



**ARMY POLYTECHNIC SCHOOL
DEPARTMENT OF LANGUAGES**

APPLIED LINGUISTICS IN ENGLISH CAREER

THESIS STATEMENT:

**“THE APPLICATION OF A GRAMMAR MANUAL IN ORDER TO SOLVE COMMON VERB- CONJUGATION PROBLEMS FOUND IN THE STUDENTS OF THE FIRST COURSES OF BASIC LEVEL AT ‘ABDON CALDERON MILITARY HIGH SCHOOL’ OF CUENCA”.
DURING THE SCHOOL YEAR 2008-2009.**

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CERTIFICATION

We Msc. María Eugenia Arcos, Director and Dr. Msc. Ivan Patiño, Co-Director, duly certify that the Thesis under the title: **“THE APPLICATION OF A GRAMMAR MANUAL IN ORDER TO SOLVE COMMON VERB-CONJUGATION PROBLEMS FOUND IN THE STUDENTS OF THE FIRST COURSES OF BASIC LEVEL AT ‘ABDON CALDERON MILITARY HIGH SCHOOL’ OF CUENCA”**. DURING THE SCHOOL YEAR 2008-2009.

By Ms. Doris Nataly Nieves Lucero and Mr. Jairo Francisco Dota Poma, who have finished their studies in Linguistics career to be applied in the English Language at distance modality in Army Polytechnic School, after having been studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

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DEDICATION

With unconditional love, we have dedicated this research, first to our God for his spiritual support to accomplish our goals, then to our family for their incomparable help, motivation and comprehension along this work.

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SUMMARY

To do this research, we have followed a scheme proposed by the Army Polytechnic School Language Department which clearly specifies step by step each detail how to develop a research and obtain the required results which permit us to complete it successfully, without forgetting the unconditional support of my dear tutors.

First of all, we selected the subject to be investigated which was not difficult for us, as students, we have had experiences in the English teaching-learning process during our studies at school, besides have practiced at the Department of Languages as a fulfilment of the requirement to obtain the bachelors' degree in applied linguistics. We found some negative aspects in the development of English classes which gave us a trace to start the first step of our research.

Through observation and suggestion of some colleagues and specialists, it was possible to select this interesting subject which would affect the student's life.

Then, it explores the main different methodologies and theories of knowledge that could help to overcome the observed problems. For the theoretical frame, different sources have been consulted, such as specialized books and magazines, as well as internet contents

The main subject is "**The problems found in the verb-conjugation.** Immediately we started to find out the primary and secondary sources which permitted us to understand this subject much better and have good arguments to do the theoretical framework in which we support our research.

This subject was chosen; because the verb-conjugation it is one of the most useful tools to learn a new language in the teaching-learning process around the world, because the verbs are the main part in any language. We have observed the lack of interest for learning the English language in the

Calderon Military High School. This produces negative consequences and does not allow the students to learn English in an excellent way.

The methodology applied is explained, including detailed information of the instruments used in this particular research. A statistical analysis and interpretation of the data is also included. In addition the quantitative statistical analysis and other qualitative aspects have been taken into account.

After that, conclusions and recommendations are presented. Valuable results were obtained. Through this research we would like to help teachers to see the importance in teaching this methodology on learning, during their daily activities. Finally, a proposal is made to develop the Grammar manual based on competences, new techniques and creativity in order to solve verb-conjugation problems.

INTRODUCTION

The process of education is one of the most important and complex aspects of all human endeavors. And nowadays to learn another language is something carried out by all people, including teachers, students, because we can see the need in the globalization of the world and in this process of transmitting information to a group of learners who want to absorb it, we must transmit it in the correct way. Because we must be efficient and competent. This view, however, simplifies what is a highly complex process involving an intricate interplay between the learning process itself, the teacher's intentions and actions and the individual personalities of the learners, their culture and background, the learning environment.

There is no question that learning a foreign language is different to learning another subject, mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being; it is a part of one's identity, and is used to convey this identity to other people. The learning of a foreign language involves far more than just simply learning skills, or a system of rules, or a grammar; it involves an interaction in self-image, the adoption of a new social and cultural behavior and ways of being, and therefore has a significant impact on the social nature of the learner.

Since the process of education appeared, researchers have always asked which pedagogical aspect could help learners improve their learning, if asked to identify the most powerful influences on learning; MOTIVATION would probably be high on most teachers list. It seems only sensible to assume that learning is most likely to occur when someone wants to learn. Because when you are motivated you learn a bit more and it is important when you are learning grammar and especially verbs because they are the core of the sentences. Here we have researched to know the main factors involved and how to apply them in a better way in the teaching learning-process.

According to researchers` experience with student and teachers, they have seen and felt by themselves that a few teachers use correctly English and their students in the daily activities produce a positive changes in the English learning process.

Grammar is as a motor that moves English, it is a kind of judge who told us how and when one word works into a sentences according to the place that it occurs, teachers have to be conscious about it and they have to find ways to active it in students in the classroom.

As a student of applied linguistic, the following research project represents the effort and desire to contribute at least in part to help to solve verb-conjugation problems found at the “Abdon Calderon Military” High School.

**“To learn English is good,
To speak English is better, but
To teach English is the best. ”**

The most important aspects found in each chapter are summarized in the following summary:

Part I shows the problem identification of the research with all its dimensions: main problem, variables, objectives and justification that permitted us state the framework to develop our thesis and justify why it is necessary to do this research.

Part II describes the “Theoretical Frame” with relation to the researched subject, also the main concepts involved in this research as: communicative competence, communicative language learning, and

problems found in the verb-conjugation, framework, its elements, understanding, problems of students, some techniques, and so on, which are part of dependent-independent variables and its relation between both. Besides, hypothesis systems that will let establish real outcomes of this research.

Part III focuses on the “methodology” that was applied to develop the proposed investigation, it means its type and design, and how the data was obtained from the population sample, how it was processed and finally how it was analyzed.

Part IV displays a detailed analysis and interpretation of the data collection, through a descriptive statistics, by means of the respective percentages and its corresponding graphs in order to verify the hypothesis.

Part V mentions conclusions and recommendations which were obtained at the end, as a result of whole research.

Part VI proposes to develop a manual of methodologies and techniques to help teachers up to date their knowledge and improve the teaching-learning process in the verb-conjugation problems.

Within the REFERENCE MATERIALS will appear a brief description of the books, magazines and sites on the web that were used in the research, at the same time the Annexes that have surveys teacher-student involved in this research and the pretest and posttest applied in this research will be shown.

PART I

RESEARCH PROBLEM

1.1 RESEARCH THEME

“The application of a Grammar Manual in order to solve common verb-conjugation problems found in the students of the first courses of basic level at ‘Abdon Calderon Military High School’ of Cuenca during the School year 2008- 2009.”

1.2 PROBLEM IDENTIFICATION

The command of a foreign language has become quite important in our contemporary society. Indeed it has become a real need which is justified by different reasons such as: work, culture, information or knowledge exchange, or leisure. Nowadays, English has become day after day an international language.

For this reason an overview of the relation between the situation of modern world and the importance of English learning: “The end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale.

This expansion created a world unified and dominated by two forces – technology and commerce- which in their relentless progress soon generated a demand for an international language. For various reasons, most notably the economic power of the United States in the post-war world, this role fell to English.”¹

It is so powerful, the globalization process that we are living in, for this reason, we no longer discuss if it is important or not to speak English as a second language. Since it is taken as a premise. And it is why; the

¹ Hutchinson, T. and Waters, A. *English for Specific Purposes*. Cambridge University Press. 1987.

organizations and countries have designed and carried out the globalization process, which have as maternal language or working language, English language.

Our country is not apart from this reality. Every day we evidence that there is a great interest for learning English due to the necessity of being able to use all the resources that could help us to develop as a modern and productive society at the same level and speed of development as other societies.

Then, we are aware that English is a new tool for everything, and the use of English in Ecuador was increased after this country took the American Dollar as official currency, so the public and private systems of education integrate in their curriculum the English language as an important subject and make emphasis on the importance of learning it, since the elementary school.

When we talk about learning a new language, we must consider that the learner must develop skills in listening, reading, speaking and writing. And in all these skills we are talking about grammar, because it is important to acquire another language but in the correct way.

The Abdon Calderon Military High School is an institution with educational purposes and then offers some subjects such as: Human sciences, exact sciences, and Informatics, This research is going to be carried at students of the first courses of basic level at "Abdon Calderon Military" High School of Cuenca during the School year 2008- 2009.

Throughout classroom observation and conversation with students it could be seen that about the 69% of the students of first courses of English at the Abdon Calderon Military High School have a low performance, shown mainly in the difficulty in communicating in real situations, dealing with

grammar structures, especially with the conjugation of verbs with the third person in singular, which affects in the quizzes or to maintain normal conversations.

Here we find many problems in the learning-teaching process, especially in verb-conjugation, because most of the people, not only students, sometimes try to do the same like in Spanish, per example in the third person in singular in English he/she/it works or studies, we think that **s** or **ies** is for plural like in Spanish (nosot**ros** trabajamos or estudiam**os**).

We also confuse about the tenses and times in English we think that they are the same, but they are different, and then it is important not to confuse the name of a verb tense with the way we use it to talk about time. Tense is a method that we use in English to refer to time—past, present and future. Many languages use tenses to talk about time. Other languages have no tenses, but of course they can still talk about time.

For example, a present tense does not always refer to present time:

- I hope it rains tomorrow. "rains" is present simple, but it refers here to future time (tomorrow)

It could be seen that the majority of English programs in high schools do not make emphasis on the use of English and grammar production as an essential educational goal. What is generally done by teachers is to follow a particular text as it comes without looking for definite targets, so there is a serious gap in our learners' ability to use English for communication.

The methodology is traditional, teacher centred and content based. This maintains the traditional approach of the student to the language learning recalling the same feelings and fears that were aroused when studying at school, producing the same anxiety, and lack of confidence.

Another problem that could be detected is the one related to writing production. Writing practice is very limited and the few exercises are sometimes meaningless. The students don't have enough opportunity to practice the language and to interact among them in real situations.

Because the ability to write clear and comprehensible sentences is probably the most important and useful skill in today's world. Essays, job applications, resumes, research papers, reports and any other written communication will be better received and respected if they are free of grammatical errors, misspelled words, and ineffective sentence structure.

And the last problem we find it is about regular and irregular verbs. Because one way to think of regular and irregular verbs is like this: all verbs are irregular and the so-called regular verbs are simply one very large group of irregular verbs. But we know that this is more a question of vocabulary than of grammar.

The only real difference between regular and irregular verbs is that they have different endings for their past tense and past participle forms. For regular verbs, the past tense ending and past participle ending is always the same: -ed. For irregular verbs, the past tense ending and the past participle ending is variable, so it is necessary to learn them by heart.

Regular verbs: base, past tense, past participle

- look, looked, looked
- work, worked, worked

Irregular verbs: base, past tense, past participle

- buy, bought, bought
- cut, cut, cut
- do, did, done

Motivation is a very important resource in the learning process that is not being used in benefit of the student. There are not interesting activities and resources, and this causes boredom, lack of interest and low performance.

Students do not engage in the process and this makes them be absent from class, not only emotionally but even physically.

As consequences of these problems we can find that students sometimes are confused, and worried about this learning-teaching process that must be funny. The worst thing is that they are learning it incorrectly, then we want to encourage them and to change the way of think because they said: "to learn English is very hard".

Also they are the cause that the students have a low performance in English that affects their grades, so they must be taken into account by the authorities of the institution and especially by the teachers to improve their own performance as teachers and this research wants to help them to be up date and be open-mind in order to help their students to improve confidence and reach their goals.

CAUSE	EFFECT
<ul style="list-style-type: none"> • Traditional method, teacher centred in the content and objectives. 	<ul style="list-style-type: none"> • Poor students interaction • Translation and memorization • Grammar approach
<ul style="list-style-type: none"> • Lack of opportunity to practice the real language (Writing) and to interact. 	<ul style="list-style-type: none"> • Impossibility to develop writing skill • Impossibility to develop self-esteem
<ul style="list-style-type: none"> • Poor motivation, techniques and resources. 	<ul style="list-style-type: none"> • Lack of interest and commitment • Boredom • Class absence • Low performance and grades.
<ul style="list-style-type: none"> • Students do not have good material to practice grammar exercises. 	<ul style="list-style-type: none"> • Students do not put into practice what they learn.

1.3 PROBLEM FORMULATION

1.3.1 Main Problem

How to teach verb-conjugation to get a significant learning in the students of the first courses of Basic level at Abdon Calderon Military High School during the School year 2008-2009.

1.3.2 Secondary Problems

- How does the COMIL-4 plan the English Program to teach the verb-conjugations to get significant learning to the students of the first courses of Basic level during the School year 2008-2009?
- How to use correctly the materials that the COMIL-4 has to teach verb-conjugations to the students of the first courses of Basic level during the School year 2008-2009?
- How does the lack of materials in the high school difficult students of first courses of Basic level at the Abdon Calderon to put into the practice what they learn during the School year 2008-2009?

1.4 VARIABLES MATRIX

Independent Variable	Dependent Variable
<ul style="list-style-type: none">• Grammar manual to teach verb-conjugations using active techniques to get significant learning.	<ul style="list-style-type: none">• Learning process.

1.5 OBJECTIVES

1.5.1 General Objective

To determine the incidence of applying the Grammar Manual in order to solve the verb conjugation problems using participative method on students of first courses of Basic level at the Abdon Calderon Military High School during the School year 2008-2009.

1.5.2 Specific Objectives

- To correct interactive learning situations where teachers and students build collectively new conceptualizations, integrating previous knowledge, to obtain significant learning and specific theoretical contributions to students of first courses of Basic level at the Abdon Calderon Military High School during the School year 2008-2009.
- To provide appropriate materials in order to attain as many opportunities as possible for doing grammar in the students of first courses of Basic level at Abdon Calderon Military High School during the School year 2008-2009.
- To motivate to use a teaching instrument, by means of which, the students make learning a lot easier, and to contribute to teachers with a manual based on competences, new techniques and creativity which facilitates to the teaching-process to students of first courses of Basic level at the Abdon Calderon Military High School during the School year 2008-2009.

1.6 JUSTIFICATION

The global world which we live in, determines the exchange of information, knowledge, commerce, technologies, culture, art, etc. in order to have this exchange the human beings need to communicate each other by using the language. Regarding this, nobody ignores the significant role the English Language has nowadays as the international means of communication. That is to say that everyone knows the necessity of learning English as a universal language but we have to learn it in the correct way.

The access to internet and cellular telephone widens the possibilities for everybody to reach information no matter how far the source is. Knowing English language allows an appropriate contact with this information available to those who are in capacity of understanding it.

Ecuador is not the exception and, as a part of this global world, has to be in contact with many different no Spanish speaking countries. This requires that more and more people must be able to communicate with all this great international community. In this context the command of the English Language is a necessity in the current time. Because the progress is not in isolation.

Then, every day there are more people interested in learning English, and this makes necessary to develop better ways to teach it. We are still changing old paradigms in education and trying to improve the teaching-learning process. Constructivism, for example, has contributed to have a different approach to this process.

The learning process encloses some skills and grammar and use of English are abilities which are valued as a demonstration of knowing a language. That is why the importance of implementing techniques and materials that allows students of first courses of Basic level at the Abdon

Calderon Military High School during the School year 2008-2009 to be competent in their level of knowledge of English.

In this study we try to determine that it is possible, in our High School contextual setting, to apply a Grammar Manual in order to solve common verb-conjugation problems found in them.

The proposal is aimed to offer a complete well done grammar manual that can help both teacher and students to improve the four key skills on the acquisition of English language. This research will constitute a new contribution, with clear and suggestive techniques and skills that can help students and the learning process.

The beneficiaries will be the students of first courses of Basic level at the Abdon Calderon Military High School during the School year 2008-2009. They will have the opportunity to reinforce grammar, to practice oral communication and to improve their academic results.

This work will help:

- To solve the problems in the moment to conjugate the verbs, since for the students it is very confusing.
- Those that will benefit with the results will be the teachers as the students, since it will facilitate the teaching and the learning.
- To practice what the students have learned before.

This manual is of great utility, because it can be used so much for the teaching, learning or also for consultations.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 THEORETICAL AND CONCEPTUAL FOCUS

The process of education is a very complex one. It involves a series of factors such as human, methodological and environmental. Language teaching is a highly interesting part of education and also a highly challenging discipline, because it has only begun to solve some of the perplexing questions about how people successfully learn foreign languages.

Language teaching is a generous field of finding new questions, new possibilities, new ways of looking at students and new ways of looking at oneself. Ultimately, few careers can offer the fulfilment of knowing that one's seemingly insignificant work really can make a difference in a world in need of communications that transcends national borders and interests.

Teaching and learning English has become very important nowadays, when the whole world is connected by this new wonderful technology that has created a new vision of time and space, and where no matter where or when, we need just the same language to be in contact with anyone in any place at any time, around the world.

DEFINITIONS:

Methodology: The study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological.

Approach: Theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical setting.

Method: A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviours and secondarily with such features as linguistic and subject –matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

Technique: Any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives.² An overview of the different methods and approaches might provide an idea of the theories behind, their objectives and procedures, as well as the roles of the teacher and of the student.

Curriculum/Syllabus: The criteria for selection and organization of linguistic and subject/matter content. The designs for carrying out a particular language program, makes the curriculum.

Features include primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context. (The term “syllabus” is used more customarily in the United Kingdom to refer to what is called a “curriculum” in the United States.)

² Bown, H.Douglas.. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. Longman. 1994

2.2 STRUCTURE

Nowadays, the study of a language is one of the most crowded subjects, because everyone wants to be able to communicate with many people around the world and to keep up with the gadgets of the highest technology.

Then, all people focus their investigation, which has become increasing around 40 years ago. Galileo considered that the ability to communicate “our most secret thoughts to someone else, using 24 small symbols” was the most important of every human invention.

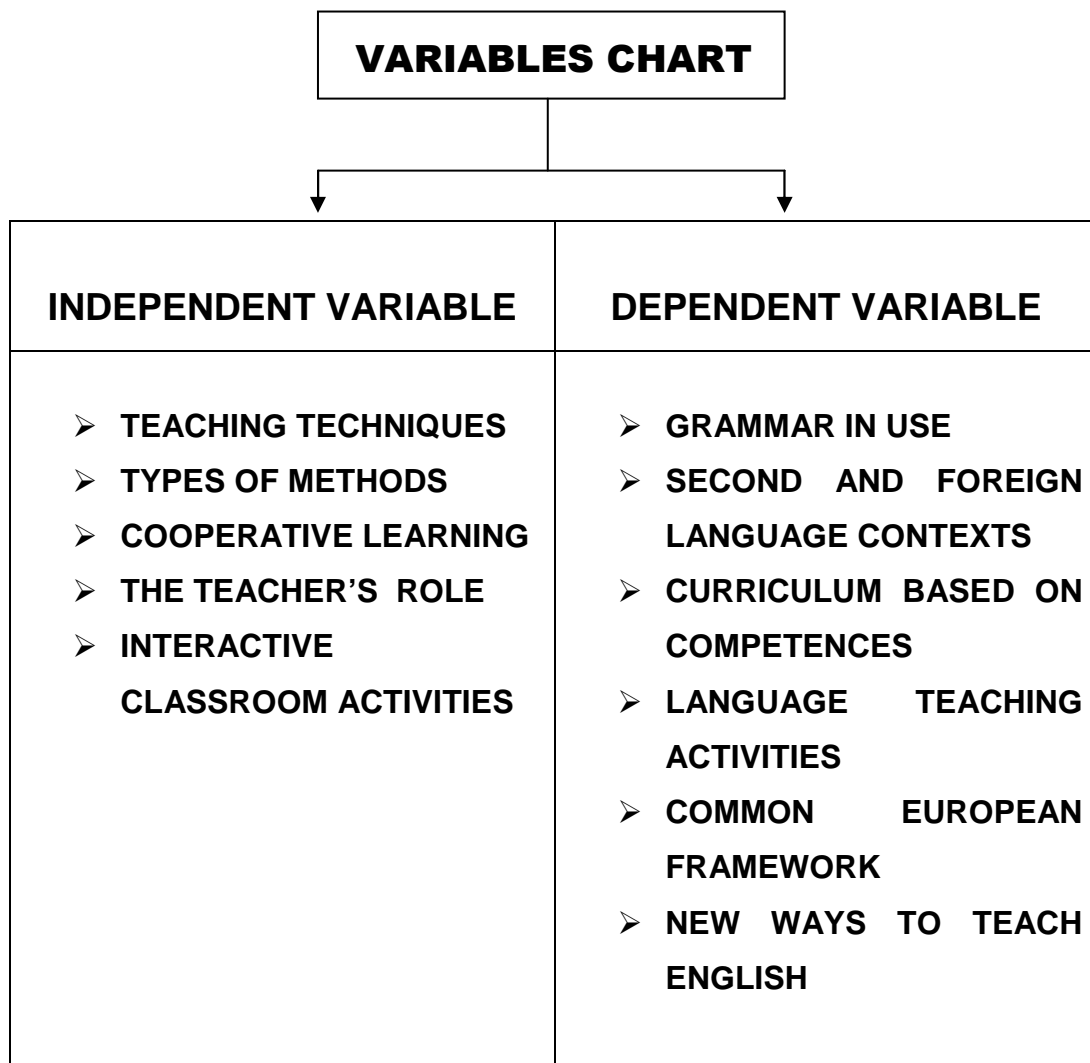
Noam Chomsky, considered the father of Contemporary Linguistics, has provided us a rich and complete view of the process of language acquisition considering all the dimensions involved in it, such as the biological ones, in which “the faculty of language can be reasonably considered as the organ of language, in the same sense as scientists talk about the visual system, the immunological system or the circulatory system.”³, as well as the cultural ones that lead to the study of transference and transformation of language.

