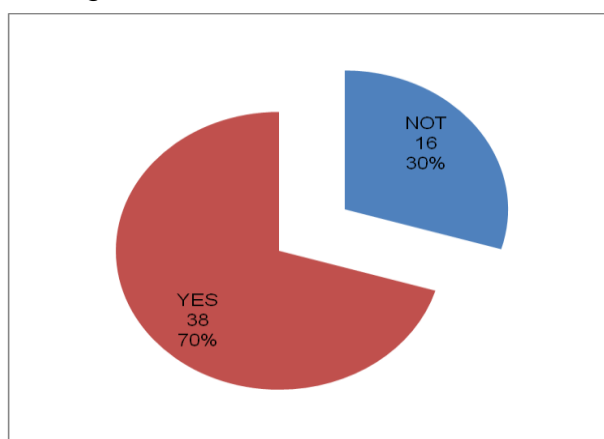


\* 76, 29% students agree that the lack of texts affect the English language learning at “Telmo Hidalgo Diaz” and hardly 12 % express the contrary.

\* Hardly, 23, 71% of students think to learn English language is not important use any kind English texts.

### QUESTION 6

The main purpose of the question, 6 is to know if the time assigned to English language learning is enough.

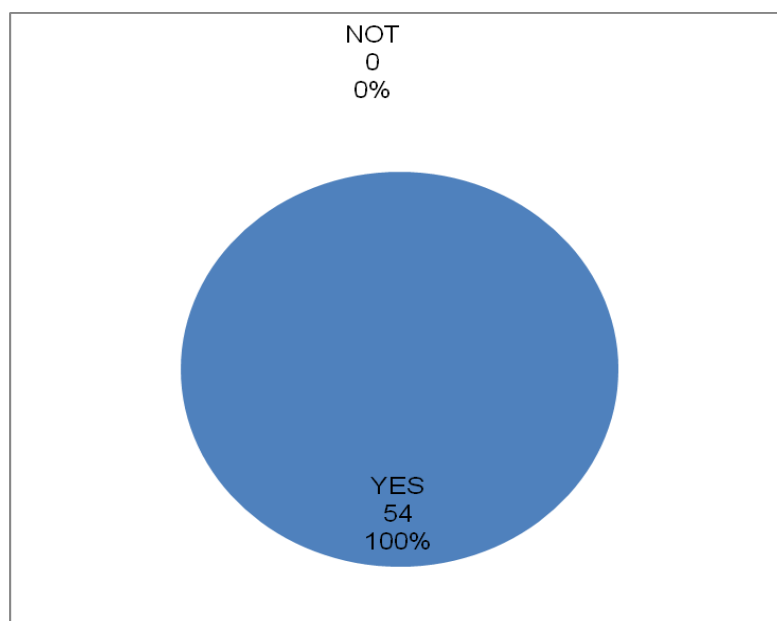


\* 70% of students agree with the time assigned to learn English at “Telmo Hidalgo Diaz” High School is not enough.

\* 30% of students would not like learn English language during long hours.

### QUESTION 7

The main purpose of the question, 7 is to know if the English language is or not important in the students’ professional life.



\* 100% of students agree that English language will be useful in their professional life.

\* English language can lead to students to gain opportunities a long the life.

### **4.3. CONCLUSIONS**

- Most of the students would like to learn English language using texts as guides.
- Many students have never used texts to learn English language.
- The majority of the students have difficulties to learn English, due to they do not use any text.
- Students want to acquire an English text in order to improve their English learning.
- Students would like to receive English classes at least 4 or 5 hours per week.
- English language can lead to students to gain opportunities a long the life.

### **4.4. RECOMMENDATIONS**

- To propose and suggest the use of an appropriate English text to learn the English language at “Telmo Hidalgo Diaz” High School.
- To increase the time assigned to learn the English Subject from 2 hours to 4 or 5 hours.
- To give conferences to students in order to lean on them that English language learning is essential in every activity in the world they live.