Recently, there is a great interest in optimising the language teaching-learning process, using all the resources that modern research has provided through the new approaches and methodologies. Because now it is not important what you know but how you know it and it is based on competences.

To face these new challenges we want to collaborate with a **Manual of verb-conjugations**. We hope it may be useful for all the dimensions involved in the language teaching-learning process, from the **human**

³ Chomsky, N. *Our Knowledge of Human Language: Present perspectives*, CONESUP_(2006) Vol.2

dimension, in which the actors, **the teacher and the students**, are considered both as such, **actors of the process**, the **affective dimension** in which **motivation** through **sensitivity and interaction** is included, to the **methodological dimension**, which includes the appropriate **organization, strategies, and techniques** to assure a successful trip in this wonderful adventure of learning English.



2.2.1 INDEPENDENT VARIABLE

TEACHING TECHNIQUES

English in the current world

Because English is so widely spoken, it has often been referred to as a "world language", the lingua franca of the modern era. While English is not an official language in most countries, it is currently the language most often taught as a second language around the world. Some linguists believe that it is no longer the exclusive cultural sign of "native English speakers", but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. It is, by international treaty, the official language for aerial and maritime communications. English is an official language of the United Nations and many other international organizations, including the International Olympic Committee.

Methodology

Between 1880 and 1980, the language teaching profession was involved in a search for methods, or ideally a single method that could be generalized across different kinds of audiences and that could successfully teach students a foreign language in the classroom. A succession of methods each of which was more or less discarded in due course of time as a new method took its place.

Approach, method, and technique

First, it is important to try to understand what is meant by method.

The definition given by Edward Anthony (1963) has quite admirably withstood the test of time. **Method** is an overall plan for systematic presentation of language based upon a selected approach and it is the second of three hierarchical elements that are: approach, method and techniques. An **approach**, according to Anthony, is a set of assumptions dealing with the nature of language, learning, and teaching. **Method**, as it

has been already stated, is the overall plan, and **techniques** are the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well. In 1982, 1986, Jack Richards and Theodore Rodgers proposed a reformulation of the concept of method, renaming Anthony's approach, method and techniques as **approach**, **design** and **procedure**, respectively, with a super ordinate term to describe this three-step process now called **method**.

According to Richards and Rodgers, a method "is an umbrella term for the specifications and interrelation of theory and practice."⁴ An approach defines assumptions, beliefs, and theories about the nature of language and language learning. Designs specify the relationship of those theories to classroom materials and activities, and procedures are the techniques and practices that are derived from one's approach and design. An approach defines assumptions, beliefs, and theories about the nature of language and language learning. Designs specify the relationship of those theories to classroom materials and activities, and procedures are the techniques and practices that are derived from one's approach and design.

So the necessary elements of language teaching designs have been specified, pointing out the six important features of them: objectives, syllabus, activities, learner roles, teacher roles, and the role of instructional materials.

But the concept of separate methods is no longer a central issue in language teaching practice. Instead, we make reference to **methodology** as the super ordinate umbrella term, reserving the term "method" for specific, identifiable clusters of theoretically compatible classroom techniques.

⁴ Richards, Jack C., and Rodgers, Theodore. 1982. *Method: Approach, design, procedure*. *TESOL Quarterly* 16, 152-168

Therefore, separate, definable, discrete methods are the essential building blocks of **methodology**.

A brief review of methods and approaches for EFL teaching

Through the years language teaching methodologies have changed. It does not mean that one methodology is suppressed by a new one. Different methodologies have coexisted at the same time. Different methodologies placed emphasis on different targets, for example on grammatical structures, or repetition drills, etc. However, nowadays there is a kind of general consensus that the emphasis must be placed on communication. It is impossible to talk about a language without referring to communication.

TYPES OF METHODS:

AUDIO-LINGUAL METHOD

The theory of language behind this method considers language as a system of rule-governed structures hierarchically arranged. The theory of learning behind this method focuses on habit formation. It says that skills are learned more effectively if oral proceeds written. It works with analogy, not analysis.

The audio-lingual method objectives are: to control the structures of sound, form, and order; and the mastery over symbols of the language to get native speaker mastery. Its syllabus is a graded one of phonology, morphology and syntax, and includes contrastive analysis. The activities include dialogues and drills, repetition and memorization, as well as pattern practice. Learners are seen as organisms that can be directed by skilled training techniques to produce correct responses.

The teacher has a central and active role. He provides model and controls direction and pace. The materials are primarily teacher oriented. Tapes and visuals, as well as language lab are often used.

TOTAL PHYSICAL RESPONSE (TPR)

This method comes from a basically structuralism, grammar-based view of language. It considers that L2 is the same as L1 learning. Comprehension comes before production, and it is imprinted through carrying out commands. The right brain is functioning, with a consequent reduction of stress.

The objective of the TPR method is to teach oral proficiency to produce learners who can communicate uninhibitedly and intelligibly with native speakers. It uses a sentence-based syllabus with grammatical lexical criteria being primary, but focusing on meaning, not form. Activities are mainly imperative drills to elicit physical actions. The learner is a listener and performer with little influence over the content of learning.

The teacher, on the other hand, has an active and direct role, is “the director of a stage play” with students as actors. There is no basic text. Materials and media have an important role later. Initially voice, action, and gestures are sufficient.

THE SILENT WAY

For this method, each language is composed of elements that give it a unique rhythm and spirit. Functional vocabulary and core structure is a key to the spirit of language. Its theory of learning considers that the processes of learning a second language are fundamentally different from L1 learning. L2 learning is an intellectual, cognitive process. Surrender to the music of the language, silent awareness then active trial.

Its objectives are to get near-native fluency, correct pronunciation, and a basic practical knowledge of the grammar of the L2. Learners learn how to learn a language. Its syllabus is basically structural lessons planned around grammatical items and related vocabulary. Items are introduced according to their grammatical complexity.

The activities tend to make learner responses to commands, questions, and cues. Activities encourage and shape oral responses without grammatical explanation or modelling by teacher. Learning is a process of personal growth, so learners are responsible for their own learning and must develop independence, autonomy, and responsibility.

Teachers must (a) teach (b) test (c) get out of the way, remain impassive, resist temptation to model, remodel assist, direct, exhort. Materials are unique: colored rods colour coded pronunciation and vocabulary charts.

COMMUNITY LANGUAGE LEARNING

The theory of language behind this method considers language as more than a system for communication. It involves whole person, culture, educational, developmental communicative processes. Learning involves the whole person. It is a social process of growth from child-like dependence to self-direction and independence. There are no specific objectives. Near native- mastery is the goal. There is no set syllabus. Course progression is topic-based. The learners provide the topics. The syllabus emerges from the learners' intention and the teacher's reformulations.

There is a combination of innovative and conventional activities. Translation, group work, recording, transcription, reflection and observation, listening, free conversation, are some of the types of activities used by the Community Language Learning method.

Learners are members of a community. Learning is not viewed as an individual accomplishment, but something that is achieved collaboratively. The teacher role has a counselling/parental analogy. The teacher provides a safe environment in which students can learn and grow. There is no textbook which would inhibit growth. Materials are developed as course progresses.

THE NATURAL APPROACH

For this method, the essence of language is meaning. Vocabulary, not grammar is the heart of language. Its theory of learning considers that there are two ways of L2 language development: “acquisition” - a natural subconscious process, and “learning”-a conscious process. Learning cannot lead to acquisition.

The objectives are designed to give beginners and intermediate learners basic communicative skills. The syllabus is based on selection of communicative activities and topics derived from learner needs.

The activities allow comprehensive input, about things in the here-and-now. Focus on meaning not on form. Learners should not try and learn language in the usual sense, but should try and lose themselves in activities involving meaningful communication. The teacher is the primary source of comprehensible input must create positive low-anxiety climate. Must choose and orchestrate a rich-mixture of classroom activities. Materials come from realia rather than text-books. Primary aim is to promote comprehension and communication.

SUGGESTOPEDIA

Rather conventional, although memorization of whole meaningful texts is recommended. Learning occurs through suggestion, when learners are in

a deeply relaxed state. Baroque music is used to induce this state. The objective is to deliver advanced conversational competence quickly. Learners are required to master prodigious lists of vocabulary pairs, although the goal is understanding, not memorization. The syllabus is ten unit courses consisting of 1.200 word dialogues graded by vocabulary and grammar.

Initiatives, questions and answers, role play, listening exercises under deep relaxation, are the types of activities used in this method. The learners must maintain a passive state and allow the materials to work on them rather than vice-versa.

The teacher role is to create situations in which the learner is most suggestible and present material in a way most likely to encourage positive reception and retention; he must exude authority and confidence. Materials consist of texts, tapes, classroom fixtures, and music. Texts should have force and literacy must have quality and interesting characters.

COMMUNICATIVE LANGUAGE LEARNING

For this method, language is a system for the expression of meaning. Highlights function, interaction, and communication. Its theory of learning considers activities involving real communication, carrying out meaningful tasks, and using language which is meaningful to the learner.

Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives. The syllabus will include some or all of the following: structures, functions, notions, themes, tasks. Ordering will be guided by learner needs. The activities are designed to engage learners in communication; they involve processes such as information, sharing, negotiation or meaning and interaction.

The learner role is as negotiator, an inter-actor giving as well as taking. The teacher role is to be a facilitator of the communication process, participant's tasks, and texts, needs analyst, counsellor, and process manager. The primary role of materials is promoting communicative language use, so are task based materials: authentic.

COMMUNICATIVE LANGUAGE TEACHING

Communicative Language Teaching is a currently recognized approach that is a generally accepted norm in the field. Although the benefits of the development of the language teaching thanks to the professional march through history are enormous, there are still great concerns and new issues. For example, today the methodological issues are quite different and quite complex. Beyond grammatical and discourse elements in communication, the nature of social, cultural, and pragmatic features of language are being probed.

Pedagogical means for "real-life" communication in the classroom are being explored, and there is a great concern for how to equip students with tools for generating unrehearsed language performance "out there" when they leave the womb of the classroom.

There is the concern on how to facilitate lifelong language learning among students, not just with the immediate classroom task. Learners are viewed as partners in a cooperative venture, and classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential.

Communicative Language Teaching has come from this march since the Audio-lingual Method times. David Nunan offers five features to characterize CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only in the language, but also in the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

CHARACTERISTICS OF CLT

1. Learner-centred Teaching

This term applies to curriculum as well as to techniques. It can be contrasted to teacher-centred. It includes techniques that focus on or account the learners' needs, styles, and goals. It includes techniques that give some control to the student, such as group work or strategy training, for example, and those that allow for student creativity and innovation. The techniques included are those that enhance a student's sense of competence and self-worth.

2. Cooperative Learning

Cooperative Learning means a curriculum or a classroom that is cooperative and not competitive. It usually involves the above learner-centred characteristics. The students work as a team, in pairs or group, where they share information and come to each other's aid.

3. Interactive Learning

This can be considered the heart of the theories of communicative competence, as communication is interactive by nature. In a speaking act, the extent to which the intended message is received is a factor of both the sender's production and the listener's reception. Most meaning, in a

semantic sense, is a product of negotiation, of give and take, as interlocutors attempt to communicate.

That's why the communicative purpose of language compels teachers to create opportunities for genuine interaction in the classroom. In interactive classes, students will mostly be found doing a significant amount of pair work and group work, receiving authentic language input in real-world contexts, producing language for genuine, meaningful communication, performing classroom tasks that prepare them for actual language use "out there", practicing oral communication through the give and take, and spontaneity of actual conversations, and finally, writing to and for real audiences.

4. Whole Language Education

This term is used to refer to the wholeness of language itself. Language is not the sum of its many dissectible and discrete parts. First language acquisition research shows that children begin perceiving "wholes" (sentences, emotions, intonation patterns) well before its "parts". Since part of the wholeness of language includes the interrelationship of the "four skills" (listening, speaking, reading, writing) teachers are compelled to attend conscientiously to the integration of two or more of these skills in the classroom.

5. Content-centred Education

According to Brinton, Snow, and Wesche is "the integration of content learning with language teaching aims. More specifically, it refers to the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material."

6. Task-based Learning

It views the learning process as a set of communicative tasks that are directly linked to the curricular goals they serve and the purpose of which

extend beyond the practice of language for its own sake. It simply puts task at the centre of one's methodological focus. Research on task-based learning attempts to identify types of tasks that enhance learning, for example open-ended, structures, teacher-fronted, small group, pair work. It also attempts to define task-specific learner factors such as roles, proficiency levels, and styles, as well as teacher roles, and other variables that contribute to successful achievement of goals.

COOPERATIVE LEARNING⁵

With cooperative learning, students work together in groups of two to six. However, cooperative learning is more than just putting students into groups and giving them something to do. Cooperative learning principles and techniques are tools that teachers use to encourage mutual helpfulness and the active participation of all group members.

A good deal of research exists in other areas of education suggesting that cooperative learning is associated with benefits in such key areas as learning self-esteem, liking for school, and inter-ethnic relations. In second/foreign language learning, theorists propose several advantages for cooperative learning: increased student talk, more varied talk, more relaxed atmosphere, greater motivation, more negotiation of meaning, and increased amounts of comprehensible input. This article focuses on the more mechanical aspects of executing cooperative learning in our classrooms:

- Generally speaking, the smaller the group, the more each member talks and the less chance there is that someone will be left out. Also, smaller groups require fewer group management skills and can usually come to decisions faster. Thus, when starting with cooperative learning, groups of two or three may be best.

⁵ Extracts taken from Jacobs G. and Hall S., *Implementing Cooperative Learning*. English Teacher Forum. October 1994

- Most experts on cooperative learning suggest that teacher-selected groups are best, at least until students become proficient at collaboration. Teacher-selected groups usually aim to achieve a heterogeneous mix. Such a mix promotes peer tutoring, helps to break down barriers among different types of students, and encourages on-task behaviors. When students become good at cooperative group work, they can group themselves.
- A signal can be used which means that groups should quickly bring their discussions to a temporary halt and face the teacher. One popular signal is the teacher raising a hand. When students see this, they are to raise their hands also, bring their discussion to a close, and face the teacher. Other possible signals include ringing a bell, playing a musical instrument, blowing a whistle, snapping one's fingers, and flicking the lights on and off.
- One student per group can be the noise monitor or "quiet captain," whose function it is to urge the group to collaborate actively, yet quietly. The closer together students sit, the quieter they can talk. Having students sit close together not only helps reduce the noise level but also helps foster cooperation and minimizes the chance of someone being left out.
- Students who do not want to study in groups can be allowed to work on their own. Hopefully, after a while, they will want to take part in the group interaction and will ask to join a group. Discussing the advantages that students can derive from learning in groups may help overcome resistance to group activities. These potential advantages include learning more, having more fun and preparing for tasks away from school in which collaboration is necessary.
- Have groups that finish early compare what they have done with other groups that also finished early. Develop one or two sponge activities.

Sponge activities are short activities, related to the main task, which soak up the extra time between when the first and last groups finish.

- Keeping groups together for fairly long periods—four to eight weeks—gives them a chance to become comfortable with one another, allows them to form a group identity and bond, and gives them the opportunity to learn how to overcome difficulties they have working together. Even while students are in long term groups, short one-shot activities can be done with different grouping configurations. This may add a bit of variety.
- Many cooperative-learning activities combine a group component with components in which the teacher lectures or demonstrates and ones in which students work alone. Find the right balance according to your philosophy of education, your students' preferences, and what seems to be working best. Students need to know how to cooperate, as well as how to compete and work alone.

INTERACTIVE CLASSROOM ACTIVITIES

When we talk about interactive classroom activities, we mean, a number of activities for pairs and small groups that foster interaction and focus on meaningful communication. Some activities have very specific guidelines and parameters; others are more freely constructed.

Information Gap activities are widely used in ESOL instruction. At the most basic level, two people share information to complete a task. In one-way information gap activities, one person has all the information (e.g., one learner gives directions to a location and the other plots the route out on a map). In two-way gap activities, both learners have information to share to complete the activity. Two-way information gap activities have been shown to facilitate more interaction than one-way information gap tasks.

Jigsaws are highly interactive activities that require learners to pool their information to complete a task. For example, in a jigsaw reading activity, learners work together in small groups to unscramble a text. A text is cut into logical chunks and the group works together to put the text back into the proper sequence. Learners use their background knowledge and their knowledge of the language to put the text back together. The interaction among learners often includes questions, explanations, and requests for clarification.

Another jigsaw activity is the “jigsaw story,” where each of the members of a small group sees only one of a series of pictures which together tell a story. It is only as each member accurately describes in words the picture seen—and only as the members attentively listen to each other!—that collectively they can determine the proper sequence of the pictures and ultimately reconstruct the original story. Given a time limit and pitted against rival groups within the classroom, not only a lively atmosphere but also one productive from a fluency-development standpoint can be created.

These activities are taken from Brian Bresnihan and Barbara Stoops’ article **on** Teacher Forum Magazine⁶

One of the most difficult challenges in teaching a foreign language abroad is finding ways to help students improve their use of English. This is especially true in countries where students generally share a common mother tongue and have little or no exposure to English outside the classroom.

Importance of Language Learning Strategies in Language Learning and Teaching

Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face.

⁶ www.exchanges.state.gov/forum/vols/vol34/no3/p30

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while not observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom.

Metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Social affective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem.

Developing skills in three areas, such as metacognitive, cognitive, and social affective can help the language learner build up learner independence and autonomy whereby he can take control of his own learning. Besides developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners.

Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher. Research into the good language learning strategies revealed a number of positive strategies so that such strategies could also be used by bad language learners trying to become more successful in language learning.

However, there is always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful owing to some other reasons. At this point, it should be

strongly stressed that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning since other factors may also play role in success.

Learning by teaching

In professional education, learning by teaching (German: LdL) designates a method that allows pupils and students to prepare and to teach lessons, or parts of lessons. Learning by teaching should not be confused with presentations or lectures by students, as students not only convey certain content, but also choose their own methods and didactic approaches in teaching classmates that subject. Neither should it be confused with tutoring, because the teacher has intensive control of, and gives support for, the learning process in learning by teaching as against other methods.

Diversity in Teaching in the Classroom

A teacher has many options when choosing a style to teach by. The teacher may write lesson plans of their own, borrow plans from other teachers, or search online or within books for lesson plans. When deciding what teaching method to use, a teacher will need to consider students' background knowledge, environment, and learning goals.

Teachers know that students learn in different ways but almost all children will respond well to praise. Students have different ways of absorbing information and of demonstrating their knowledge. Teachers often use techniques which cater to multiple learning styles to help students retain information and strengthen understanding.

A variety of strategies and methods are used to insure that all students have equal opportunities to learn. A lesson plan may be carried out in several ways: Questioning, explaining, modeling, collaborating, and demonstrating.

Questioning

A teaching method that includes questioning is similar to testing. A teacher may ask a series of questions to collect information of what students have learned and what needs to be taught. Testing is another method of questioning. A teacher tests the student on what was previously taught in order to identify if a student has learned the material.

Explaining

Another teaching method is explanation. This form is similar to lecturing. Lecturing is teaching, giving a speech, by giving a discourse on a specific subject that is open to the public, usually given in the classroom. This can also be associated with demonstrating and modeling.

A teacher may use experimentation to demonstrate in a science class. A demonstration is the circumstance of proving conclusively, as by reasoning or showing evidence. Modeling is used as a visual aid to learning. Students can visualize an object or problem, then use reasoning and hypothesizing to determine an answer.