# **PART FIVE**

## **THE PROPOSAL**

## **PART FIVE**

### **5. PROPOSAL**

#### **5.1. INTRODUCTION**

The main problem not accepted by the authorities and teachers of the "Telmo Hidalgo Diaz", High School but detected by the personnel of students and family parents, it is that the low yield and knowledge in the English language are due to the lack of a TEXT GUIDE in the matter, it is so, the School from its creation hasn't had among their goals the intention of bilingual high-school graduates, since its only purpose is to grant technical titles in Arts and Occupations.

This objective has already given many difficulties to its students, and ex students; the first ones because they are not in the same knowledge level that students of other schools that are in the same level or course, all this rebounds in their self-esteem and therefore in their student yield.

A seconds because they have already had obstacles in the continuation of their student career in universities or polytechnics of the country, because their first step is the ingress test, and they have failed exactly because these test includes English's questions, and the low preparation in this language forces them to reprove this matter, being seen in the painful obligation of appealing to extra or intensive courses of this language, causing loss of time and money for the student and what is more, the discredit for their High School.

In the great majority of Educational Centers of Superior level, for not saying in all, the CONESUP, has increased of the program of Proficiency in the English Language or of any other foreign language that is considered as important and indispensable in the world; Is for this reason, nowadays, in the syllabus of matters of any university, already figure the obligatory teaching of many languages but as main the English language.

To all this add us the indifference for the virtual investigation or to surf for the websites, because most of pages of Internet come in English language, that



becomes for the user tedious and annoying, if doesn't have a basic knowledge of what is the English language.

In the working environment, that is for that more we are preparing, the student also has been affected, since nowadays, the companies or factories need personnel qualified in the handling of manuals, catalogs and instructive that in his majority come equally in English language, for that, the applicant to occupy such job placement, see truncated their aspirations, because in the concourse of merits and oppositions that also include test of knowledge and dominance of the English language.

And that to say of the migration, that with different ends at the present time become in fashion, since that a great percentage of Ecuadorian population, has fixed among its future goals, to travel abroad with many purposes, especially to English countries, obligated, that's true, some for the economic crisis, others for educational ends, giving origin again to the same trauma, like it is the unawareness of the English language that at the present time is an universal language, without unworthy to any other one.

## **OBJECTIVES**

### **5.2. GENERAL OBJECTIVE**

- To offer an academic proposal, by means of the use of a TEXT GUIDE for the teaching-learning process of the English language to the students at the "Telmo Hidalgo Díaz." High School.

### **5.3. SPECIFIC OBJECTIVES**

- To propose and to convince to the authorities of the School, the implementation of a TEXT GUIDES, as solution to the problem in the process of teaching-learning of the English language.
- Bring up to the teachers, the use and handling of a TEXT GUIDES, in its daily classes as alternative for the best performance in the achievement of goals and educational objectives.

- To offer the students a TEXT GUIDES, of easy use, in agreement to their specialty and economic situation, comprehensible and clear in their contents and objectives.

#### **5.4. EVALUATION OF TEXTS FOR THE TEACHING ENGLISH LANGUAGE AT A PROGRAM OF MEDIUM LEVEL.**

One of the tasks inherent in the work of an English teacher's, is the evaluation of a text. To evaluate a text is to compare the objectives of the text and its contents, the curriculum, their needs and preferences of the teacher interested in using it, and how to present them to potential users (both teachers and Students).

In this sense, many authors assert that to evaluate a textbook is examine it to the light of the two main variables of the educational process, namely, the objectives of education and type of users to whom it is addressed.

On the other hand, others argue that evaluating a book is basically a process of confrontation between the needs of a teaching-learning in particular and the solutions available. Several reasons may motivate a teacher to evaluate a textbook for teaching English as a Foreign Language.

Among others are: that has been heard speak well of it, that are not seeing the expected results being using at the time or want to explore an alternative, that leads to the improvement of teaching-learning process in a particular course or program. If one takes into account that:

- a) When a large number of teachers in an institution using the same book, it exerts a powerful influence on the type of instruction given in that institution.
- b) When a textbook for teaching English as a foreign language is used as a main guide of a course, it becomes the main tool for the student to clarify and/or restate what is in class.
- c) If we like it or not, textbooks for students and teachers represent the visible heart of a program of teaching of English.

d) If it is a sufficiency-levels program of English as a foreign language for to train university students as requirement for their graduation, the evaluation of a textbook must be based on review of at least the following criteria or variables of the educational process:

- Objectives of the program of English, because it is indispensable that the language of instruction is consistent with the objectives of the program interested in use it.
- Type of users for whom goes directed, in terms of, for example, the age of the students, to know if a text is more useful to use photographs to illustrate their themes rather than drawings or vice versa, the place where they live inside a city to see if the text fits on the socio-economic conditions and the purposes for learning English as to whether they agree with the book.
- Knowledge of the English language to know, for example, that in the series will be better.
- Identification of needs (at level of English language) of these users.
- Procedures for working with tasks and activities in class preferred by these users for to know if the activities that the text suggests to practice the different learning units are of the nature of that help him to learn to them and if opinion of the appraiser, agree with those required for a student to acquire the ability to use language, conception that has the program about how can learn a language, to know which method of teaching languages concerns in the presentation of learning units (traditional, structural, and communicative).
- Approaches for selecting and organizing of contents to be taught for to know if the syllabus (organization of contents) that use the program interested in adopting the book is in agreement with the text.
- Presentation of the contents in the book object of evaluation, to know, for example, if are teachable, this is if they are divided into small learning units, easy

assimilation by the student for its clarity and consistency and because their context are motivating.

- Opinions of students about the text, to see if they would like to study English in that particular textbook. The above list of criteria is in agreement with the proposal presented in this thesis, as it includes aspects such as materials relating to the purposes and objectives, we also must take into account the following.

- For what needs one the language and to ensure that the materials will allow students to use it effectively for that purpose given.

- To learn a language is not easy and therefore the student needs that to show the learning units in detail, coherent, and memorable.

- That it is necessary that the evaluator not only looks at the materials but to analyze the teaching-learning situation for which these materials are required. This document presents the results of the evaluation of a textbook for English teaching in middle level in a baccalaureate program in English in the following order:

- Purpose of the evaluation,
- Methodology
- Objectives of the English program,
- Type of users to whom it is directed,
- Identification of user's needs,
- Design of languages with which the English's program work where is carried out the present evaluation,
- The syllabus, description of book "A", and description of "B",
- Procedures for working with favorites tasks and activities in the classroom prefers for this users,

- And conclusions.

Finally, then a quantitative analysis of each evaluation parameters, presents conclusions and recommendations of the same one.

## **5.5. QUALITATIVE ANALYSIS OF THE BOOK**

After having done research and decided to submit a proposal to use a text pedagogical as guide for teaching English language at the "Telmo Hidalgo Diaz" Popular High School in Sangolqui city ,of proceeded to go to several publishing houses specializing in production and distribution of texts in foreign languages, especially publishing companies who are involved or aware of the educational process in the country, either by the distribution of their texts in either educational or by the nature of their industry and sell it and educate . It has also been taken into account that the bids obtained, it was very realistic of that in the economic campus, but not in the same technical specialty, as there is still no text for the middle level that differs only instruct or illustrate the Craft or Technical English, which is what the College needs, because in the country to educate preexist trend based on a single "common trunk" is all students to obtain their bachelor's degree in any stock of any locality must be on the same knowledge that their similar in all subjects, leaving the humanistic or technical expertise is provided by the universities of higher level.

The companies we visited the detail below, some of the most important and their offerings are these:

### **Santillana Editorial (Santillana del Pacífico S.A. de Ediciones)**

#### **"Elevator International"**

#### **Full Description of Book**

It's a four level course that combines a fresh approach to topics with an easy to teach methodology.

It's the perfect solution for teachers who want a course that offers clear learning objectives, fast paced lessons and lots of meaningful speaking practice.

*Key Features:*

- Clear presentation and practice of grammar in the Grammar *Elevator* sections
- Carefully selected reading and listening material graded to the level
- Strong focus on high frequency vocabulary, lexical sets, collocations and idioms
- Clearly structured guided writing activities in the workbook that deal with real life situations
- Varied speaking tasks that will get students communicating
- Regular consolidation of key grammar and vocabulary provided in the Student's Book review units

PRICE: \$ 13.85



Cordially Miguel Silva

International House Milan

## **Book Centre Editorial**

### **"English in Mind"**

#### **Full Description of Book**

English in Mind is a new English course for teenagers. There are six levels, each providing 80-90 hours of class work, and the course can be used with mixed-ability classes.