Demonstrating

Demonstrations are done to provide an opportunity in learning new exploration and visual learning tasks from a different perspective. Demonstrations can be exercised in several ways.

Collaborating

Students' working in groups is another way a teacher can enforce a lesson plan. Collaborating allows students to talk among each other and listen to all view points of discussion or assignment. It helps students think in an unbiased way. When this lesson plan is carried out, the teacher may be trying to assess the lesson of working as a team, leadership skills, or presenting with roles.

Difficulties for learners

Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English (a contrastive analysis approach). A native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is closely related to English, whereas Chinese is not. This may be true for anyone of any mother tongue (also called first language, normally abbreviated L1) setting out to learn any other language (called a target language, second language or L2)

Language learners often produce errors of syntax and pronunciation thought to result from the influence of their L1, such as mapping its grammatical patterns inappropriately onto the L2, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends. This is known as L1 transfer or "language interference". However, these transfer effects are typically stronger for beginners' language production, and SLA research has highlighted many errors which cannot be attributed to the L1, as they are attested in learners of many language backgrounds (for example, failure to apply 3rd person present singular -s to verbs, as in 'he make').

While English is no more complex than other languages, it has several features which may create difficulties for learners. Conversely, because such a large number of people are studying it, products have been developed to help them do so, such as the monolingual learner's dictionary, which is written with a restricted defining vocabulary.

Errors are a natural part of learning language. Learners trying their best to use the language creatively and spontaneously are bound to make errors. Constant correction is unnecessary and even counter-productive.

Correction should be discreet / noted by teacher - let them talk and express themselves - form of language becomes secondary.

Community Language Learning

Here the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but, rather are trained in counselling skills adapted to their roles as language counsellors.

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

Stage 1

The client is completely dependent on the language counsellor.

1. First, he expresses only to the counsellor and in English what he wishes to say to the group. Each group member overhears this English exchange but no other members of the group are involved in the interaction.
2. The counsellor then reflects these ideas back to the client in the foreign language in a warm, accepting tone, in simple language in phrases of five or six words.
3. The client turns to the group and presents his ideas in the foreign language. He has the counsellor's aid if he mispronounces or hesitates on a word or phrase. This is the client's maximum security stage.

Stage 2

1. Same as above.
2. The client turns and begins to speak the foreign language directly to the group.
3. The counsellor aids only as the client hesitates or turns for help. These small independent steps are signs of positive confidence and hope.

Stage 3

1. The client speaks directly to the group in the foreign language. This presumes that the group has now acquired the ability to understand his simple phrases.
2. Same as 3 above. This presumes the client's greater confidence, independence, and proportionate insight into the relationship of phrases, grammar, and ideas. Translation is given only when a group member desires it.

Stage 4

1. The client is now speaking freely and complexly in the foreign language. Presumes group's understanding.
2. The counsellor directly intervenes in grammatical error, mispronunciation, or where aid in complex expression is needed. The client is sufficiently secure to take correction.

Stage 5

1. Same as stage 4.
2. The counsellor intervenes not only to offer correction but to add idioms and more elegant constructions.
3. At this stage the client can become counselor to the group in stages 1, 2, and 3.

THE TEACHER'S ROLE IN THE STRATEGY TRAINING

The language teacher aiming his students in using language learning strategies should learn about the students, their interest, motivations, and learning styles. The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class. Do they ask for clarification, verification or correction? Do they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users?

Besides observing their behaviors in class, the teacher can prepare a short questionnaire so that students can fill in at the beginning of a course to describe themselves and their language learning. Thus, the teacher can learn the purpose of their learning a language, their favorite/ least favorite kinds of class activities, and the reason why they learn a language.

The teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught. It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The teacher cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode.

The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning styles.

In addition to the students, the language teacher should also analyze his textbook to see whether the textbook already includes language learning

strategies or language learning strategies training. The language teacher should look for new texts or other teaching materials if language learning strategies are not already include within his materials.

The language teacher should also study his own teaching method and overall classroom style. Analyzing his lessons plans, the language teacher can determine whether his lesson plans give learners chance to use a variety of learning whether his teaching allows learners to approach the task at hand in different ways or not.

The language teacher can also be aware of whether his strategy training is implicit, explicit, or both. It should be emphasized that questioning himself about what he plans to do before each lesson and evaluating his lesson plan better prepared to focus on language learning strategies and strategy training during the process of his teaching. Because it is important to make the difference between a good teacher (he makes the best of a pupil's means) and a great teacher (he foresees a pupil's ends).

MOTIVATION

Motivation is a very important issue in any teaching and learning process, and in teaching a language it acquires a principal importance. Montaigne, a French philosopher used to say "I do not do anything without joy". This happiness, interest and curiosity are what we could consider the important ingredient to perform any action in life in a healthy and constructive way.

In the teaching experience, motivation in the classroom is always a present concern. "Motivation is the difference -some teachers say- between success and failure. If they (students) are motivated, they will learn, and if not, they won't." But what is motivation? How does it influence the process?

In the classroom, reinforcement theory is a very powerful concept. Learners pursue goals in order to receive external rewards, such as praise, medals, gold stars, certificates, diplomas, scholarships, careers, independence, etc.

The question is which form of motivation is more powerful. Research about this topic strongly favours intrinsic orientations, especially for long-term retention. It is very interesting to point out that research shows one type of extrinsic reward that can indeed have an effect on intrinsic motivation: **positive** feedback that learners perceive as a validation of their own personal autonomy, critical thinking ability, and self-fulfillment that can increase or maintain intrinsic motivation.

CREATIVITY

One of the most representative characteristics of human beings is their creative capacity. Among all living species, humans are the only ones who can change their environment with an intention, causing in some cases, a controlled development of an intended process. Creativity is the capacity of creating new and valuable things. It is the capacity of a brain to get to new conclusions and to solve problems in an original way.

Creativity is the basic principle for the improving of the intelligence of the individuals and the progress of society, and also it is one of the fundamental strategies of natural evolution. It is a process that develops in time and that is characterized by originality, and adaptability, and its possibilities of concrete realization.

Creativity is the production of an idea, a concept, a creation or a discovery that is new, original, useful, and that satisfies its creator as well as others for some time. We all born with a creative capacity that can be later stimulated or not. Like all human capacities, creativity can be developed and improved.

2.2.2 DEPENDENT VARIABLE

GRAMMAR IN USE INTO THE CONTEXTS OF LANGUAGE TEACHING

It is necessary to point out the different contexts in which teaching is carried out, because this consideration will give the teacher a realistic view of the environment in which the learning-teaching process is going to take place, the kind of group, institution, community and country that will provide aids or obstacles to the task to be accomplished.

Second and foreign language contexts

It is very important to distinguish operationally between the two terms, second and foreign language, and thinking on what is going on outside the classroom door. "Second language learning contexts are those in which the classroom target language is readily available out there. Foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom."⁷

It is very important to consider this aspect that sometimes is not managed in the appropriate way. The pedagogical implications for the two contexts of teaching are very significant because of the opportunities the students may or may not have to practice the language.

Institutional Contexts

A very relevant context of language teaching is the institution in which it takes place. This aspect will determine the socio-political considerations to

⁷ Brown, H Douglas.. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Longman 1994

be taken into account according to the nature of each institution, as well as the variations in proficiency according to the type and age of students.

Elementary and Secondary School

Language policies and programs in elementary and secondary schools differ greatly from country to country around the world. Requirements and offerings vary even from school to school.

Institutions of Higher Education

English language teaching programs exist in two-year colleges, four-year colleges and universities, post-graduate universities, extended education programs, language schools and institutes, vocational and technical schools, adult schools, and in the “workplace” like companies and corporations. Cutting across those institutional contexts are a number of purposes for which languages are taught.

CURRICULUM

The curriculum or syllabus is the criteria for selection and organization of linguistic and subject/matter content. The designs for carrying out a particular language program, makes the curriculum. Features include primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context. (The term “syllabus” is used more customarily in the United Kingdom to refer to what is called a “curriculum” in the United States.)

Actually, the curriculum is the framework where the different teaching activities -the approaches, syllabuses, techniques and exercises- are interacting and related to the curriculum activities that involve needs analysis, objectives, testing, materials, and the teaching itself.

Curriculum components

In a curriculum design there is a set of stages that should be considered for a logical program development or the improvement or maintenance of an already existing program. These components are:

- **Needs Analysis**, that is the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation.
- **Goals and Objectives**, being goals the general statements about what must be accomplished in order to attain and satisfy students' needs, and objectives the precise statements about what contents or skills the students must master in order to attain a particular goal.
- **Testing**, that is the evaluating process of goals and objectives, giving the curriculum a sense of cohesion, purpose and control. This is not a simple step. Testing has a very wide range of purposes and means.
- **Materials**. Using needs analysis data, instructional objectives, and testing information, the materials can then be adopted, developed, or adapted to fit the particular language program involved.
- **Teaching**. Once the curriculum is in place, teachers are free to teach as they feel appropriate, being aware, of course, of what the objectives for a given course are and how the testing will be conducted at the end of the course.

All these steps have to see with the **program evaluation**, considered as the ongoing process of information gathering, analysis, and synthesis, the entire purpose of which is to constantly improve each element of a curriculum on the basis of what is known about all of the other elements, separately as well as collectively.

2.2.2.1 CURRICULUM DESIGN BASED ON COMPETENCES

First we have to distinguish the characteristics of the curriculum design with approach in competences. The professional training based on competences presents certain characteristics that are reflected in the curriculum planning, in the didactic planning and in the educational practice. It involves the aspects corresponding to the organization and to the management of the centres, to the educational role and to the modalities of education and of evaluation which is visualized not only quantitative; but also qualitative. This aptitude is achieved by the acquisition and development of knowledge, skills and capacities that are expressed in to know, to do and be able how to do.

The principal characteristics of this approach:

- The concept of curriculum development replaces to the classic concept of plan of study. While this one enunciates the purpose of the formation in generic terms and across a temporary classification of the matters that must be taught, the curriculum development is wider that it includes, in addition, the different elements of the formative offer.
- The curriculum design tries to be constituted in one of the means that orientate the professional training, for which proposes to articulate the characteristics, the needs and the perspectives of the professional practice, with those of the formative process.
- The elaboration of the curriculum design can be done adopting different approaches, each of which will answer to the conceptions that should be sustained on the professional training, on to teach, on to learn, and on the role and the organization that, in the formative offer, the theory and the practice will have.

Principles of the curriculum design for competences

In the beginnings of the third millennium, the world accumulates an enormous wealth of knowledge and technologies, which together with those who are for discovering, make impossible, that the human being could appropriate of them, for what it is necessary an education that it is based on the basic aims: **to learn to be, to learn to make, learn to learn and learn to coexist.** (Delors, 1996; Power, 1997).

DEFINITIONS OF COMPETENCE

“Set of attitudes, skills, skills and knowledge needed to execute with quality determined productive functions in an environment of work ”. (Technical institute of Training and Productivity, INTECAP). The concept competence appears in the 70s, especially from McClelland's works in Harvard's University. (Bolivar C, 2002:1)

Education based on competences was founded in five principles:

1. Any learning is individual.
2. The person, as any system, is orientated by the goals to achieve.
3. The learning process is easier when the person knows what is exactly what is expected from him.
4. The precise knowledge of the results also facilitates the learning.
5. It is more probable than a student does what it is expected from him and what he himself wishes, if he itself has the responsibility of the tasks of learning.

There exist multiple definitions of competences that can be grouped in different ways; this way:

“A competence is the set of behaviours social-sensitive and cognitive, psychological, sensory skills and motorboats that allow carrying out adequately a role, a function, an activity or a task.” (Vargas, 2004:15)

“A competence, it is a system of knowledge, conceptual and of procedures organized in operational schemes and that they allow, inside a group of situations, the identification of tasks - problems and its resolution for an effective action.” (Tremblay, 1994: 16)

“It is a system of knowledge, skills, attitudes, values, motives, aptitudes and capacities that the individual must possess for the satisfactory performance of his/her labour activity, compromised with the social Cuban project. (Group of authors of the ISPETP, 2003)

We can classify in general and individual competences:

General competences, they are those that they include to almost all the professions and offices, and they are related to the basic preparation of the individual; for example, to use the computer, to communicate of oral form and in writing in his/her language, or in a foreign language, to use the computer, between others.

Whereas the particular or **specific competences**, they are those who determine the profession, for example, to elaborate a medicine, to programme certain type of software, to realize certain type of surgical operation, and others.

The basic competences are those that are acquired in the basic training and that allow to enter to the work: competences for the reading and writing, oral communication, calculation, into others. The generic competences relate to the own behaviours and labour attitudes of different areas of production, like, for example, the disposition for the teamwork, competences for the negotiation, planning, and others.

In synthesis the concept of competence that introduce, increasing, in the educational offers of this epoch, represents a model derived from the old model one - and now overcome - concept of qualification, and sends to

knows, skills and individual attitudes previously not taken into account, for the labour performance. The educational system orientated by the concept of competences is a system that can face the challenges of competitiveness

It is known that a person is competent when he/she acts taking advantage of all the available resources, so much those that he/she possesses as person as those who are in his/her way to reach his/her purposes. To be competent it is a condition that is reached thanks to the potentials to learn and to the conditions that the person arranges to develop this learning.

The competence also is defined as an organization of the learnings, which integrates at least three **types of knows**: to be able **to be**, be able **to know** and **do**. The competence is demonstrated when it answers effectively to the social demands of an awkward and autonomous way. **Competence, standard and performance.**

The competences are complex processes on that they allow to the people to put in action-actuation-creation, to solve problems and to do activities of the daily life and of the labour - professional context, contributing construction and transformation of the reality.

In this reality we integrate to be able **to be** (auto motivation, initiative and cooperative work), to be able **to know** (to observe, to make clear, to understand and to analyze) and to be able **to do** (performances based on procedures and strategies), taking in count the specific requirements of the environment, the personal needs and the processes of uncertainty with intellectual autonomy, critical conscience, creativity and spirit of challenge, looking for the human well-being.

Quality patterns:

Competences

Having the skills and knowledge to do something well enough to meet a basic standard. Having enough mental ability for a particular purpose.

The developed capacities that are demonstrated in one "to be able to do in context ". The word capacity, according to the dictionary of the (Real Academy of the Spanish language means aptitude, talent, quality that it arranges to someone for the good exercise of something. They will be formulated by one or two verbs in infinitive and its complement.

Standards

It is something that others of a similar type are compared to or measured by, or the expected level of quality. It is the knowledge that assures the achievement of the conceptual essential and nuclear domains in each of the areas. They are formulated by a verb in future, accompanied of to know or specific knowledge.

Performances

The act of doing something. It also refers to how well an activity is done. They are the pertinent and effective actions (performances) that demonstrate the development of the competitions and standards. They are formulated by a verb in present and the complement is added.

PLANNING BASED ON COMPETENCES

Competences, Standards and Performances for A2 level.

a) LISTENING:

COMPETENCES	STANDARDS	PERFORMANCES
<ul style="list-style-type: none"> • To listen and recognize familiar words and very basic phrases concerning oneself, family and immediate surroundings, when people speak slowly and clearly. • To understand phrases and the highest frequency vocabulary related to shopping, local area, employment, school, leisure, many radio or TV programs, films to catch the main point in short clear simple messages and announcements without too much effort. 	<p>They will:</p> <ul style="list-style-type: none"> • Listen to short recordings about clear familiar and social topics. • Predict the content of these recordings based on pictures and written information. • Listen and get a general understanding of these recordings. • Follow a conversation in a clear, natural way, considering pronunciation and intonation. • Understand the main point of some TV programs, dialogues, in film on familiar topics. • Understand and recognize relationships among speakers in familiar social situations. 	<ul style="list-style-type: none"> • Understand people interacting in conversations, videos, TV programs, films, etc. and in everyday situations. • Respond to the different routines situations by means of gestures, words and commands. • Get and give information required. • Obtain information from videos, news, and internet

b) **READING:**

COMPETENCES	STANDARDS	PERFORMANCES
<ul style="list-style-type: none"> • To understand familiar names, words, simple sentences, texts, specific information, short simple personal letters and paragraphs in simple every day material. • To read and understand the description of events, feelings, wishes, reports, articles, books, concerned with contemporary problems in which writers adopt particular attitudes or view points. 	<ul style="list-style-type: none"> • Read short texts about topics that contained mostly languages to gain a general understanding. • Read and understand short stories at the appropriate level. • Predict the content of the stories before reading, based on pictures, headlines and layout. 	<ul style="list-style-type: none"> • Read accurately to increase content knowledge to expand vocabulary and to improve critical thinking skills in order to understand Universal Literature, stories, newspapers, articles, paragraphs, etc.

c) **SPEAKING:**

COMPETENCES	STANDARDS	PERFORMANCES
<ul style="list-style-type: none"> • To communicate with some confidence on familiar routine and non-routine matters related to his/her interests. • To exchange, check and confirm information, deal with less routine situations and explain why something is a problem. • To express thoughts on more abstract, cultural topics such as films, books, music, etc. • To interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with native speakers. 	<p>They will:</p> <ul style="list-style-type: none"> • Participate in discussions on familiar every day topics. • Give simple descriptions of places, experiences, and situations. • Recognize when they need to make their languages formal and they will do this. • Respond to spontaneous conversations on familiar topics. • Correct their mistakes when they and the other ones speak. • Develop their criteria for understanding judging and defining their opinions. 	<ul style="list-style-type: none"> • Give clear descriptions to express viewpoints and develop arguments about family, hobbies, interests, work, travel and current events.

d) **WRITING:**

COMPETENCES	STANDARDS	PERFORMANCES
<ul style="list-style-type: none"> To write short, simple paragraphs, stories, conversations, messages, articles with social, personal and familiar aspects describing experiences, interests, and expressions giving reasons in support of or against a particular point of view. 	<p>They will:</p> <ul style="list-style-type: none"> Write simple, logical and connected paragraphs on topics like family, holidays everyday routines, including descriptions of experiences, feelings, places, people, objects and events. Complete forms and questionnaires at the appropriate level to communicate ideas logically, using accurate words, expressions, spelling, punctuation, and handwriting to keep a good writing practice. 	<ul style="list-style-type: none"> Communicate daily life situations about different topics, by writing.

Source: Cfr. PROSIEC (2007: 135,136).

LANGUAGE TEACHING ACTIVITIES

Language teaching activities are what teachers and their students actually do, and can be divided into categories that describe the ways of doing things in the language teaching situation. The following tables explain the categories of the language teaching activities and their corresponding subcategories, taken from Brown' classification in his book: *The Elements of Language Curriculum*.⁸

Four Categories of Language Teaching Activities

Approaches	Ways of defining what and how the students need to learn
Syllabuses	Ways of organizing the course and materials
Techniques	Ways of presenting the materials and teaching
Exercises	Ways of practising what has been presented

Approaches

Classical approach	Humanism, the students need to read the classics
Grammar-translation approach	Students need to learn with economy of time and effort
Direct approach	Students need to learn communication so they should use only second language in class
Audio-lingual approach	Students need operant conditioning and behavioural modification to learn language
Communicative approach	Students must be able to express their intentions, that is, they must learn the meanings that are important to them.

⁸ Brown, J.D.. *The Elements of Language Curriculum*. Heinle & Heinle Publishers. Boston. 1995

SYLLABUSES

Syllabus	Way of organizing courses and materials
Structural	Grammatical and phonological structures are the organizing principles-sequence from easy to difficult or frequent to less frequent
Situational	Situations (such as at the bank, at the supermarket, and so forth) form the organizing principle-sequenced by the likelihood students will encounter them (structural sequence may be in background)
Topical	Topics or themes (such as health, food, and so forth) form the organizing principle-sequenced by the likelihood that students will encounter them (structural sequence may be in background)
Functional	Functions (such as identifying, reporting,, and so forth) are the organizational principle-sequenced by some sense of chronology or usefulness of each function (structural and situational sequences may be in background)
Notional	Conceptual categories called notions (such as duration, quantity, location, and so forth) are the basis of organization-sequenced by some sense of chronology or usefulness of each notion (structural and situational sequences may be in background)
Skills	Skills (such as listening for gist, scanning a reading passage for specific information, and so forth) serve as the basis for organization sequenced by some sense of chronology or usefulness for each skill (structural and situational sequences may be in background)
Task	Task or activity-based categories (such as drawing maps, following directions, and so forth) serve as the basis for organization-sequenced by some sense of chronology or usefulness of notions (structural and situational sequences may be in background)

Although the seven types of syllabus above mentioned are the ones that are currently used, mixed or layered syllabuses can occur when authors choose to mix two or more types of syllabuses together into what looks like a different type of syllabus. A syllabus can be situational and topical, for example, being a mixed syllabus, while other syllabus can consider a secondary or tertiary syllabus in layers that operate underneath the primary syllabus.

Techniques

- Bridging activities
- Discussion
- Idea frame
- Object-centered lesson
- Directed dialogue
- Grammar demonstration dialogue
- Lecture on rules of language
- Verb-centred lesson

Exercises

- Autonomous interaction
- Cloze procedure
- Copying
- Fill-in
- Multiple choice
- Proofreading
- Response drill
- Rosetta procedure
- Sentence modification
- Substitution drill
- Translation
- Chain dialogue
- Conversion
- Expansion
- Matching
- Pattern drill
- Replacement
- Restatement
- Sentence combining
- Speed writing
- Transformation drill
- True-false

Meaningful learning

Meaningful learning appears when the learner, as the actor and builder of his own knowledge, relates the concepts to learn and give them a

meaning from the knowledge he already has. In other words, he constructs new knowledge from previous knowledge.

Meaningful learning appears when the tasks are related in a coherent way and the individual decides to learn.

Process of significant learning

To learn a content means to give it a meaning, and built a representation or a “mental model”. Construction of knowledge supposes a process of elaboration in the sense that the student selects, and organizes the different information that comes to him by different means, including the facilitator, establishing relation between them.

In this selection and organization of information, and in the establishment of relations, there is a principal element: the previous knowledge that the student possesses in the moment of begins learning.

If the student is able to establish significant relations between the new learning material and his previous knowledge, that is to integrate it into his cognitive structure, then he will be able to give it meaning, built a mental model or representation of it, and in consequence he would have accomplished a meaningful learning.

Conditions that allow students to carry out meaningful learning

Content must be -internally and externally- potentially meaningful. The learning material must be relevant and must have a clear organization, as well as it must have the possibility of being assimilated and related. The learner must have a **willing disposition** to learn meaningfully, this means, to be motivated to relate previous knowledge with new one. Motivational factors have a remarkable importance.

PERFORMANCE

Performance can be defined as the linguistic behaviour as opposed to linguistic knowledge. It is also defined as the “Words actually spoken and written: the explicit, physical manifestation of our intuitive linguistic competence.”⁹

Performance and competence are very closely related and sometimes misunderstood, but, as Chomsky stated, there is a difference between them. Performance refers to the words we say or write the overt manifestation of our ability in the language. Competence describes our tacit, intuitive knowledge about the language or languages we have mastered. At this final level of production, competence monitors performance to ensure that our production is accurate.

Communicative Approach

Given that communicative competence is the goal of a language classroom, then instruction needs to point toward all of its components: organizational, pragmatic, strategic, and psychomotor.

Communicative goals are best achieved by giving due attention to language use and not just usage, fluency and not just accuracy, to authentic language and contexts, and to students’ eventual need to apply classroom learning to unrehearsed contexts in the real world

Types of Classroom Listening-Speaking Performance

With the obvious connection between listening and speaking, six categories in each one apply to oral production that students are expected to carry out in the classroom.

⁹ Scovel, Thomas. *Psycholinguistics*. Oxford University Press, 1998

Listening performance

1. Reactive

Sometimes it is expected for the student to just listen to the surface structure of an utterance with the only purpose to repeat it. This kind of listening performance requires little meaningful processing.

Even though is a legitimate exercise, it must be limited; otherwise the listener as a generator of meaning does not have a preponderant role. About the only role that reactive listening can play in an interactive classroom is in brief choral or individual drills that focus on pronunciation.

2. Intensive

Techniques whose only purpose is to focus on components such as phonemes, words, intonation, discourse markers, etc. of discourse may be considered to be intensive as opponent to extensive, in their requirements that students single out certain elements of spoken language. For example, the teacher asks students to listen to a sentence or a longer stretch of discourse and to notice a specific element like intonation, stress, etc.

3. Responsive

A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate response. The student's task in such listening is to process the teacher talk immediately and to fashion an appropriate reply.

4. Selective

In longer stretches of discourse the task of the student is not to process everything that was said but rather to scan the material selectively for certain information. The purpose of such performance is not to look for

global or general meanings, necessarily, but to be able to find important information in the field of potentially distracting information.

5. Extensive

This sort of performance, unlike the intensive processing described above aims to develop a global understanding of spoken language. It could range from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose.

6. Interactive

Finally, there is listening performance that can include all five of the above types as learners actively participate in discussions, debates, conversations, role-plays, and their pair and group work. Their listening performance must be integrated with speaking (and perhaps) skills in the authentic give and take of communicative interchange.

Speaking performance

Six similar categories apply to the speaking production that students are expected to perform in the classroom:

1. Imitative

Drilling offer students an opportunity to listen and orally repeat certain strings of language that may pose some linguistic difficulty, either phonological or grammatical. They can help to establish certain psychomotor patterns, like loosing the tongue, and to associate selected grammatical forms with their appropriate context.

2. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language.

3. Responsive

A good deal of student speech in the classroom is responsive: short replies to teacher or student initiated questions or comments.

4. Transactional (dialogues)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversations, for example, may have more of a negotiable nature to them than merely responsive speech.

5. Interpersonal (dialogue)

This is other form of conversation, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

6. Extensive (monologue)

Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. The monologues can be planned or impromptu.

2.2.2.2 NEW WAYS TO TEACH ENGLISH

Strategies for teaching English language learners

While a wide variety of subject-specific strategies can be used to improve English language learners' success, the following checklist offers proven strategies for any classroom...

Visual Aids: Visual aids give ELL students visual cues that may help clarify meaning and solidify learning. Visual aids should be clear and reproduced for ELL students, whenever possible.

Hands-On Activities: Where appropriate, hands-on activities help ELL students connect with classroom content. Processes that can be experienced or observed make learning more concrete.

Sufficient Wait Time: ELL students need additional time to formulate their answers in English. Some may still be translating their first language into English; others may need time to find the appropriate words. By pausing after a question is asked, everyone, English proficient students included, has time to think about the question before responding.

Modelled Spoken Language: Refrain from correcting your students' spoken language. Instead, model the proper usage in a restatement. For example, if a student says "No understand." You might reply, "You don't understand? Okay." Students may occasionally ask to be corrected; but as a rule, it is best to leave corrections to the written word. In this case, be sure to balance positive feedback with corrections.

Lesson Outlines: Teacher-prepared outlines or notes can help ELL students follow along in class. Alternately, you may ask another student to share his or her notes with the ELL student. You may also choose to give the student information regarding the teaching plan and objectives so that they may have an easier time following along.

Skim and Scan: Directly teach ELL students reading strategies that will enhance their reading skills. Skimming, scanning and even outlining chapters in the textbook are excellent pre-reading strategies that can help students preview material prior to reading. They can also engage in other strategies such as predicting chapter content from headings, creating vocabulary lists, writing responses, and summarizing.

Respect the Silent Phase: Most second language learners go through a silent phase. Forcing a student to speak may make them embarrassed

and overly self-conscious. In a worst case scenario, other students may laugh them at them. While your intention may be to give them practice, this technique very well may backfire.

Easy ways to use more English in class:

a) Always use English when opening and closing the class

It's not very important that elementary students learn exactly what *Let's begin* means in their native language. They will understand the basic idea if you use it at the beginning of every class. If you also use *begins* to tell the students to start writing an examination or other activity, the meaning will be further clarified for many students. (Later if you more formally introduce the word *begin*, the students will already know concrete examples of its usage.) The same holds true for expressions like *that's all for today*.

b) Teach your students "Classroom English"

Teach the students classroom expressions appropriate for their level; for example, *I don't know*, *I don't understand*, *Once again please*, *Just a minute*, *What's ~ in L1 (English)?*, etc.

Be sure they understand how to say and use the expressions you expect them to know. You could make a poster with expressions in English, and post it where all students can see it. Alternatively, give the students a small handout with the expressions you would like them to use and have them paste it in the back of their notebooks for easy reference. (In my experience, posters have tended to be more effective.) On either the handout or poster you may want to include translations, but be sure to remove them as soon as the students seem to have a reasonable command of the expressions.

Later, if a student uses an L1 equivalent for an English expression you have already taught, remind her or him--in English--what they should be

saying. The more the students communicate with you and with each other in English the more comfortable they will become with it.

c) Try to use only one or two expressions for the same activity

By limiting the number of classroom expressions the teacher uses, the students will learn the expressions faster. For example, in an elementary class you could use *Open your books to page ~*, even if the students' books are already open. Later, you can introduce the expression *Turn to page ~*. Some students will only understand *...page ~ anyway*, so both expressions will have the same meaning to them. Other students, however, will figure out the two meanings without being explicitly taught.

For those teachers who work with an ALT (or a student teacher), consider making a list of expressions you use in class to give to these people. It's very frustrating to come into class when students don't understand a very simple expression, and after class you are told the students understand *Please repeat this sentence*, but not *please read this sentence aloud*. When working with an ALT, this kind of list will help avoid situations where translation is necessary.

d) Always have the students write their name using the Roman alphabet

This applies, of course, to speakers of languages which do not use a version of the Roman alphabet. As soon as the students learn to write the letters, insist that they use them to write their names. Remember this is English class. Getting used to how your own name looks and sounds in a foreign language is a part of personalizing your knowledge of the language.

Besides, allowing students to use their native writing system for their names only reinforces the idea that the primary communicative language in English class is their native one.

This applies for other students' names too. If students can't remember how to spell their names, ask them or help them to write their names in Roman letters on the front of their English notebook so they can always refer to it. For beginning students, if you do not have the time to spend 20 or 30 minutes to allow the students to learn how to write their names in class, give them a card with their name on it. They can use the card to copy their name on their papers and books until they have memorized it.

e) Use handouts for written English communication

Use English for very simple instructions such as *Please write ~, answer the following questions, English only, please*, etc. Read the instructions to the students and explain the instructions by modelling what you want them to do (e.g., pretend to write answers as you read the questions aloud, or interview a student and pretend to write down what she or he says).

Students have been filling in worksheets for years, so very few instructions are necessary anyway. And, as always, the slower students can see what the other students are doing if they don't understand, and you can help them individually or ask other students to help them. If absolutely necessary, a minimum of L1 instructions on the handout are probably better than orally explaining the directions in L1. Even for beginners, however, don't use L1 for easy words like *name, class, date*, etc. Again, you can show the students what you want them to write in these places by writing an example on the board.

f) Teach grammar in English, too

For teachers who have never taught grammar in English, nor seen it done, it may seem like an impossible task. But it can be done--easily. I do it. I have taught some of the teachers I work with how, and they have all been able to do it. This method can be adapted for just about any grammar point and just about any level of English. Start with what the students know. For example, if you are teaching present progressive (*be doing*),

you can start by reviewing the present tense. Show the students a few sentences like:

She plays soccer every week.

He cooks spaghetti every Tuesday.

Make sure the students understand these sentences. Then change *every week* or *every Tuesday* to *now*, *plays* to *is playing*, and *cooks* to *is cooking*.

She *is playing* soccer *now*.

He *is cooking* spaghetti *now*.

Give the students a few more sentences in present tense. After changing *every week* into *now*, ask a couple of students what to put in place of the verb in present tense. Similarly, to demonstrate how to make questions in present progressive, you can add a question mark to the end of a sentence and change its pattern to the question form. (I usually write $+? =$ and then write the question form; $+ not =$ is also self-explanatory.) Give the students a few more examples and then ask them to make the changes for themselves. Once you have taught them the question and negative patterns, they will be able to do simple interview games or Q & A with the teacher to practice what they have learned--all in English.

At the elementary level, pictures will make it a little easier for the students to understand and help you avoid the temptation to translate vocabulary. At the same time, teachers who primarily use English for instruction need to allow for students who aren't as fast at understanding these kinds of ideas even when explained in L1. This doesn't necessarily mean spending the last part of every class re-explaining everything in L1, however.

Take advantage of this by asking students--in English--to translate sentences in the new grammar pattern into L1. At this point you may have at least a few students who can explain the grammar point itself in L1.

When the students do the translations and explain the grammar in L1, not only does it help the slower students understand, but it encourages the students to try to come up with the answers by themselves and not to rely on the teacher as much.

g) Have confidence in your own ability

This is essential. The students need a model of a confident ESL speaker to inspire confidence in themselves. Though communicating in English for an hour at a time is difficult for many teachers, the practice you get in class will make it increasingly easy and more habitual. Some teachers have told me that their English isn't good enough to conduct class in English.

They say they are afraid to make mistakes in front of the students. They shouldn't be. First of all the level of spoken English you need to use is only a little above what you are teaching. Besides, language learning should be about communication, not perfection. Don't worry that the students will hear and copy your mistakes. They probably aren't going to remember a mistake you make occasionally. Relax and enjoy yourself.

h) Correct but don't criticize your students

If you want your students to experiment, guess, and practice, you should encourage these behaviours. Let the students know you are pleased that they are trying--even if what they say is incorrect. When they make a mistake, praise them for answering and then ask them to try again, tell them the correct answer, or ask another student for the answer.

The one way to guarantee that the students will never say a word in English is to make them afraid to make a mistake. It's easy to get frustrated by a student who can't respond correctly to a simple question they've studied. But if your students see you quickly and often become displeased with them, they will be more nervous about speaking English

and increasingly more likely to make a mistake. Or they will stop talking altogether.

i) Finally, challenge your students and yourself!

See if you can get through a whole class using only English. If you can't, try getting through half the class, or even just fifteen minutes in English. How about one English only class each week...and then two, three...the rest of the term? Implementing These Ideas:

The suggestions above may be simple and easy, but remember that they aren't a quick fix. If you want them to work, you need to commit yourself to English communication in your classroom, not to the strategies themselves. I have given an earlier draft of this paper to all of the teachers I work with, so I have been able to see how some teachers have implemented these ideas.

Let's consider how several teachers introduced the classroom English suggestion. A teacher of first-year junior high school students I work with made handouts of classroom expressions, and the students pasted them in their notebooks. She taught her students how to use the expressions and has consistently encouraged her students to use them. And the students do use the expressions a lot of the time.

On the other hand, one teacher I work with liked the idea about making posters so she made posters with a few classroom English expressions and taught the students a how to pronounce them. She didn't teach the students appropriate use of the expressions and, though the posters remained up on the wall--at least when I was at that school, the she never asked the students to actually use the expressions. So, naturally, the students didn't. A third teacher gave the students handouts with some classroom expressions and the students pasted the handouts in their notebooks--never to look at them again.

In the later instances, the students' failure to use classroom English was a result of the teachers' failure to follow through and reinforce the use of classroom English. Students aren't likely to use English just because you ask them to. If you don't insist that students speak English in class, don't be surprised when they don't. Getting the students to use a few English expressions in class or write their names in the Roman alphabet provides one kind of challenge. When the teacher switches to speaking mostly or all in English, a different kind of challenge presents itself.

I've watched teachers become immediately frustrated because the students resisted being taught in English. When the students loudly complained that they couldn't understand, these teachers promptly switched back to speaking Spanish and gave up on the method. The teachers weren't prepared for resistance. That was a mistake.

For teachers and students who are, like many I've worked with and taught, accustomed to English classes conducted primarily in L1, introducing the above methods can be a radical change. In many cases ESL students have had everything explained to them in their native language for several years. Of course some students will resist this kind of teaching at first. They are accustomed to understanding everything the teacher says. When suddenly they are struggling to understand anything, they may not like it.

The teachers we saw become so easily frustrated could have, instead of lapsing into Spanish, said in a soothing tone, "It's okay. It's okay" and then proceeded to use a few more examples. They could have asked--in English--for a student to explain the point in Spanish. Another student could have provided a simple L1 explanation, while showing the frustrated students that it is possible to understand and that they shouldn't give up. Whether you make these kinds of changes gradually or almost all at once, it has been my experience that the students will learn to accept and finally enjoy the new style. You will too.

2.2.2.3 HOW TO TEACH VERBS (MANUAL)

BEGINNING GUIDE TO TEACHING ESL

Get grammar help fast!

Teaching English grammar is tricky as there are just SO many exceptions to rules, irregularities of word forms, etc. that, even if you do know your grammar rules, you are probably going to need some help when providing explanations. Knowing when to use a certain tense, word form or expression is one thing, knowing how to explain this rule is quite another. I highly recommend getting a good grammar reference as quickly as you can. Another point to consider is that a good university level grammar guide is really not appropriate for teaching non-native speakers.

Keep it simple

One problem that teachers often encounter is that of trying to do too much, too quickly. Here is an example:

Let's learn the verb "to have" today. - OK - So, the verb "to have" can be used in the following ways: He has a car, He's got a car, He had a bath this morning, He has lived here for a long time, if I had had the opportunity, and I would have bought the house. Etc. Obviously; you are focusing on one point: The verb "to have". Unfortunately, you are covering just about every usage of have which then also brings into play the present simple, have for possession, past simple, present perfect; "have" as an auxiliary verb etc. Overwhelming to say the least!

The best way to approach teaching is to choose just one use or function, and focus on that specific point. Using our example from above:

Let's learn the use "have got" for possession. He has got a car is the same as saying He has a car... etc.

Instead of working "vertically" i.e. uses of "have", you are working "horizontally" i.e. the various uses of "have" to express possession. This

will help keep things simple (they are actually pretty difficult already) for your learner and give him/her tools on which to build.

Slow down and use easy vocabulary

Native speakers are often not aware of how quickly they speak. Most teachers need to make a conscious effort to slow down when speaking. Perhaps more importantly, you need to become aware of the type of vocabulary and structures you are using. Here is an example:

OK Tom. Let's hit the books. Have you got through your homework for today?

At this point, the student is probably thinking WHAT! (In his/her native language)! By using common idioms (hit the books), you increase the chance that the student will not understand you. By using phrasal verbs (get through), you can confuse students who may already have quite a good grasp of basic verbs ("finish" instead of "get through" in this case). Slowing down speech patterns and eliminating idioms and phrasal verbs can go a long way to helping students learn more effectively. Maybe the lesson should begin like this:

OK Tom. Let's begin. Have you finished your homework for today?

Focus on function

I find the one of the best ways of giving a lesson shape is to focus on a certain function and take that function as the cue for the grammar that is taught during the lesson. Here is an example:

This is what John does every day: He gets up at 7 o'clock. He takes a shower and then he eats breakfast. He drives to work and arrives at 8 o'clock. He uses the computer at work. He often telephones clients... etc.

What do you do every day? In this example, you use the function of talking about daily routines to introduce or expand on the simple present. You can

ask the students questions to help teach the interrogative form, and then have the student ask you questions about your daily routines.

You can then move on to questions about his/her partner - thereby including the third person singular (When does he go to work? - Instead of - When do you go to work?). In this way, you help students produce language and improve language skills while providing them with structure and understandable chunks of language. The next feature in this series will focus on standard curriculum to help you structure your study and some of the better classroom books that are currently available.

Each lesson of the Manual will be detailed and with enough examples. Also, each lesson will include an exercise and a list of frequently asked questions. Please do not do these exercises in haste; take your time to understand each question and possible answer. Then, you may select the best possible answer. You may post relevant questions or concerns for discussions with the group. We are sure that you will find this tool helpful, exciting and rewarding.

At the end of each lesson, you will be asked to take a diagnostic quiz. This quiz will tell us how much you know and will be used to help each student individually in the areas he/she needs assistance. Here the topics:

1 Verb

In syntax, a verb is a word belonging to the part of speech that usually denotes an action (bring, read), an occurrence (decompose, glitter), or a state of being (exist, stand). Depending on the language, a verb may vary in form according to many factors, possibly including its tense, aspect, mood and voice. It may also agree with the person, gender, and/or number of some of its arguments (subject, object, etc.).

Verbs are of crucial importance to the construction of the sentence. Verbs can be categorized as 'main' and auxiliary. A verb may be formed from a

noun or an adjective by adding an affix (or prefix). Sentence analysis involves a detailed study of verb forms, including infinitive, transitive, intransitive, modal, regular, and phrasal verbs.

Some words function as both nouns and verbs (as in walk, run), as both adjectives and verbs (as in clean, ready), and as nouns, adjectives, and verbs (as in fancy). The range and flexibility of English verbs encourages their use in metaphorical expressions and other figures of speech.

1.1 Valency

The number of arguments that a verb takes is called its valency or valence. Verbs can be classified according to their valency:

- Intransitive (valency = 1): the verb only has a subject. For example: "he runs", "it falls".
- Transitive (valency = 2): the verb has a subject and a direct object. For example: "she eats fish", "Mike hunts deer".
- Intransitive (valency = 3): the verb has a subject, a direct object and an indirect or secondary object. For example: "I gave her a book," "She sent me flowers."