English in Mind is a six-level course for teenagers. Each level of the course provides 80-90 hours of class work with extra photocopiable activities and tests in the Teacher's Resource Pack. The course can be used with mixed-ability classes. The Starter level is for complete beginners. Level 1 is for elementary students and contains a 16-page starter section to revise key language. Levels 2 to 5 take students from pre-intermediate to advanced level.

For the classroom teacher, each essay provides a foundation for discussing an aspect of language.

The classroom exercises originate from salient points in each essay. Each exercise offers an opportunity for the student to experience a particular aspect of language. These experiences involve reading, writing, listening, and speaking.

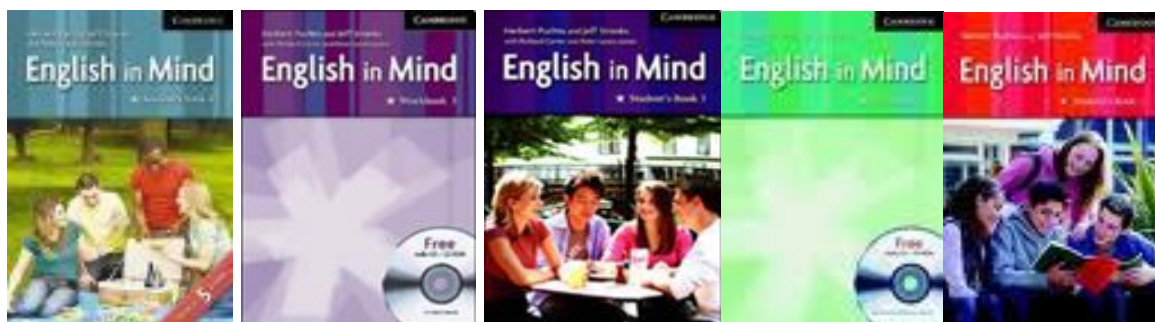
Lesson Plan is designed to give the teacher a hands-on, integrated, weeklong set of classroom activities. Each week has an additional activity to reinforce the chapter beyond the confines of a week.

### *Key Features*

- Clear organization  
Each level contains 16 units grouped into four modules. Clear learning objectives at the beginning of each module, plus 'Check your Progress' sections at the end, help students and teachers plan learning more effectively.
- Dual entry  
English in Mind offers dual-entry points. Starter Level is for complete beginners and Level 1, for elementary students, contains a Starter section to revise key language. Levels 2 to 4 take students from pre-intermediate to upper-intermediate level.
- Teenagers in mind imaginative and appealing topics, such as Growing Up, Sporting Heroes and Film, engage teenagers' interest and motivate them to learn.

- 'Culture in Mind' sections give students an insight into different aspects of culture throughout the English-speaking world.
- Reading  
Key language is introduced in a variety of interesting, informative, or humorous reading texts and dialogues.
- Writing  
Guided writing tasks (in each unit) and projects, which can be used to build up language portfolios, give students a practical use for the language and help them to develop learner independence.
- Everyday  
English Entertaining photostories with everyday English phrases give students a feel for contemporary spoken English.
- Grammar and Vocabulary  
A strong focus on grammar and vocabulary provides a solid basis for effective language learning.

**PRICE: \$ 10,50**



Grateful

Ing. Cristian Reinoso



## PEARSON Education ELT Editorial

### “Gateway to English for Senior Secondary School”

#### Full Description of Book

The book includes:

Consistently-structured chapters which fully integrate the skill-development required by the syllabus, Varied and interesting exercises and activities which motivate students, A wide variety of reading materials to help students develop the broadest possible mastery of the language. Comprehensive coverage of literature, as required by the syllabus, Regular testing exercises to facilitate assessment.

A steady pace of development, culminating in exam practice and revision sections at the end of Students' Book 3. Teacher's Guides to complement each Students' Book, which give extra help and advice for effectively delivering the syllabus.

#### *Key Features:*

*\*Motivate and maintain interest* – with its careful balance of contemporary, age-appropriate topics, intellectually-stimulating puzzles and activities that match students' skills and interests.