It is possible to have verbs with zero valency. Weather verbs are often impersonal (subjectless) in null-subject languages like Spanish, where the verb *llueve* means "It rains". In English, they require a dummy pronoun, and therefore formally have a valency of 1.[dubious – discuss]

The intransitive and transitive are typical, but the impersonal and objective are somewhat different from the norm. In the objective the verb takes an object but no subject, the no referent subject in some uses may be marked in the verb by an incorporated dummy pronoun similar to the English weather verb (see below). Impersonal verbs take neither subject nor object, as with other null subject languages, but again the verb may show

incorporated dummy pronouns despite the lack of subject and object phrases. English verbs are often flexible with regard to valency. A transitive verb can often drop its object and become intransitive; or an intransitive verb can take an object and become transitive. Compare:

- I turned. (intransitive)
- I turned the car. (transitive)

In the first example, the verb turn has no grammatical object. (In this case, there may be an object understood - the subject (I/myself). The verb is then possibly reflexive, rather than intransitive); in the second the subject and object are distinct. The verb has a different valency, but the form remains exactly the same.

In many languages other than English, such valency changes aren't possible like this; the verb must instead be inflected for voice in order to change the valency.

1.2 Copula

A copula is a word that is used to describe its subject, or to equate or liken the subject with its predicate. In many languages, copulas are a special kind of verb, sometimes called copulative verbs or linking verbs. Because copulas do not describe actions being performed, they are usually analysed outside the transitive/intransitive distinction. The most basic copula in English is to be; there are others (remain, seem, grow, become, etc.).

Some languages (the Semitic and Slavic families, Chinese, Sanskrit, and others) can omit or do not have the simple copula equivalent of "to be", especially in the present tense. In these languages a noun and adjective pair (or two nouns) can constitute a complete sentence. This construction is called zero copula.

1.3 Verbal noun and verbal adjective

Non-finite verb

Most languages have a number of verbal nouns that describe the action of the verb. In Indo-European languages, there are several kinds of verbal nouns, including gerunds, infinitives, and supines. English has gerunds, such as seeing, and infinitives such as to see; they both can function as nouns; seeing is believing it is roughly equivalent in meaning with to see is to believe. These terms are sometimes applied to verbal nouns of non-Indo-European languages.

In the Indo-European languages, verbal adjectives are generally called participles. English has an active participle, also called a present participle; and a passive participle, also called a past participle. The active participle of give is giving, and the passive participle is given. The active participle describes nouns that perform the action given in the verb, e.g. a giving person. The passive participle describes nouns that have been the object of the action of the verb, e.g. given money. Other languages apply tense and aspect to participles, and possess a larger number of them with more distinct shades of meaning.

1.4 Agreement in verb conjugation

In languages where the verb is inflected, it often agrees with its primary argument (what we tend to call the subject) in person, number and/or gender. English only shows distinctive agreement in the third person singular, present tense form of verbs (which is marked by adding "-s"); the rest of the persons are not distinguished in the verb.

Spanish inflects verbs for tense/mood/aspect and they agree in person and number (but not gender) with the subject. Japanese, in turn, inflects verbs for many more categories, but shows absolutely no agreement with the subject. Basque, Georgian, and some other languages, have

polypersonal agreement: the verb agrees with the subject, the direct object and even the secondary object if present.

- Linguistics, grammar, syntax, phrase structure rules
- Tense, aspect, mood, voice
- Verb framing
- Verification
- English verbs
- Latin verbs
- Irregular verb
- Reflexive verb
- Auxiliary verb
- Stative verb
- Light verb
- Raising verb
- Control verb
- Verb argument

1.5 Types of verb

A transitive verb takes a direct object ('He saw the house'). An intransitive verb has no object ('She laughed').

An auxiliary or helping verb is used to express tense and/or mood ('He was seen'; 'They may come'). A modal verb or modal auxiliary generally shows only mood; common modals are may/might, will/would, can/could, shall/should, must.

The infinitive of the verb usually includes to (to go, to run, and so on), but may be a bare infinitive (for example, after modals, as in 'She may go').

A regular verb forms tenses in the normal way (I walk: I walked: I have walked); irregular verbs do not (swim: swam: swum; put: put: put; and so on). Because of their conventional nature, regular verbs are also known as weak verbs, while some irregular verbs are strong verbs with special vowel changes across tenses, as in swim: swam: swum and ride: rode: ridden.

A phrasal verb is a construction in which a particle attaches to a usually single-syllable verb (for example, put becoming put up, as in 'He put up some money for the project', and put up with, as in 'I can't put up with this nonsense any longer').

Verbs are typically finite or non-finite. Finite verbs agree in person and number with the subject of the sentence. Non-finite forms, which include infinitives ('to stand') and participles ('standing, [having] stood'), do not express person and number agreement.

Uses of Spoken English

Halliday¹⁰ (1985) talks about three functions of the language: ideational, interpersonal and textual. Regarding to the speaking skill, we will examine the first two functions. The interpersonal is concerned with the social, expressive, and communicative functions of the language. The ideational component of language is concerned with the expression of content.

¹⁰ Cited on Teaching Spoken English for Informative Purposes, by Thomas Hawes and Sarah Thomas. www.exchanges.state.gov/forum/vols/vol32/n2/p22

The Interpersonal Function. This interaction has the purpose to maintain social relations. It refers to social talk in daily life, such as conversation exchanges with family, friends, colleagues, etc. These exchanges are usually short and the topic is usually determined by the immediate interest of the participants. This kind of social interaction begins since early stages in native speakers. In teaching a second language this aspect could be neglected due to the fact that students learn a target language to apply in specific situations, such as, occupation, studies, traveling and not to maintain social relations.

However the goal of a course should be to equip learners with all the skills to function in any situation. To do this, a language course should be planned carefully to teach the necessary conversational skills. The aim of such a course is to help the students learn in English sociolinguistic rules, which lead to the development of social- relations skills and provide opportunities for practicing common social exchanges such as greetings, introductions, complaints, congratulations, etc. Students learn the common exponents for these functions and the rules for their use in both formal and informal situations.

The Ideational Function. This function of the language has the purpose of expressing content and communicating information. Language is used to get things done in real life terms. The focus is on the transfer of information, which a listener need for a specific purpose, as when giving instructions on how to operate a machine, or when giving information so that the listener respond on appropriate ways.

This transferring of information should be clearly and effectively so that it can be comprehended quickly and easily. The use of English to impart information requires learners to produce long exchanges of speech, which are more difficult to plan and produce than the short turns typical in conversation

This obviously differs from interpersonal talk, where the concern is not with communicating a message but with keeping up a relaxed and cooperative chat relationship. The language appropriate to each of these two functions will be different; they are two distinct kinds of speaking skills.

2.2.2.4 COMMON EUROPEAN FRAMEWORK

Between 1998 and 2000, the Council of Europe's language policy division developed its Common European Framework of Reference for Languages. The aim of this framework was to have a common system for foreign language testing and certification, to cover all European languages and countries.

The Common European Framework abbreviated as CEF, is a guideline used to describe achievements of learners of foreign languages across Europe. It was put together by the Council of Europe as the main part of the project "Language Learning for European Citizenship" between 1989 and 1996. Its main aim is to provide a method of assessing and teaching which applies to all languages in Europe. In November 2001 a European Union Council Resolution recommended using the CEF to set up systems of validation of language ability.

The six reference levels (see below) are becoming widely accepted as the standard for grading an individual's language proficiency.

The role of the Framework in respect of language acquisition, learning and teaching must however be made clear once more. In accordance with the basic principles of pluralist democracy, the Framework aims to be not only comprehensive, transparent and coherent, but also open, dynamic and non-dogmatic.

For that reason it cannot take up a position on one side or another of current theoretical disputes on the nature of language acquisition and its relation to language learning, nor should it embody any one particular approach to language teaching to the exclusion of all others. Its proper role is to encourage all those involved as partners to the language learning/teaching process to state as explicitly and transparently as possible their own theoretical basis and their practical procedures.

In order to fulfil this role it sets out parameters, categories, criteria and scales which users may draw upon and which may possibly stimulate them to consider a wider range of options than previously or to question the previously unexamined assumptions of the tradition in which they are working.

This is not to say that such assumptions are wrong, but only that all those responsible for planning should benefit from a re-examination of theory and practice in which they can take into account decisions other practitioners have taken in their own and, particularly, in other European countries.

What is the Common European Framework?

The CEFR is a document which describes in a comprehensive manner:

- i) the competences necessary for communication,
- ii) the related knowledge and skills and
- iii) the situations and domains of communication.

The CEFR is of particular interest to course designers, textbook writers, testers, teachers and teacher trainers - in fact to all who are directly involved in language teaching and testing. It facilitates a clear definition of teaching and learning objectives and methods and provides the necessary tools for assessment of proficiency.

The CEFR has become a key reference document and valuable tool for educational and professional mobility. It is available in over 30 language versions. In short it provides common basis for elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. Describes what language learners have to learn to do in order to use a language for communication. Provides means for educational administrators, course designers, teachers, trainers, examining bodies etc. to reflect on practices with a view to situating and co-coordinating their efforts.

a) Aims of CEF

- Enable learners to:
- Deal with the business of everyday life in another country;
- Help foreigners staying in their own country to do so;
- Exchange information and ideas with young people and adults who speak a different language and to communicate their thoughts and feelings to them;
- Achieve a wider and deeper understanding of the way of life and forms of thought of other peoples and of their cultural heritage.

b) Aims & Objectives

Enable teachers to teach:

- By basing language teaching and learning on the needs, motivations, characteristics and resources of learners;
- By defining worthwhile and realistic objectives as explicitly as possible;
- By developing appropriate methods and materials;
- By developing suitable forms and instruments for the evaluating of learning programmes.

c) What is Multilingualism?

Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils

to learn more than one foreign language, or reducing the dominant position of English in international communication.

d) What is Plurilingualism?

“Emphasizes the fact that as an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact”.

e) Intended uses of the CEF

- The planning of language learning programmes;
- The planning of self-directed learning;
- Evaluation: Global, modular, weighted, partial

f) Characteristics of the CEF:

- Multi-purpose,
- flexible,
- open,
- dynamic,
- user-friendly,
- non-dogmatic

Common Reference Levels of language proficiency¹¹

The establishment of a set of common reference points in no way limits how different sectors in different pedagogic cultures may choose to

¹¹Common European Framework of Reference for Languages: Common Reference Levels

organise or describe their system of levels and modules. It is also to be expected that the precise formulation of the set of common reference points, the wording of the descriptors, will develop over time as the *Common Reference Levels*. These descriptors are in the form of "can-do statements", each saying more simply what a learner can do at every level. There are four sections: general, social/ tourist, work and study.

Criteria for descriptors for Common Reference Levels:

The Common European Framework divides learners into three broad divisions which can be divided into six levels:

- A Basic User
- A1 Breakthrough
- A2 Waystage
- B Independent User
- B1 Threshold
- B2 Vantage
- C Proficient User
- C1 Effective Operational Proficiency
- C2 Mastery

One of the aims of the Framework is to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose the Descriptive Scheme and the Common Reference Levels have been developed.

Between them they provide a conceptual grid which users can exploit to describe their system. Ideally a scale of reference levels in a common framework should meet the following four criteria. Two relate to description issues, and two relate to measurement issues:

Description Issues

- This means that the categories used to describe what learners can do in different contexts of use must be relatable to the target contexts of use of the different groups of learners within the overall target population.
- The description also needs to be *based on theories* of language competence. It should encourage them to think further about what competence means in their context.

Measurement Issues

- The points on the scale at which particular activities and competences are situated in a common framework scale should be *objectively determined* in that they are based on a theory of measurement. This is in order to avoid systematising errors.
- The *number of levels* adopted should be adequate to show progression in different sectors, but, in any particular context, should not exceed the number of levels between which people are capable of making reasonably consistent distinctions.

For some purposes it will be appropriate to summarize the set of proposed Common Reference Levels in single holistic paragraphs, as shown in Table 1. Such a simple ‘global’ representation will make it easier to communicate the system to non-specialist users and will also provide teachers and curriculum planners with orientation points:¹²

The CEFR describes what a learner is supposed to be able to do in reading, listening, speaking and writing at each level, in details:

¹² The students of first courses of Basic level at Abdon Calderon Military High School can be considered to be in the stage A2 of this scale. That’s why only The Common Reference Levels of A1 and A2 descriptors will be shown. In addition, for the purpose of this study, only the descriptor relating to write skills will be considered.

COMMON REFERENCE LEVELS

Level	Description
A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

Examples:

Can Do Statements (A2)

Speaking Interaction:

"I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself".

Spoken Production:

"I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job".

Can Do Statements (A2)

Writing:

"I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something".

Qualitative Aspects of Spoken Language Use (A2)**Range:**

"Uses basic sentence patterns with memorized phrases".

Accuracy:

"Uses some simple structures correctly but still makes basic mistakes".

Fluency:

"Can make him/herself understood in very short utterances".

Interaction:

"Can answer questions and respond to simple statements".

Coherence:

"Can link groups of words with simple connectors".

2.2.3 RELATION BETWEEN INDEPENDENT AND DEPENDENT VARIABLE

In the spectrum of teaching languages there are varieties of methods and **teaching techniques** that can be applied. No method can claim to be the perfect one. However one method could be more efficient than other under certain circumstance a method could be effective, but in different circumstance this method could not be so. It's teachers' task to apply the teaching that can be more profitable for their students. What's more, in a well balanced course, different methods and techniques can be applied. Whatever the method, the goal of all of them is to get communicative competence.

A **new methodical Manual of conjugation-verb focused on new techniques and creativity**, designed following the principles and guidelines of all the resources that research on education has provided in order to carry out the teaching-learning process in the most meaningful way, based on competences and framework, will definitely have an **incidence in students performance**, facilitating the acting out of their communicative abilities according to the corresponding level. Regarding to competences, **use of English production** is crucial one. We, teachers need to provide our students the more appropriate techniques, so that our students can develop speaking, writing competences. As in any field, we teacher have to select teaching techniques from different methodologies, such as task-based, cooperative learning, communicative language teaching, natural approach. The appropriate selection of different technique will result in an improving of the learning process in our students. The task, it is no easy, if we take in account some factors that are a kind of obstacles: we are not in a speaking English environment, limitations in time, resources, materials, lack of motivation in students. In spite of all these back draw, the challenge is to develop in our students the skills and the tools so that they could communicate effectively in the target language.

2.3 HYPOTHESIS FORMULATION

If we are worth ourselves of additional material for English's teaching, the Students will obtain better results.

If we explain the conjugation of the verbs correctly in each grammatical time the students they rot to improve their yield.

2.3.1 Working Hypothesis

Incidence of a new methodical Manual of verb-conjugation focused on competence, new techniques and creativity, in academic performance of the students of the first courses of basic level at 'Abdon Calderon Military High School' of Cuenca during the School year 2008- 2009."

2.3.2 Null Hypothesis

There is no incidence of a new Manual of verb-conjugation focused on competence, new techniques and creativity, in academic performance of the students of the first courses of basic level at 'Abdon Calderon Military High School' of Cuenca during the School year 2008- 2009."

2.3.3. Alternative Hypothesis

The application of a new methodical Manual of verb-conjugation focused on competence, new techniques and creativity, will improve the academic performance of the students of the first courses of basic level at 'Abdon Calderon Military High School' of Cuenca during the School year 2008-2009."

CHAPTER III

METHODOLOGY

3.1. RESEARCH TYPE AND DESIGN

3.1.1 METHODOLOGY FOR THE RESEARCH

Descriptive Research

The Scientific Method is the one used in this research problem. This method makes possible to build explanations about our reality by means of procedures based on the logic, it allows establishing general laws and particular descriptions of the object of study. This process is done by perceiving the difficulty, positioning the problem, revising bibliography, formulating hypothesis using techniques and instruments for data collection, analyzing the obtained data, and finally, drawing out conclusions and recommendations.

3.1.2. MODALITY OF THE RESEARCH

The research is developed by the field work process. There are two groups: an experimental group that receives treatment and the control group that takes the regular class. A pretest and a post-test are applied before and after the treatment. This research requires a statistical study to support the stated hypotheses, by the process of arranging data in tables, calculating the means, variance, and standard deviation, in order to compare both groups' results.

TYPE OF THE RESEARCH

This research uses an experimental design that due to the nature of the groups will be classified as a quasi-experiment. This is a field research, because the investigator tries to detect the incidence of treatment in the obtained results.

3.2. POPULATION AND SAMPLE

3.2.1. POPULATION

This research was made at the Abdon Calderon Military High School, located on Panamericana Norte km3 going to Ricuarte in Cuenca. It has four first courses; we took for this studio the first “B” with 24 students and the first “C” with 27 students. First “B” will be the Control Group and the First “C” will be the Experimental Group.

First “B”	24
First “C”	27
Total	51

3.2.2. SAMPLE

Fifty-one students of the Basic English level served as subjects for this study. They formed two intact groups, because they had already been assigned to the corresponding groups according to the institution principles. The control group was of twenty-four students and the experimental group was of twenty-seven students.

3.3. INSTRUMENTS FOR DATA COLLECTION

In this research, a pretest was applied to both groups at the beginning of the experiment. After the treatment given to the experimental group, a posttest was applied to reach the objectives of our research project; it is a formal plan to obtain information and collect the data to be analyzed.

3.4. PROCESSING AND ANALYSIS

In the data processing and analysis the most adequate techniques to do the task better, were used. Processing and analyzing consisted first, in the data review to detect errors or omissions, and in ordering it in tables to work with.

With the tables results, the pertinent formulas were applied in order to obtain the mean, the variance, the standard deviation, the t-student, the level of significance and the degree of freedom were determined.

With this information, analysis was done according to pretest and post-test results between both groups and between the same groups, to obtain the final results.

The use of graphics was included to have a visual and better understanding of the information and the outcome of the research. This work was done using the Excel program, which facilitated the statistical process.