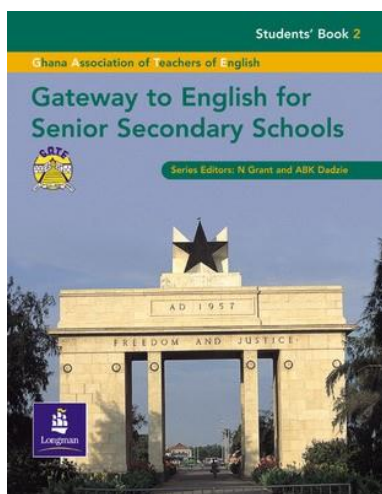
*\*Enable all students to succeed* – through exercises in a variety of entertaining formats in the Language Builder, the Motivator, the Multi-ROM and the DVD.

*\*Develop students' sense of responsibility and citizenship* through engaging, educational themes.

*\*Answer to teachers' specific needs* – with extensive support for dealing with large group mixed ability classes, classroom discipline and specific learning difficulties.

Msc. Katie Brown C.  
ELT / PEARSON Ecuador Education Represent

**PRICE: \$ 16.50**



## **CRADLE Project**

### **“Our World Through English”**

#### **Full Description of Book**

The book const of three parts.

Part One is the explanation of grammar, which is the first theoretical explanation and then written exercises that you should do to learn the subject matter and vocabulary.

Part Two provides the basic vocabulary in this module, which you must master to perform the exercises in the first part.

The third part is the dialogue, for this you must have to hear the good or bad the professor's pronunciation, of course this is the last part when they have mastered the first and second parts.

Includes: Didactic Guides for teachers, material support, equipment reviews and tests, don't including an audio material.

Produced and reviewed by Ministry of Education and Culture, and financed by Britannic government. Technique accessory Paul N. Barry,

M.E.C. Representatives: Rita Ponce, Lupe Carpio, Irene Rosero, Marcia Vargas y Lilian Avalos, Mscs.

## **Others**

### **“English Teaching in the Secondary School”**

#### **Full Description of Book**

Written in an accessible style, with a wealth of advice and ideas, this book forms essential reading for practicing teachers, lecturers, PGCE students and those undertaking initial teacher training, and is suitable for those engaging in M level study.

#### ***Key Features:***

Fully updated to include:

- A chapter on research and writing for M-Level students
- References to the Every Child Matters agenda
- Updates to the KS3 and 14-19 curriculum
- Revised GCSE specifications
- An emphasis on creativity, flexibility and learner engagement
- The impact of globalization and technology on literacy



PRICE

List Price: **\$14.95**

The range of texts offered, its relevance, simplicity in the management of content, organization in implementing the 4 skills and attachment to the national reality, it was possible to extract the following we will summarize in this comparison table:

#### COMPARATIVE TABLE OF OFFERINGS

EDITORIAL	TEXT	AUTHOR	CHARACTERISTICS	COST
<b>SANTILLANA EDITORIAL</b>	Elevator International	Lynda Edwards	<p>Text comes London, published by Richmond Publishing,</p> <ul style="list-style-type: none"> <li>• Clear presentation and practice of grammar in the <i>Grammar Elevator</i> sections</li> <li>• Carefully selected reading and listening material graded to the level</li> <li>• Strong focus on high frequency vocabulary, lexical sets, collocations and idioms</li> <li>• Clearly structured guided writing activities in the workbook that deal with real life situations</li> <li>• Varied speaking tasks that will get students communicating</li> <li>• Regular consolidation of key grammar and vocabulary provided in the Student's Book review units.</li> </ul> <p>Includes: workbook, student book, cd-room language and lift, cover normal.</p>	13,85 USD