CHAPTER IV

**ANALYSIS AND
INTERPRETATION
OF RESULTS**

4.1 STATISTIC ANALYSIS BETWEEN GROUPS

Pretests

$$H_0 : \mu_{\text{exp}} = \mu_{\text{cont}}$$

“Both groups have the same performance”

$$H_1 : \mu_{\text{exp}} > \mu_{\text{cont}}$$

“The experimental group has a better performance than the control group”

CONTROL GROUP -PRETEST RESULTS

ORD.	STUDENTS' NAMES	Xi	Xi- \bar{x}	S ²
1	ALTAMIRANO CAMPOVERDE PAUL A.	15	-1,8	3,20
2	ALVARES TORRES ERIKA V.	18	1,21	1,46
3	ARIZAGA CARDENAS CRSITINA V.	17	0,21	0,04
4	BALAREZO BARBECHO ERICK R.	14	-2,8	7,78
5	BENALCAZAR OCHOA PAOLA M.	19	2,21	4,88
6	BONILLA MUY BYRON ISIDRO	20	3,21	10,30
7	CASTRO DUCHE PAOLA A.	16	-0,8	0,62
8	CANAR GONZALES JOSE LUIS	14	-2,8	7,78
9	CERON PATIÑO JHONNY A.	18	1,21	1,46
10	DOMINGUEZ PUCHA MIGUEL A.	17	0,21	0,04
11	FAJARDO GUAMAN BYRON S.	19	2,21	4,88
12	GARCIA PAREDES EVELYN R.	18	1,21	1,46
13	GUACHICHULCA CRUZ ALEXIS L.	17	0,21	0,04
14	GUINANSACA CHUNCHI ALEX D.	20	3,21	10,30
15	JIMENEZ SANMARTIN ANDREA E.	18	1,21	1,46
16	JUELA CULCAY RICARDO A.	10	-6,8	46,10
17	LANCHE CARREÑO JOHANNA K.	14	-2,8	7,78
18	LANDI MARCA KARLA CRISTINA	15	-1,8	3,20
19	MJEVECELA PACHECO ROMULO J.	12	-4,8	22,94
20	MUÑOZ PAÑORA CHRISTIAN B.	18	1,21	1,46
21	ORDÓNEZ URENA VICTOR H.	19	2,21	4,88
22	PADILLA MOROCHO MANUEL A.	17	0,21	0,04
23	QUISHPE COLLAGUAZO ALEXANDER	18	1,21	1,46
24	QUINTUISACA PINTADO WILLIAN F.	20	3,21	10,30
$\Sigma=$		403	0,04	153,96

EXPERIMENTAL GROUP -PRETEST RESULTS

ORD.	STUDENTS' NAMES	Xi	Xi- \bar{x}	S ²
1	BALBOA CHIMBORAZO JOHN F.	19	2,67	7,13
2	BAUTISTA RAMIREZ BRYAN JOSE	15	-1,3	1,77
3	BURI NAULA MARCO JONNATHAN	17	0,67	0,45
4	CANDO DUCHIMAZA ROMEL R.	18	1,67	2,79
5	CORONEL PINCAY ESTEPHANY M.	14	-2,3	5,43
6	CHASI LANDI JONNATHAN JAVIER	19	2,67	7,13
7	DUGLLAY MONTALEZA MARLON F.	18	1,67	2,79
8	GOMEZ MOROCHO SERGIO A.	18	1,67	2,79
9	GUAYLLAS PLAZA ROMEL ESTEBAN	17	0,67	0,45
10	GUTAMA GUTAMA HOLGER F.	16	-0,3	0,11
11	LEMA GUAMAN MONICA A.	15	-1,3	1,77
12	LEON URGILES BETY SOFIA	14	-2,3	5,43
13	LUDEÑA LUDEÑA JONNATHAN A.	13	-3,3	11,09
14	MACAS BEDOYA GENESIS SHANELA	17	0,67	0,45
15	MORCHO HERNADEZ VALERIA C.	18	1,67	2,79
16	NIEVES CHUTANGA GABRIELA A.	19	2,67	7,13
17	ORELLANA QUINTUÑA GABRIELA M.	18	1,67	2,79
18	ORTIZ BARROS BRYAN DANNY	20	3,67	13,47
19	PEÑAFIEL GORDILLO PAUL E.	14	-2,3	5,43
20	PESANTEZ ANGAMARCA BRYRON F.	12	-4,3	18,75
21	PEREZ AREVALO JONATHAN S.	11	-5,3	28,41
22	RAMON CALDERON JULIO CESAR	18	1,67	2,79
23	RIOS GUAZHCO JORGE ANDRES	17	0,67	0,45
24	SAENZ YUNGA HECTOR M.	15	-1,3	1,77
25	TORRES VELECCLA LUIS ENRIQUE	19	2,67	7,13
26	TORRES CAMOÑA ALEX NICOLAY	16	-0,3	0,11
27	ZUMBA ABAD ANGELO IVAN	14	-2,3	5,43
$\Sigma=$		441	0,09	146,00

	Control Group	Experimental Group
Sample	$n_1 = 24$	$n_2 = 27$
Mean	$\bar{x}_1 = \frac{\sum x_i}{24} = \frac{403}{24} = 16.79$	$\bar{x}_2 = \frac{\sum x_i}{27} = \frac{441}{27} = 16.33$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{153.96}{23} = 6.69$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{146.00}{26} = 5.61$
Standard Deviation	$s_{x1} = \sqrt{6.69} = 2.58$	$s_{x2} = \sqrt{5.61} = 2.36$

Control and Experimental Groups Variance:

Variance:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} =$$

$$\frac{(24 - 1) \cdot 6.69 + (27 - 1) \cdot 5.61}{24 + 27 - 2} = 6.11$$

Standard Deviation:

$$s = \sqrt{6.11} = 2.47$$

$$t_{obs} = \frac{\bar{x}_2 - \bar{x}_1}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} =$$

t student:

$$\frac{16.33 - 16.79}{2.47 \sqrt{1/24 + 1/27}} = 0.638$$

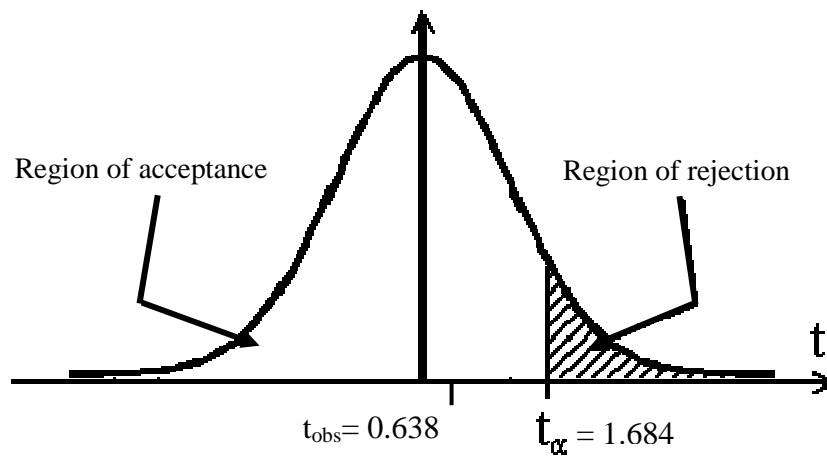
Significance level:

$$\alpha = 5\%$$

Degrees of freedom:

$$n_{cont} + n_{exp} - 2 = 24 + 27 - 2 = 49 \quad (40)$$

$$t_{\alpha} = 1.684$$



After analyzing the data, the result is that the t_{obs} is 0.638, which falls in the region of acceptance proving that both groups have a similar performance before the treatment. That makes them to be in condition to be used in this experiment.

POST-TEST

$$H_o : \mu_{\text{exp}} = \mu_{\text{cont}}$$

“Both groups have the same performance after the experimental group received treatment”

$$H_1 : \mu_{\text{exp}} > \mu_{\text{cont}}$$

“The experimental group has a better performance than the controlled group after the experimental group received treatment”

CONTROL GROUP -PRETEST RESULTS

ORD.	STUDENTS' NAMES	X_i	$X_i - \bar{X}$	S^2
1	ALTAMIRANO CAMPOVERDE PAUL A.	17	-0,6	0,34
2	ALVARES TORRES ERIKA VANESSA	19	1,42	2,02
3	ARIZAGA CARDENAS CRSITINA V.	17	-0,6	0,34
4	BALAREZO BARBECHO ERICK R.	16	-1,6	2,50
5	BENALCAZAR OCHOA PAOLA M.	20	2,42	5,86
6	BONILLA MUY BYRON ISIDRO	20	2,42	5,86
7	CASTRO DUCHE PAOLA A.	16	-1,6	2,50
8	CANAR GONZALES JOSE LUIS	16	-1,6	2,50
9	CERON PATINO JHONNY A.	18	0,42	0,18
10	DOMINGUEZ PUCHA MIGUEL A.	16	-1,6	2,50
11	FAJARDO GUAMAN BYRON S.	19	1,42	2,02
12	GARCIA PAREDES EVELYN RAQUEL	18	0,42	0,18
13	GUACHICHULCA CRUZ ALEXIS L.	18	0,42	0,18
14	GUINANSACA CHUNCHI ALEX D.	20	2,42	5,86
15	JIMENEZ SANMARTIN ANDREA E.	17	-0,6	0,34
16	JUELA CULCAY RICARDO ADRIAN	15	-2,6	6,66
17	LANCHE CARREÑO JOHANNA K.	16	-1,6	2,50
18	LANDI MARCA KARLA CRISTINA	17	-0,6	0,34
19	MUEVECELA PACHECO ROMULO J.	13	-4,6	20,98
20	MUNOZ PAÑORA CHRISTIAN B.	19	1,42	2,02
21	ORDONEZ URENA VICTOR HUGO	19	1,42	2,02
22	PADILLA MOROCHO MANUEL A.	17	-0,6	0,34
23	QUISHPE COLLAGUAZO ALEXANDER	19	1,42	2,02
24	QUINTUISACA PINTADO WILLIAN F.	20	2,42	5,86
$\Sigma =$		422	0,08	75,83

EXPERIMENTAL GROUP -PRETEST RESULTS

ORD.	STUDENTS' NAMES	X_i	$X_i - \bar{X}$	S^2
1	BALBOA CHIMBORAZO JOHN F.	20	2,56	6,55
2	BAUTISTA RAMIREZ BRYAN JOSE	18	0,56	0,31
3	BURI NAULA MARCO JONNATHAN	19	1,56	2,43
4	CANDO DUCHIMAZA ROMEL R.	18	0,56	0,31
5	CORONEL PINCAY ESTEPHANY M.	17	-0,4	0,19
6	CHASI LANDI JONNATHAN JAVIER	20	2,56	6,55
7	DUGLLAY MONTALEZA MARLON F.	18	0,56	0,31
8	GOMEZ MOROCHO SERGIO A.	19	1,56	2,43
9	GUAYLLAS PLAZA ROMEL ESTEBAN	18	0,56	0,31
10	GUTAMA GUTAMA HOLGER F.	17	-0,4	0,19
11	LEMA GUAMAN MONICA A.	16	-1,4	2,07
12	LEON URGILES BETY SOFIA	15	-2,4	5,95
13	LUDEÑA LUDEÑA JONNATHAN A.	16	-1,4	2,07
14	MACAS BEDOYA GENESIS SHANELA	18	0,56	0,31
15	MORCHO HERNANDEZ VALERIA C.	19	1,56	2,43
16	NIEVES CHUTANGA GABRIELA A.	18	0,56	0,31
17	ORELLANA QUINTUÑA GABRIELA M.	20	2,56	6,55
18	OTRIZ BARROS BRYAN DANNY	16	-1,4	2,07
19	PEÑAFIEL GORDILLO PAUL E.	14	-3,4	11,83
20	PESANTEZ ANGAMARCA BRYRON F.	13	-4,4	19,71
21	PEREZ AREVALO JONATHAN S.	19	1,56	2,43
22	RAMON CALDERON JULIO CESAR	17	-0,4	0,19
23	RIOS GUAZHCO JORGE ANDRES	17	-0,4	0,19
24	SAENZ YUNGA HECTOR M.	19	1,56	2,43
25	TORRES VELECELA LUIS ENRIQUE	18	0,56	0,31
26	TORRES CAMOÑA ALEX NICOLAY	16	-1,4	2,07
27	ZUMBA ABAD ANGELO IVAN	16	-1,4	2,07
$\Sigma =$		471	0,12	82,67

	Control Group	Experimental Group
Sample	$n_1 = 24$	$n_2 = 27$
Mean	$\bar{x}_1 = \frac{\sum x_i}{24} = \frac{422}{24} = 17.58$	$\bar{x}_2 = \frac{\sum x_i}{27} = \frac{471}{27} = 17.44$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{75.83}{23} = 3.30$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{82.67}{26} = 3.18$
Standard Deviation	$s_{x1} = \sqrt{3.30} = 1.81$	$s_{x2} = \sqrt{3.18} = 1.78$

Control and Experimental Groups Variance:

Variance:

$$s^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} =$$

$$\frac{(24 - 1) \cdot 3.30 + (27 - 1) \cdot 3.18}{24 + 27 - 2} = 3.23$$

Standard Deviation:

$$s = \sqrt{3.23} = 1.79$$

$$t_{obs} = \frac{\bar{x}_2 - \bar{x}_1}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} =$$

t student:

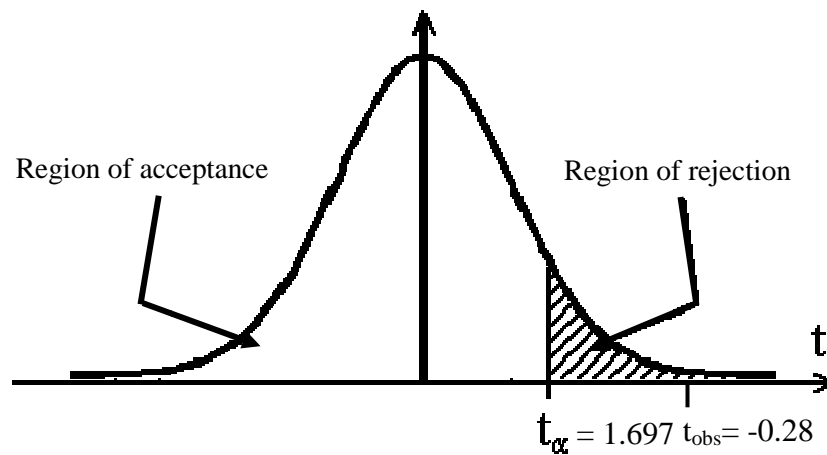
$$\frac{17.44 - 17.58}{1.79 \sqrt{1/24 + 1/27}} = -0.28$$

Significance level:

$$\alpha = 5\%$$

Degrees of freedom: $n_{cont} + n_{exp} - 2 = 24 + 27 - 2 = 49$ (40)

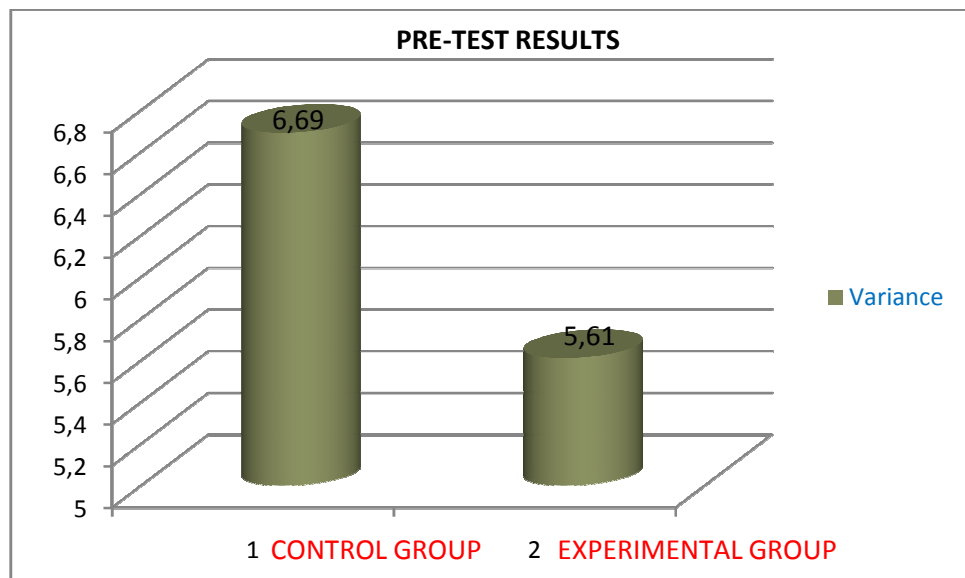
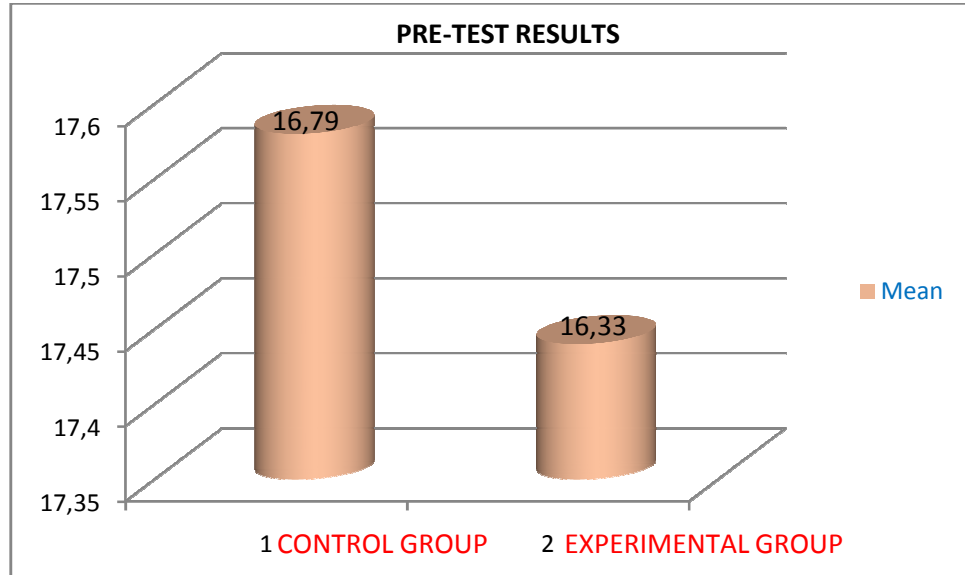
$$t_{\alpha} = 1.697$$

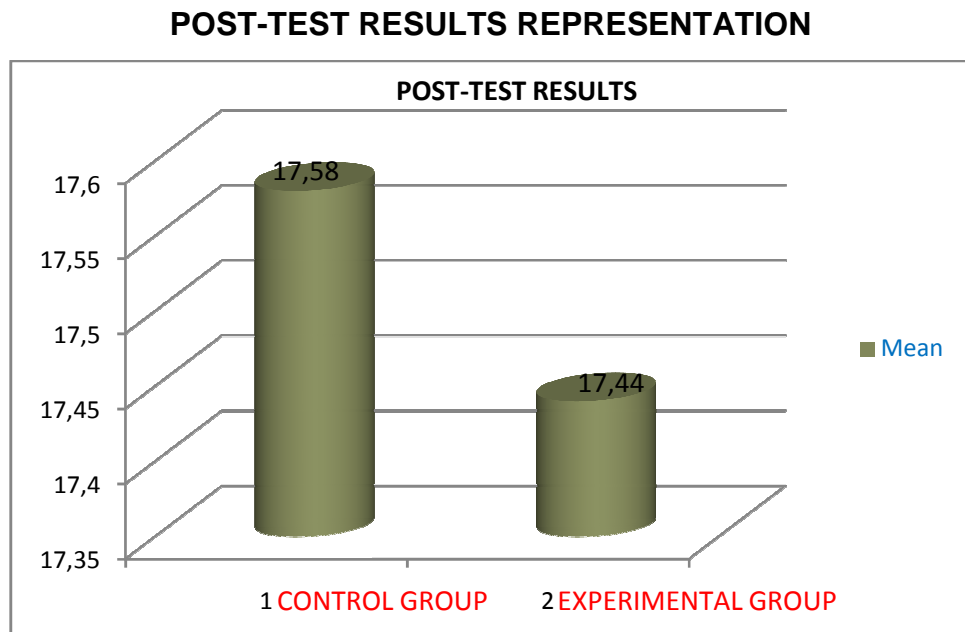
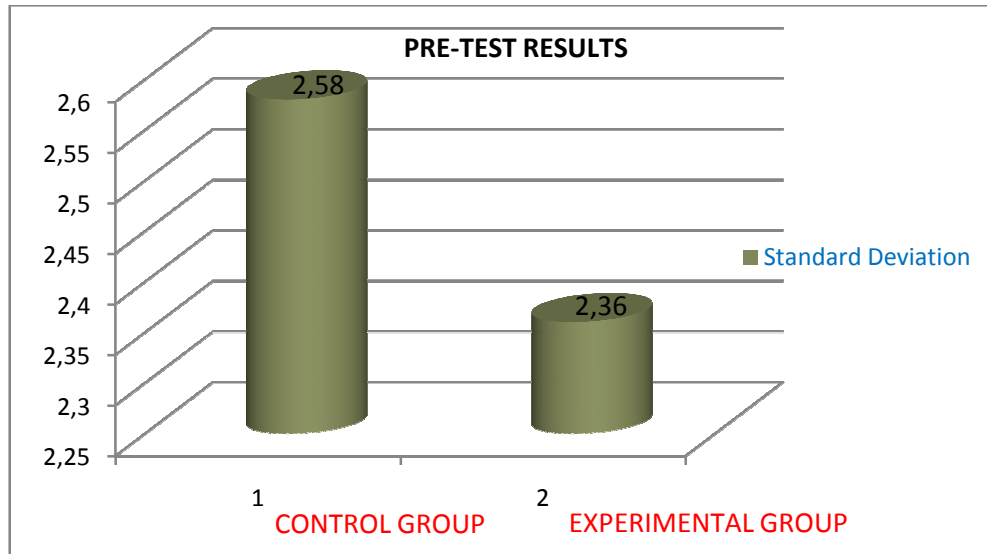


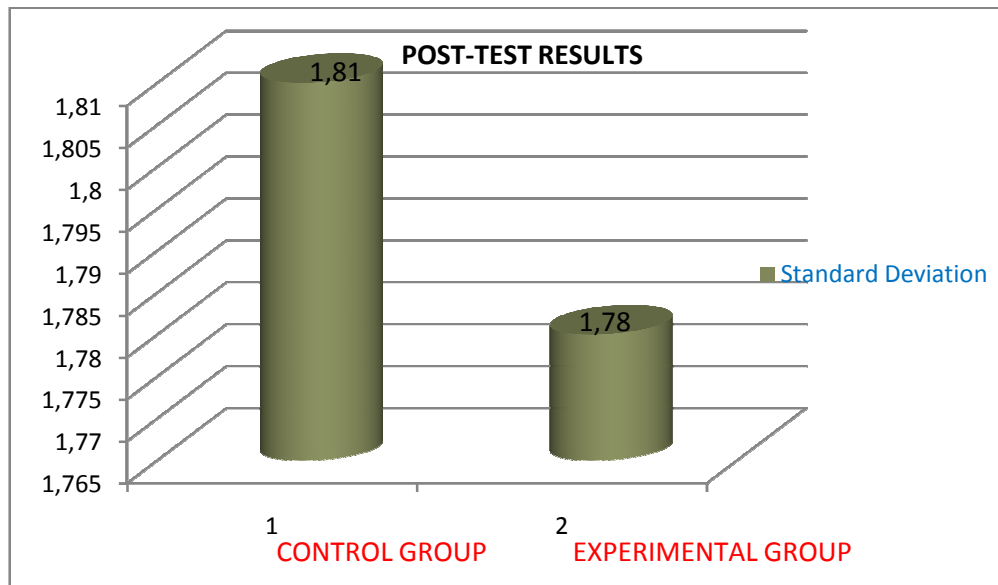
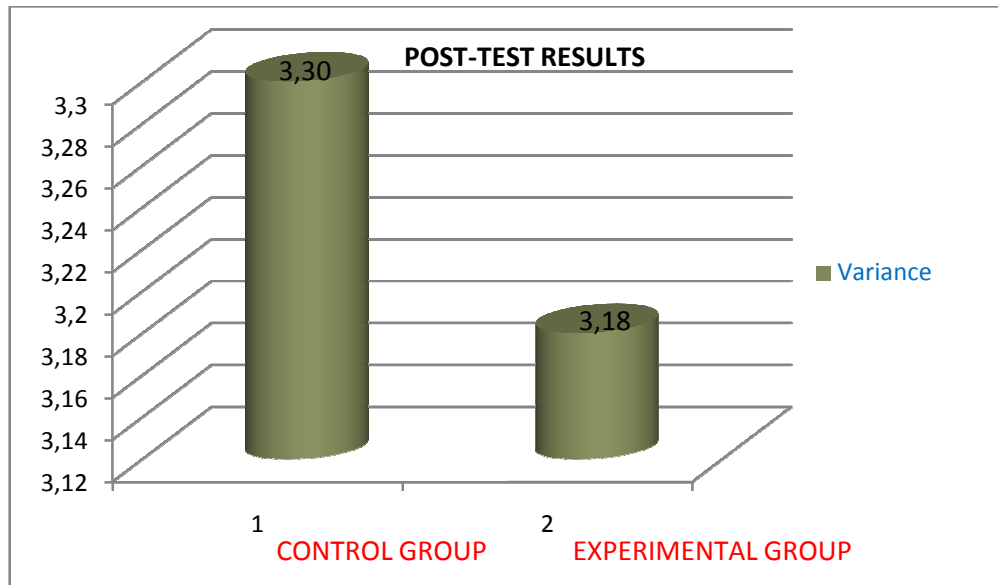
After analyzing the data, the result is that the t_{obs} is -0.28, which falls in the region of rejection proving that the experimental group has a better performance after receiving the treatment as is stated in the alternative hypothesis.

4.2 GRAPHICAL EXPOSITION OF THE RESULTS

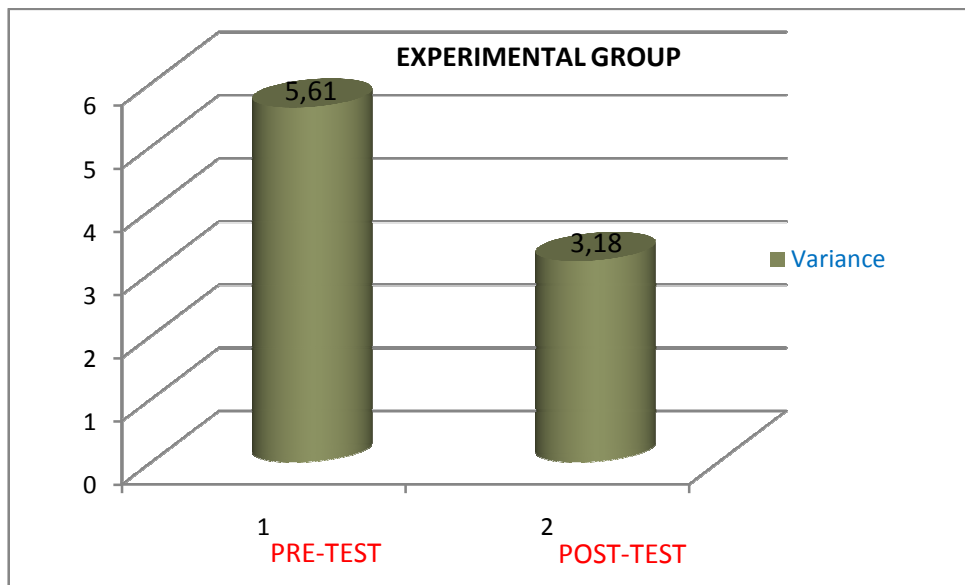
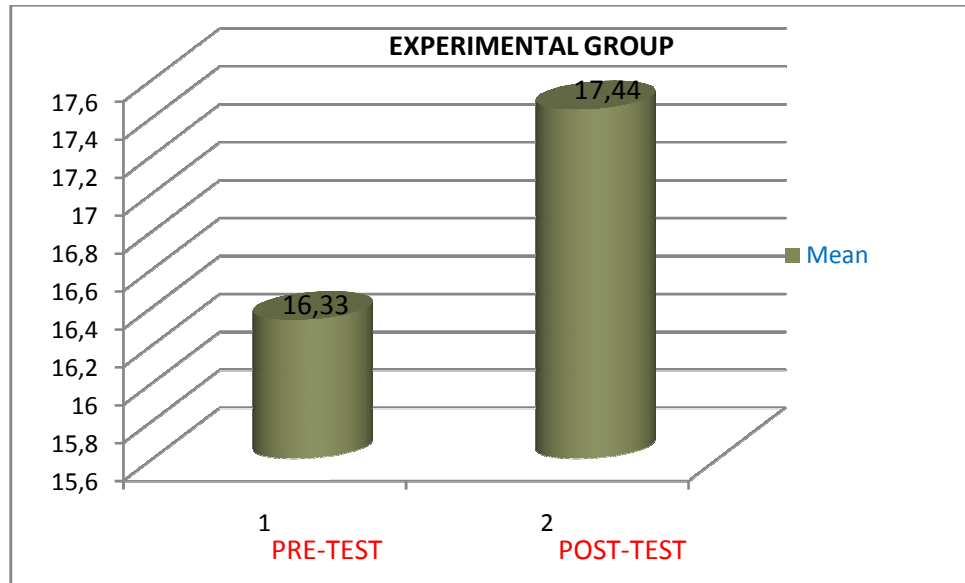
PRE-TEST RESULTS REPRESENTATION

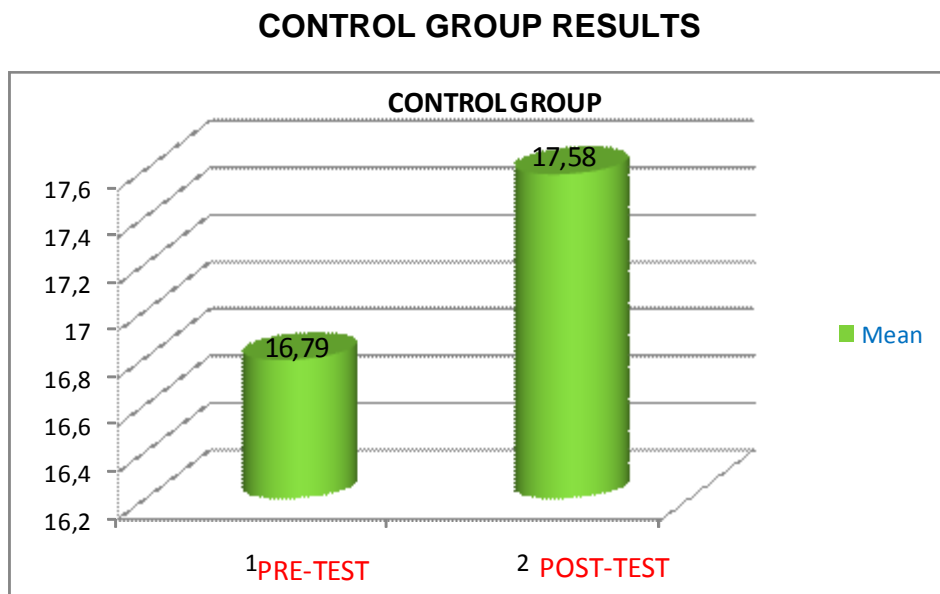
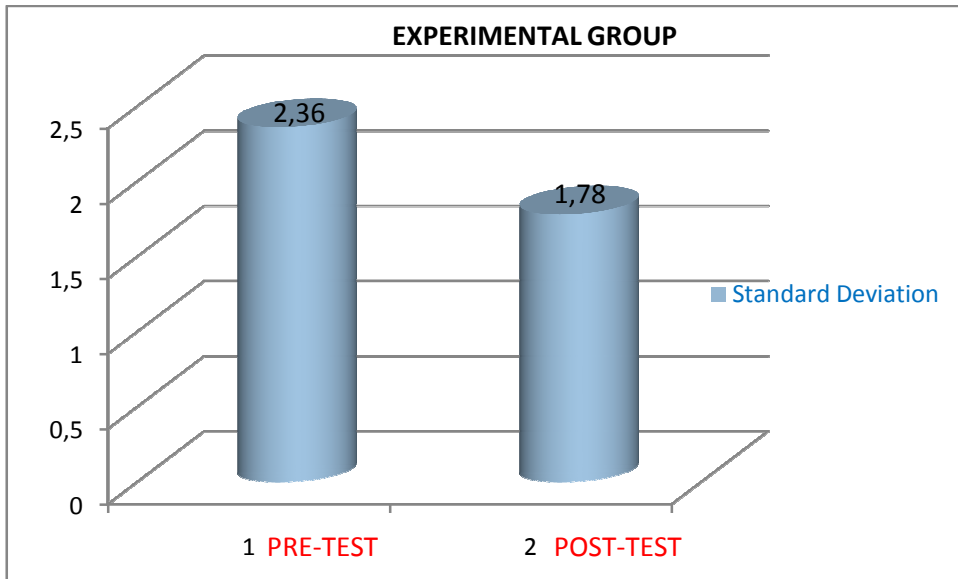


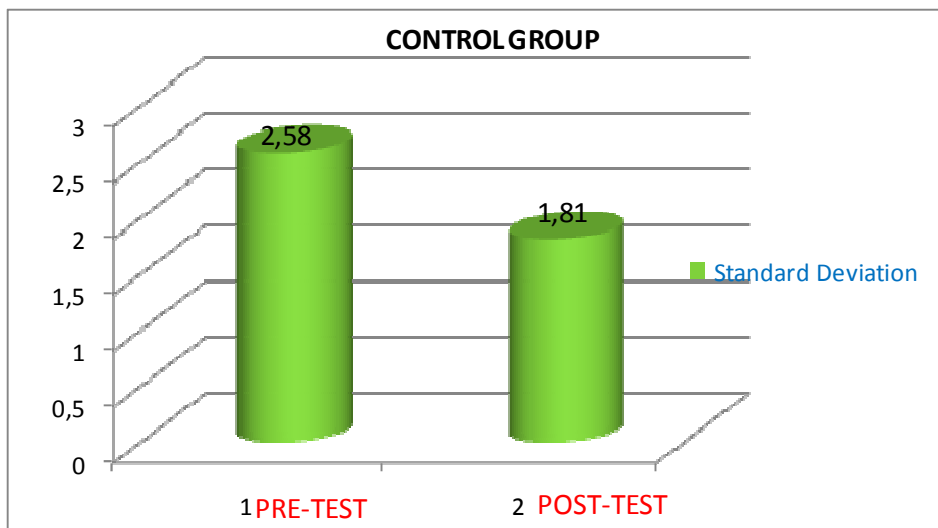
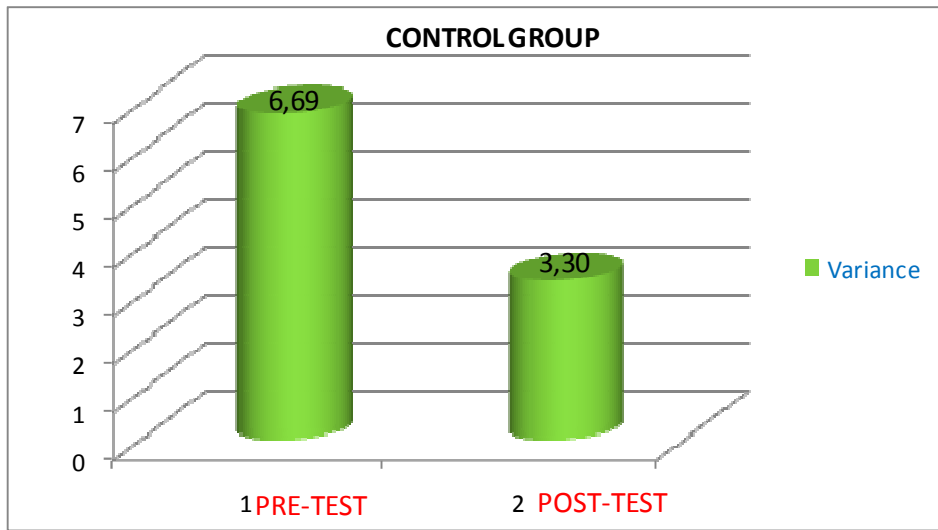




EXPERIMENTAL GROUP RESULTS







4.3 ANALYSIS INSIDE THE GROUPS

$$H_o : \mu_d = 0$$

“There is no incidence of the Manual of the Verb-conjugation in English in the academic performance of the students of Basic Level at the Abdon Calderon Military High School during the School year 2008-2009”

$$H_1 : \mu_d > 0$$

“There is an incidence of the Manual of the Verb-conjugation in English in the academic performance of the students of Basic Level at the Abdon Calderon Military High School during the School year 2008-2009”

EXPERIMENTAL GROUP:

Pretest	Posttest	Difference
19	20	1
15	18	3
17	19	2
18	18	0
14	17	3
19	20	1
18	18	0
18	19	1
17	18	1
16	17	1
15	16	1
14	15	1
13	16	3
17	18	1
18	19	1
19	18	1
18	20	2
20	16	4
14	14	0
12	13	1
11	19	8
18	17	1
17	17	0
15	19	4
19	18	1
16	16	0
14	16	2

Sample:

$n = 27$

$$\bar{d} = \frac{\sum d_i}{27} =$$

Difference in mean:

$$\frac{44}{27} = 1.63$$

$$s^2 = \frac{\sum (d_i - \bar{d})^2}{n-1} =$$

Variance:

$$\frac{76.30}{26} = 2.93$$

Standard Deviation:

$$s_d = \sqrt{2.93} = 1.71$$

t student:

$$t_{obs} = \frac{\bar{d}}{s_d / \sqrt{n}} =$$

$$\frac{1.63}{1.71 / \sqrt{27}} = 4.95$$

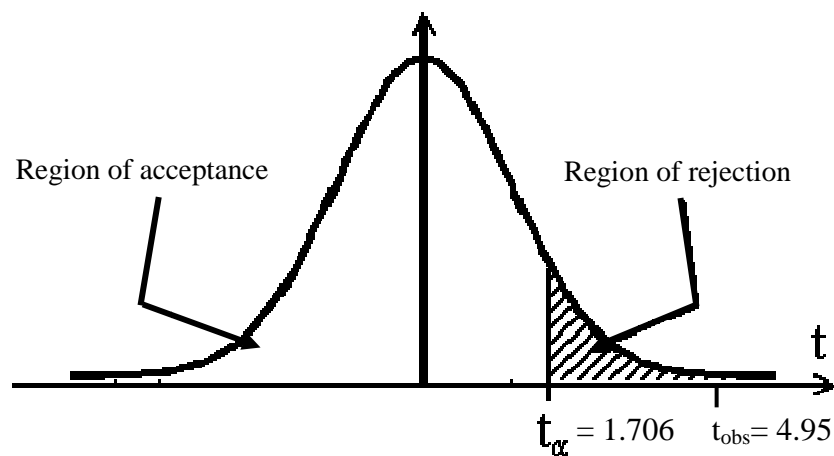
Significance level:

$$\alpha = 5\%$$

Degrees of freedom:

$$n_{cont} - 1 = 27 - 1 = 26$$

$$t_{\alpha} = 1.706$$



CONTROL GROUP

Pretest	Posttest	Difference
15	17	2
18	19	1
17	17	0
14	16	2
19	20	1
20	20	0
16	16	0
14	16	2
18	18	0
17	16	-1
19	19	0
18	18	0
17	18	1
20	20	0
18	17	-1
10	15	5
14	16	2
15	17	2
12	13	1
18	19	1
19	19	0
17	17	0
18	19	1
20	20	0

Sample:

$$n = 24$$

Difference in mean:

$$\bar{d} = \frac{\sum d_i}{24} =$$

$$\frac{19}{24} = 0.79$$

Variance:

$$s^2 = \frac{\sum (d_i - \bar{d})^2}{n - 1} =$$

$$\frac{37.96}{23} = 1.65$$

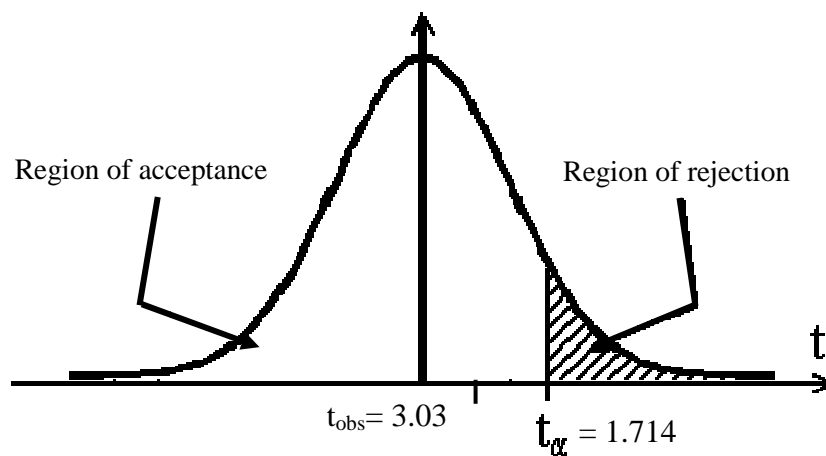
Standard Deviation: $s_d = \sqrt{1.65} = 1.28$

t student: $t_{obs} = \frac{\bar{d}}{s_d / \sqrt{n}} = \frac{0.79}{1.28 / \sqrt{24}} = 3.03$

Significance level: $\alpha = 5\%$

Degrees of freedom: $n_{cont} - 1 = 24 - 1 = 23$

$t_\alpha = 1.714$



After analyzing the data, the result is that the t_{obs} is 3.03, which falls in the region of acceptance proving that the **null hypothesis** “There is no incidence of the Manual of the Verb-conjugation in English in the academic performance of the students of Basic Level at the Abdon Calderon Military High School during the School year 2008-2009” is correct.

When analyzing the basic statistical factors related to the results of the control group, we can see that the improvement in the mean is not considerable. Furthermore, the differences within the group have grown, as it can be seen in the variance and standard deviation.

4.4 STATISTICAL DECISION

After analyzing the data, the result is that the t_{obs} is 4.95, which falls in the rejection region proving that the **null hypothesis** “There is no incidence of the Manual of the Verb-conjugation in English in the academic performance of the students of Basic Level at the Abdon Calderon Military High School during the School year 2008-2009” **must be rejected**.

This means that we can accept the **alternative hypothesis** “THERE IS A CLEAR INCIDENCE OF THE APPLICATION OF A **MANUAL BASED ON COMPETENCES, NEW TECHNIQUES AND CREATIVITY** OF THE VERB-CONJUGATION IN ENGLISH IN THE ACADEMIC PERFORMANCE OF THE STUDENTS OF BASIC LEVEL AT THE ABDON CALDERON MILITARY HIGH SCHOOL DURING THE SCHOOL YEAR 2008-2009”.

The same result can be appreciated when analyzing the basic statistical factors, taken within the pre-test and the post-test in the experimental group.

The increase in the mean is significant, and the reduction in the variance and in the standard deviation clearly shows us that the experimental group has obtained better results after applying the **Manual based on competences, new techniques and creativity of the verb-conjugation** as shown in the basic statistical factors related to the results between the control group and the experimental group where a meaningful improvement in the mean can be seen.