<b>BOOK CENTRE</b>	English in Mind	Herber Puchta y Jeff Stranks	Text of British origin, published under the control of the Cambridge University, student book, workbook includes, audio cd / cd-room, coated cover, table of contents divided into 8 units, and follows the trend in education to educate students starting first by listening, then "speaking" for continuing the "writing" and ending by "Reading"	10,75 USD
<b>PEARSON</b> Education ELT	Gateway To English for Senior Secondary School	N. Grant and ABK Dadzie	A richly illustrated, seven-level communicative program for early learners, <i>Backpack</i> is chock full of opportunities to learn through catchy songs and chants, stickers, games, hands-on projects, and Total Physical Response (TPR) activities. Each unit creates a context that brings the outside world of English into the classroom to make learning both collaborative and fun. The <i>Backpack</i> approach goes beyond other programs and integrates vocabulary, grammar, and the four skills into a seamless whole. And the	16,50 USD

			<i>Backpack</i> CD-ROMs contain a wide variety of interactive activities and games, providing additional opportunities for learning, practice, and review.	
<b>CRADLE</b>	Our World Through English	M.E.C. Rita Ponce, Lupe Carpio, Irene Rosero, Marcia Vargas y Lilian Avalos,	<p>Produced and reviewed by Ministry of Education and Culture, and financed by Britannic government. Technique accessory Paul N. Barry,</p> <p>The book const of three parts.</p> <p>Part One is the explanation of grammar, which is the first theoretical explanation and then written exercises that you should do to learn the subject matter and vocabulary.</p> <p>Part Two provides the basic vocabulary in this module, which you must master to perform the exercises in the first part.</p> <p>The third part is the dialogue, for this you must have a playing CDs. To hear the pronunciation, of course this is the last part when they have mastered the first and second parts. Includes: Didactic Guides for teachers, audio</p>	5,50 USD

			material support, equipment reviews and tests, including an interactive CD	
<b>OTHERS</b>	English Teaching in the Secondary School	Mike Fleming, David Stevens	Now in an updated third edition, English Teaching in the Secondary School is a comprehensive guide to the theory and practice of teaching English. Presenting an informed view of current educational policy, the authors provide advice to help students creatively and independently interpret government initiatives and incorporate them in their teaching practice. With practical ideas for use in the classroom, extensive discussion of theory and opportunities for reflection and critical thought, the authors guide students through the whole process of English teaching in the secondary school.	14,95 USD

## **5.6. CONCLUSIONS AND RECOMENDATIONS.-**

We can conclude that the economic and academic characteristics offered by the book "**English in Mind**" tendered by Book Centre Editorial, is the most optioned and recommended that be acquired in base to the requirements of the School.

Furthermore, we must note that the Author Herber Puchta has undertaken a program of academic feedback and supervision to all educational institutions to purchase their texts, personally attending to these campuses to carry out an assessment of both the area of English teachers and their students, also identified gaps in proposed objectives will be involved called teachers to attend refresher courses and training in the handling of the above text, without any cost also directed and programmed by the same author and supervised by the University of Cambridge in London, etc.



## 4.5 BIBLIOGRAPHY:

### Books

1. BROWN, H. Douglas (2001) Teaching by principles: An Interactive Approach to Language Pedagogy, Second Edition, Pearson Longman Education Company, New York.
2. CRADLE PROJECT (2003); Our World Through English, New Edition, English Book Five, Student's book, Printed in Quito, Ecuador.
3. DAVIS, Paul and PEARCE, Eric (2002) Success in English Teaching, Second Edition, Oxford University Press.
4. DEIDRE, Howard Willians (2001) Grammar Games and Activities,  
First Edition, Design and typesetting by Fernand Pageworks, London

### Articles

1. Special Issue English Teaching Forum: An Anthology For Teacher Trainers, (October 2003).
2. What is English Learning?
  - [www.LinguisticsandLanguageGlossary.com](http://www.LinguisticsandLanguageGlossary.com)
  - [www.QuantitativeResearchDesign.htm](http://www.QuantitativeResearchDesign.htm)
  - [www.WritingupResearchMethodandResearchDesign.htm](http://www.WritingupResearchMethodandResearchDesign.htm)
  - [www.TeachingForeignLanguages.htm](http://www.TeachingForeignLanguages.htm)
  - [www.google.com](http://www.google.com)
  - [www.bbc.co.uk/learningenglish](http://www.bbc.co.uk/learningenglish)
  - [www.english-zone.com](http://www.english-zone.com)

## **GLOSSARY**

### **Affective filter**

The affective filter hypothesis (Dulay, Krashen, and Burt, 1982) describes the need for second-language learning to occur in an environment of low anxiety, to encourage the processing and learning of new information.

### **Audiolingual Method**

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively.

### **Authentic materials**

Authentic materials are resources that have been developed specifically for native speakers. These include print, audio, and visual materials.

### **Backward planning**

In backward planning, also called backward design, the teacher plans a unit or lesson by first identifying the desired end task or product, then working in reverse to identify the prerequisite learning tasks and benchmark assessments.

### **Community Language Learning**

This methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages.

## **Direct Approach**

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction. Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER, NEVER used.

## **Foreign Language Exploratory Program (FLEX)**

This elementary/middle school model introduces learners to one or more languages. The primary focus is an introduction to language learning, awareness of culture, appreciation of language/culture study, and motivation to further language study. Exposure to a single language may take place from one to several days a week over six to nine weeks. FLEX programs are topic oriented with a strong focus on vocabulary. They are not intended to be part of a sequence of instruction; after completing a FLEX program, students go on to a beginning language program.

## **Foreign Language in the Elementary School (FLES)**

This elementary school model organizes instruction around a scope and sequence taught by a qualified foreign language teacher. Its goals include developing language proficiency with an emphasis on oral skills, as well as providing a gradual introduction to literacy, building cultural knowledge, and tying language learning to the content of the early grades' curriculum. FLES programs vary, especially in the number of meetings per week or minutes per session.

## **Formal assessment**

During a formal assessment, all students in a class are evaluated in the same manner. Their examination involves the same content, format (for example, chapter test or oral report), and testing conditions (for example, length of time). Results are reported as a grade or a score and are used to determine individual students' abilities in a specific area of learning.

## **Fossilization**

Fossilization refers to the linguistic phenomenon in which students internalize "incorrect" or "non-standard" forms of the language to the degree that they become habits of speech not easily corrected.

## **Grammar-Translation Approach**

This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages. Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words.

## **Immersion program**

In this model, most commonly found in elementary schools, general academic content (the primary educational goal) is taught in the target language, and language proficiency is a parallel outcome. Individual districts design their programs such that English is introduced at a given grade level, with a gradually increasing percentage of time given to English language instruction.

## **Informal assessment**

During an informal assessment, a teacher evaluates students' progress while they are participating in a learning activity, for example, a small-group discussion. Results are typically used to make decisions about what to do next, namely, whether the students are ready to move on or whether they need more practice with the material.

## **Information gap**

Information gap is a questioning technique in which learners respond to a question whose answer is unknown to the questioner. This contrasts with "display questions" that seek obvious responses.

## **Performance assessment**

During a performance assessment, students demonstrate their ability to use the target language in real-world activities, namely, things that native speakers might do. For example, students might create a small newspaper, respond to a want ad, or conduct an short interview to learn about a cultural topic. Teachers can evaluate the performance using a rubric and/or assign traditional grades.

## **Reading Approach**

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

## **Realia**

Realia are materials that are highly visual, contextualized, and culturally authentic. Realia can include posters, advertisements, labels, schedules, tickets, placemats, and more.

## **Role-playing**

Role-playing is an activity in which students dramatize characters or pretend that they are in new locations or situations. This activity challenges students by having them use language in new contexts.

## **Second Language Acquisition**

(SLA) according to Chomsky, the innate mental mechanism designed uniquely for the acquisition of language.

## **Silent Way**

This method begins by using a set of colored rods and verbal commands in order to achieve the following: To avoid the use of the vernacular. To create simple linguistic situations that remains under the complete control of the teacher. To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed.

### **Spiraling**

Spiraling is the process of teaching a theme or language rule to different levels of learners by creating multiple tasks that are increasingly complex. For example, a lesson on weather can be spiraled as follows: Beginner students can describe the weather in short formulaic sentences; Intermediate students can talk about the weather and its effect on their activities.

### **Thematic units**

Thematic units are designed using content as the organizing principle. Vocabulary, structures, and cultural information are included as they relate to the themes in each unit. For an excellent example of theme-based units, see the Nebraska Foreign Language Education Web site in General Resources.

### **Total Physical Response (TPR)**

Developed by Asher, Kusudo, and de la Torre (1974), TPR is an approach for teaching vocabulary that appeals to learners' kinesthetic-sensory system. First, the teacher introduces new vocabulary words and establishes their meaning through corresponding actions and gestures. Students mimic the teacher's actions as they learn the words, and eventually demonstrate comprehension through the actions and gestures. Ultimately, the language is extended to written forms, and students begin to respond verbally. Research evidence attests to the effectiveness of TPR for learning and retaining vocabulary.

## **Total Physical Response Storytelling (TPRS)**

This adaptation of TPR adds the element of storytelling and uses the story narrative or episodic structures to build meaningful comprehension. The technique begins with the teacher telling a story and using actions and gestures to introduce new vocabulary. As students listen to the story, they confirm their understanding by repeating the actions: First they perform the actions for specific events and then recreate the whole story. Once the story is understood, students take over the narrative task, either as a group or individually.

# **ANNEX**





**ARMY POLYTECHNIC SCHOOL**

**Distance Learning Program**

**Department of Languages**

**SURVEY FOR THE STUDENTS OF THE 10TH YEAR OF "TELMO HIDALGO DIAZ" HIGH SCHOOL**

**Mark with an (x) in the answer that you believe convenient**

1. Do you believe that the English language should be learned with texts as guides?
2. Have you ever used texts to learn English?
3. Should English be learned with the help of a text?
4. Have you had difficulties in learning English?
5. Would you like to use texts to learn English in a better way?
6. Do you believe that the time assigned to learn English at "Telmo Hidalgo" High School, is enough?

Why?.....

7. Do you think that English will be useful in your professional life?

Why?.....

WE THANK YOUR COLLABORATION AND YOUR APPROACHES WILL BE TAKEN INTO ACCOUNT TO IMPROVE THE QUALITY OF THE TEACHING-LEARNING OF THE ENGLISH LANGUAGE IN OUR LOVELY HIGHSCHOOL.



**ARMY POLYTECHNIC SCHOOL**

**Distance Learning Program**

**Department of Languages**

**SURVEY FOR THE ENGLISH TEACHER OF "TELMO HIDALGO DIAZ" HIGH SCHOOL**

**1. - Do you believe to teach English language is necessary to have a text as a guide?**

**(YES)                      (NOT)**

**Why? .....**

**2. - Do you think that the English language will be useful in the professional life of the students of the "Telmo Hidalgo Díaz" High School?**

**(YES)                      (NOT)**

**Why? .....**

**3. - Have you ever used some text to teach English language?**

**(YES)                      (NOT)**

**Why?.....**

**4. - Do you believe that the time assigned for the English Language learning in the schedule class, is enough?**

**(YES)                      (NOT)**

**Why?.....**

**WE THANK YOUR COLLABORATION AND YOUR APPROACHES WILL BE TAKEN INTO ACCOUNT TO IMPROVE THE QUALITY OF THE TEACHING-LEARNING OF THE ENGLISH LANGUAGE IN OUR LOVELY HIGHSCHOOL.**



**ARMY POLYTECHNIC SCHOOL**

**Distance Learning Program**

**Department of Languages**

**SURVEY FOR THE DIRECTOR’S ASSISTANT OF “TELMO HIDALGO DIAZ” HIGH SCHOOL**

**QUESTION 1**

**Do you believe that the English language should be learned with the help of texts as guides?**

**(YES) (NOT)**

**Why? .....**

**QUESTION 2**

**Do you know if “Telmo Hidalgo Diaz” High School uses texts to teach English?**

**(YES) (NOT)**

**Why? .....**

**QUESTION 3**

**Do you believe that the time assigned to teach English is enough?**

**(YES) (NOT)**

**Why? .....**

**QUESTION 4**

**Do you think that the English language will be useful in the students’ professional life at “Telmo Hidalgo Diaz” High School?**

**(YES) (NOT)**

**Why? .....**

**WE THANK YOUR COLLABORATION AND YOUR APPROACHES WILL BE TAKEN INTO ACCOUNT TO IMPROVE THE QUALITY OF THE TEACHING-LEARNING OF THE ENGLISH LANGUAGE IN OUR LOVELY HIGHSCHOOL.**

# PICTURES