CHAPTER V

CONCLUSIONS

AND

RECOMMENDATIONS

5.1. CONCLUSIONS

After doing the research study, processing and analyzing the results in a statistical way, it can be concluded that:

1. Both groups, the control group and the experimental group, had a similar performance at the moment of starting the research. This made them to be in condition to be subject of the experiment.
2. The hypothesis stated in this research project, "There is an incidence of the new methodical Manual of the Verb-Conjugation focused on competences, new techniques and creativity, in academic performance of the students of the first courses of basic level at Abdon Calderon Military High School of Cuenca during the School year 2008-2009.
3. The results obtained after implementing such methodology based on competences, new techniques and creativity indicates that while the experimental group becomes more homogenous in its learning process, the overall performance is meaningfully improved compared to the control group.
4. A change in the methodology of the English teaching based of competences, new techniques and creativity of basic level students at the Abdon Calderon Military High School, can improve their academic performance.

5.2. RECOMMENDATIONS

After a respective and detailed analysis of the conclusion of the research project results, the following suggestions are provided to overcome at least part of the problem affecting the English language teaching-learning process in this educational center.

1. To design a Manual within the English program incorporating the new methodologies based on competences, new techniques and creativity in ELT. To provide students a more active and meaningful learning of the language.
2. To incorporate this Manual as part of the English program, to improve students' performance and help them to cope with their desires of practicing the language and at the same time to get good academic results.
3. To adapt and enrich this Manual for other classes and levels in order to give all the students of the English course of the Abdon Calderon Military High School, the opportunity to benefit from the experience this experiment has provided.
4. To make the teachers in charge of the teaching-learning process be aware of the fact that the students' learning depends on the teacher's knowledge and ability to catch up students' attention and interest while providing them with love and support, because this process should not be tiring, but entertaining and motivating way.

CHAPTER VI

PROPOSAL

6.1. PROPOSAL

A GRAMMAR MANUAL ABOUT VERB-CONJUGATION BASED ON COMPETENCE, NEW TECHNIQUES AND CREATIVITY FOR BASIC LEVEL STUDENTS AT THE ABDON CALDERON MILITARY HIGH SCHOOL OF CUENCA DURING THE SCHOOL YEAR 2008-2009.

6.2. DESCRIPTION

After finishing the research and according to the results obtained in the analysis and interpretation of the data and having verified the hypothesis, it is necessary to present a proposal of an instrument which can help teachers and students at the Abdon Calderon Military High School to improve their academic performance in the basic level.

This proposal has been conceived attending to the observed needs of the students and teachers in the teaching-learning process, as it is to improve the communicative competence, to enhance confidence, to provide opportunities to practice what they have learned, and also to deal with some difficulties such as the boredom or lack of interests, all this tending to the final goal that is to improve the students' academic performance.

The proposal has been structured as a Manual about Verb-Conjugation of eight chapters. Each chapter has a different topic, completing with a quiz at the end of each part, as well as covering the same contents of the regular class. The Manual includes a range of activities not only to practice the language in an active way, but to provide a relaxed and engaging environment to make students feel comfortable with the English class.

This manual tries to help teachers update and refresh their knowledge in new techniques involved in the teaching-learning process, to improve their abilities and capacities in the development of English classes which will

allow students' increase their interest in the English language while learning in a very dynamic and easier way.

6.3. JUSTIFICATION

Day by day, our world is changing in a very fast and wonderful way. Each day we have new theories and methodologies to deal with such an amazing development in all the fields. Education is not apart from this reality. Even more, it is in this area where the discoveries in different fields convey to give people other perspectives related to one of the most important features of human beings: intentional learning.

Learning a new language is always a challenge. Different kinds of learners need different kinds of teaching. The teaching-learning process involves a great amount of factors and need a great amount of resources and creativity to satisfy the different needs and to deal with the differences in a classroom. That is why we, as teachers need to be update in the professional aspects related with pedagogy.

This Manual has been conceived taking these aspects in consideration, and it is possible to be developed in this educational institution because of the interest of the authorities to find new and different ways to give their students better chances to accomplish their goals successfully.

Once we have exposed the need for doing this research and considering its great importance the authorities in charge of the High School have given their approval, offered their collaboration with all the resources we needed. This Manual was designed as a parallel program to cope with the contents set for the regular class, in order to see the difference in results at the end of the period.

6.4. OBJECTIVES

- To provide teachers a useful tool to improve academic performance of the students of basic level at the Abdon Calderon Military High School.
- To help teachers at the Abdon Calderon Military High School to motivate students to practice the English Language in order to increase their confidence when they use English, through a Manual of Verb-Conjugation based on competences, new techniques and creativity.
- To include a Manual of Verb-Conjugation based on competences, new techniques and creativity in the institutional program as an important instrument to help teachers to enhance students' interest in the language and self-esteem.
- To let teachers be aware of the importance of applying new techniques and creativity in the teaching activity in order to improve the learning English process in the students of Abdon Calderon Military High School.

6.5. THEORETICAL FOUNDATION.

Teaching is a very profound and challenging activity. The teaching-learning process has always been subject of study in order to understand how a person learns and to find better ways to accomplish this task successfully. And we know that learning is more effective when students are actively engaged in the learning process.

Even though nowadays there are many discoveries that help teachers to understand the neurological process that are involved in the learning activity, and are able to use new methodologies designed to match the latest discoveries in the scientific world, teaching will always be a task in permanent changing and improvement. As human being is so wide and inapprehensible, so is this activity so directly related to her most characteristic feature as a conscious and creative being?

In the teaching-learning process, the curriculum based on competences has made an important contribution with all the studies about the mental processes and how knowledge is built up by the brain. The importance of the previous knowledge, as a condition to get a meaningful learning, and the need of a context as well as the environmental situation, opens the way to students to really become actors in a social process.

Principles of the curriculum design for competences

In the beginnings of the third millennium, the world cumulates an enormous wealth of knowledge and technologies, which together with those who are for discovering, make impossible, that the human being could appropriate of them, for what it is necessary an education that it is based on the basic aims: **to learn to be, to learn to make, learn to learn and learn to coexist.** (Delors, 1996; Power, 1997).

DEFINITIONS OF COMPETENCE

“Set of attitudes, skills, skills and knowledge needed to execute with quality determined productive functions in an environment of work ”. (Technical institute of Training and Productivity, INTECAP). The concept competence appears in the 70s, especially from McClelland's works in Harvard's University. (Bolivar C, 2002:1)

Education based on competences was founded in five principles:

1. Any learning is individual.
2. The person, as any system, is orientated by the goals to achieve.

3. The learning process is easier when the person knows what is exactly what is expected from him.
4. The precise knowledge of the results also facilitates the learning.
5. It is more probable that a student does what it is expected from him and what he himself wishes, if he himself has the responsibility of the tasks of learning.

“A competence, it is a system of knowledge, conceptual and of procedures organized in operational schemes and that they allow, inside a group of situations, the identification of tasks - problems and its resolution for an effective action.” (Tremblay, 1994: 16)

“It is a system of knowledge, skills, attitudes, values, motives, aptitudes and capacities that the individual must possess for the satisfactory performance of his/her labor activity, compromised with the social Cuban project.”¹³

¹³ Group of authors of the ISPETP, 2003

6.6 DEVELOPMENT OF THE MANUAL

METHODOLOGY AND ACTIVITIES

CHAPTER 1: Verb

Verb terminology

Verb conjugation

Recognize a verb

CHAPTER 2: Verb To be

Affirmative form

Negative form

Interrogative form

CHAPTER 3: Helping verbs

Auxiliaries for present tense

Auxiliary for past tense

Auxiliary for perfect tenses

CHAPTER 4: Modal helping verbs

Semi-modals

Can and could

May and might

CHAPTER 5: Action and linking verbs

Dynamic verbs

Stative verbs

CHAPTER 6: Kinds of verbs

Transitive verbs

Intransitive verbs

Linking verbs

CHAPTER 7: Object and complements

Objects

Direct object

Indirect object

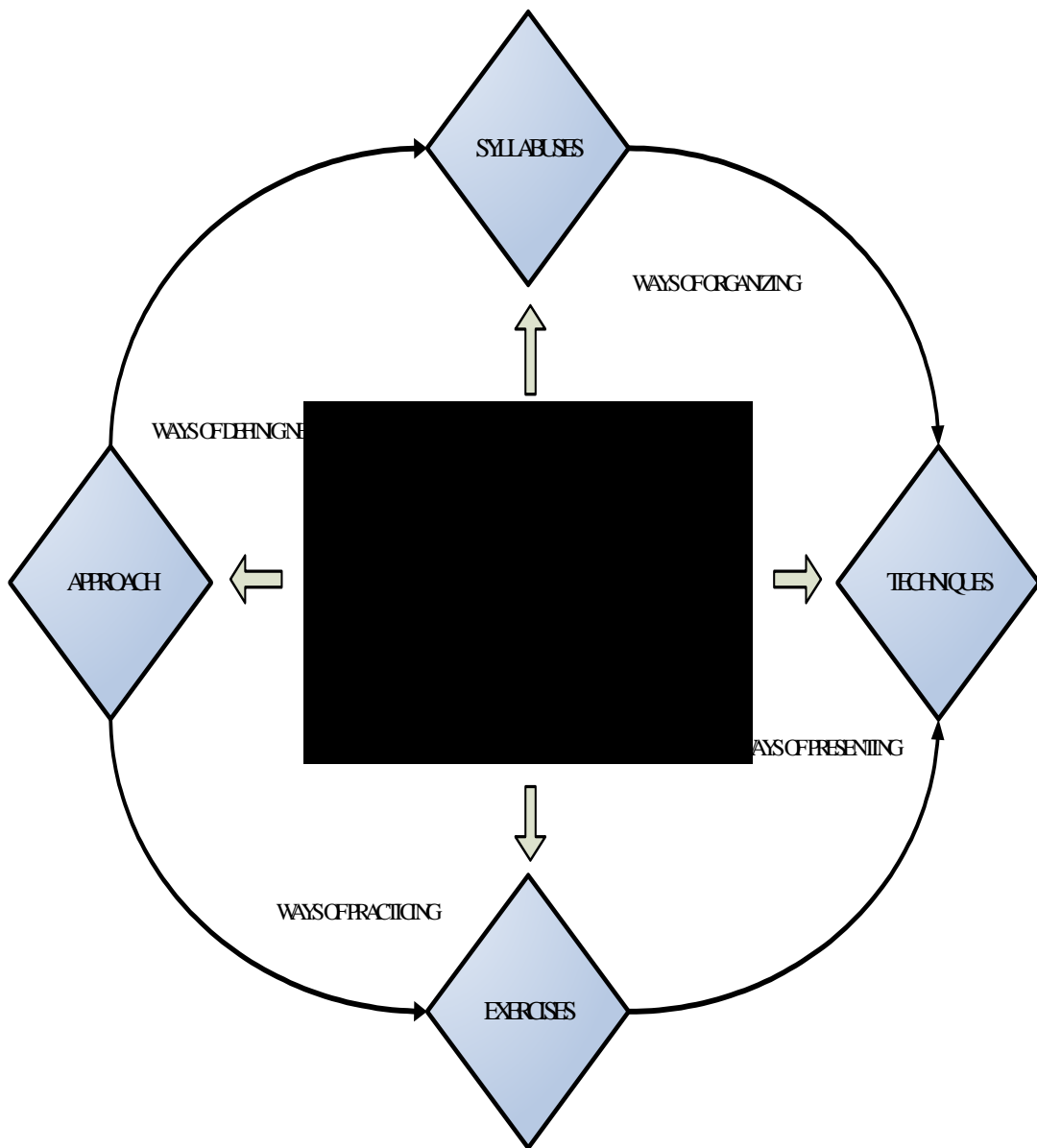
CHAPTER 8: Regular and Irregular verbs

Regular verbs

Irregular verbs

Exercises

ABDON CALDERON MILITARY HIGH SCHOOL			
TEACHER SEMINARY: INDUCTION OF THE GRAMMAR MANUAL			
OBJECTIVE: To analyze the new material and techniques to teach verbs.	DURATION: 4 hours	RESPONSIBLE: Jairo Dota and Doris Nieves	PLACE: Auditorium
CONTENTS	EXPOSITOR	TIME	EVALUATION
Curriculum based on competences	Jairo Dota	2 hours	Questions and answers
BREAK TIME			
Analyzing the new material	Doris Nieves	2 hours	Panel
Ending the seminary	Team Teachers	15 min.	Deliver of Diploma



“Doesn't matter what you teach; but how to teach it is important!”

ABDON CALDERON MILITARY HIGH SCHOOL				
SESSION 1: DIDACTIC PLAN				
Subject: Induction to the Manual		Responsible: Doris Nieves & Jairo Dota		
Topic: The verb		Period: Two hours	Year: 2009	
COMPETENCES	OBJECTIVES	ACTIVITIES	RESOURCES	EVALUATION
Knowledge - Verb to be and present simple Abilities - Asks and answers questions - Initiates and maintains short conversation Value - Respect	- To exchange personal information -To talk about likes and dislikes - To make suggestions -To speak about rutinary activities	Previous knowledge: - Warm-up - Discussion Observation - Pair work : interview and report Conceptualization - Presentation - Inference Transference - Free practice - Drawing -Closing: share	- pictures - notepad - board - cardboards - color pencils	- oral performance - class participation

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<http://www.writingclasses.com/>

<http://www.creativityworkshop.com/>

<http://www.silverdragonstudio.com>

<http://www.questionpro.com>

<http://www.KaliMunro.com>

Doing Grammar by the Author Max Morenberg.

Mood, tense, voice, person and number

http://en.wikipedia.org/wiki/Conjugation_tables

Tenses of the English verb

English verbs, like those in many other western European languages, have more tenses than forms; tenses beyond the ones possible with the five forms listed above are formed with auxiliary verbs, as are the passive voice forms of these verbs. Important auxiliary verbs in English include *will*, used to form the future tense; *shall*, formerly used mainly for the future tense, but now used mainly for commands and directives; *be*, *have*, and *do*, which are used to form the supplementary tenses of the English verb, to add aspect to the actions they describe, or for negation.

http://en.wikipedia.org/wiki/English_verbs

In linguistics, the grammatical aspect of a verb defines the temporal flow (or lack thereof) in the described event or state. For example, in English

the difference between *I swim* and *I am swimming* is a difference of aspect.

http://en.wikipedia.org/wiki/Grammatical_aspect

The *third person singular* in regular verbs in English is distinguished by the suffix -s. In English spelling, this -s is added to the stem of the infinitive form: *run* → *runs*.

http://en.wikipedia.org/wiki/English_verbs

English Verb Conjugation and Inflectional Morphology

<http://www.scientificpsychic.com/verbs1.html>

Tense, person, number, voice, and mood are indicated through the inflected verb form, an auxiliary verb, or both.

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ANNEX 1

PRETEST AND POSTTEST

ABDON CALDERON HIGH SCHOOL

PRETEST

Name: _____

Date: _____

HOW MUCH DO YOU KNOW?

I. TRANSLATE INTO ENGLISH

1. ¿Has estado estudiando?

2. Michael había visitado a sus padres la semana pasada.

3. John no ha reparado el carro todavía.

4. Mis padres no han enviado el dinero.

5. Te he extrañado mucho.

II. MATCH EACH OF THE FOLLOWING EXPRESSIONS WITH THE CORRECT SITUATION.

She's terribly shy

He's extremely selfish

He isn't at all frightened

He's a quite a charming man

This is pretty difficult

It's rather warm in here



III. COMPLETE THE FOLLOWING LETTER WITH THE CORRECT FORMS OF THE VERBS.

Sterling Colorado
September 25 2008

Dear Mom and Dad,

I hope you (be) _____ well. I miss all of you, but I (enjoy) _____ every minute in Sterling.

High School here is quite different from Brazil. The classes (be) _____ much more informal, and the teachers too. Yesterday we (have) _____ a history class outside on the lawn. The students here (wear) _____ very casual clothing, and the girls aren't concerned about make-up and hairstyles at all. I'm a senior, so I (have) _____ extra privileges.

Last weekend Mr. and Mrs. Sandstead (drive) _____ me to the Rocky Mountains. It (be) _____ fall now, and the leaves on the trees (change) _____ color. I've never seen so many browns, oranges, reds, and yellows. I was used to the green colors in Brazil.

Willard Sandstead (be) _____ seventy-five years old but he behaves like a teenager. He (drive) _____ around in his 1964 model Chevrolet and (love) _____ to tell jokes. At first, I (not understand) _____ a word he (say) _____ but now he and I have great conversations. He told me all about his experiences in the Pacific during World War II.

Auriel (collect) _____ everything you can imagine, and things you can't even imagine. She also (make) _____ the most beautiful quilts. Auriel (be) _____ a teacher before and she helps me a lot with my English.

This (be) _____ all for now. Willard (call) _____ me. He wants me to listen to him playing the piano.

Love,
Raphael.

IV. ARE THE FOLLOWING FORMS OF THE IRREGULAR VERBS USED AS INFINITIVE, SIMPLE PAST AND/OR PAST PARTICIPLE?

1) **have** -

- Infinitive
- Simple Past
- Past participle

2) **went** -

- Infinitive
- Simple Past
- Past participle

3) **slept** -

- Infinitive
- Simple Past
- Past participle

4) **come** -

- Infinitive
- Simple Past
- Past participle

5) **do** -

- Infinitive
- Simple Past
- Past participle

6) **met** -

- Infinitive
- Simple Past
- Past participle

V. PUT IN THE MISSING FORMS OF THE VERBS.

Example: _____ - spoke - _____

Answer: **speak** - spoke - **spoken**

1) - went -

2) - - done

3) run - -

4) - stood -

5) see - -

6) - - come

7) have - -

8) - - lost

9) - read -

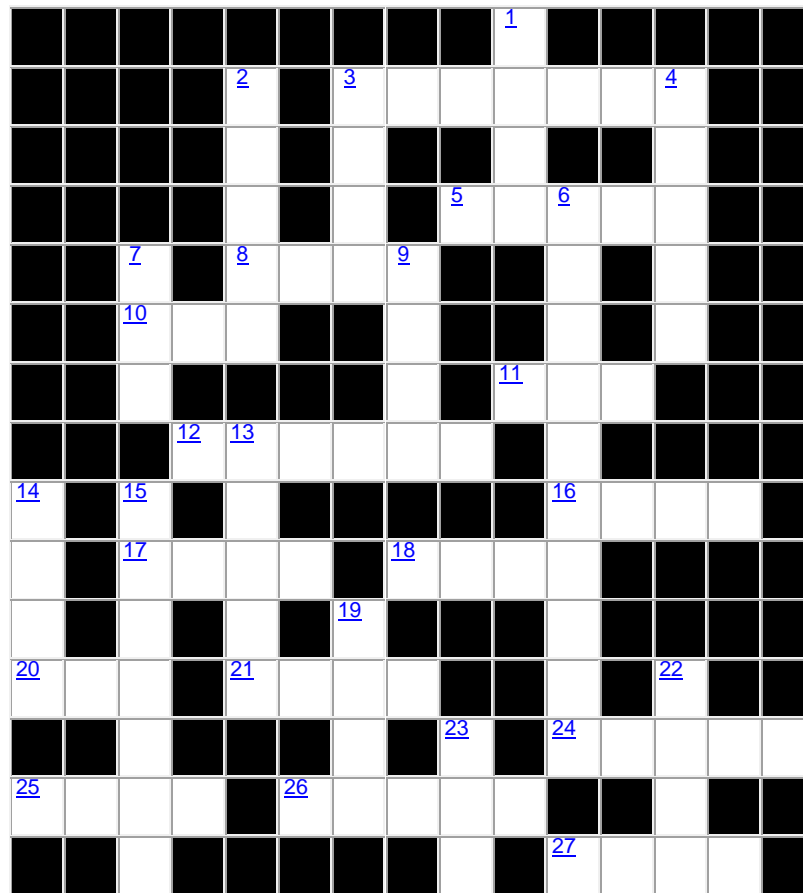
10) think - -

VI. WRITE THE FORMS OF THE FOLLOWING IRREGULAR VERBS INTO THE CORRECT COLUMN:

sink, rung, lain, flown, gone, eat, choose, shake, gave, hid

Infinitive	Simple Past	Past Participle
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

VII. COMPLETE THE CROSSWORD.



Across

- 3. past of to bring
- 5. past of to stick
- 8. past of to sing
- 10. past of to eat
- 11. past of to feed
- 12. past participle of to shake
- 16. past participle of to sell
- 17. past participle of to read
- 18. past of to leave
- 20. past of to meet
- 21. past of to draw.
- 24. past of to drink
- 25. past of to fly
- 26. past participle of to stand

- 27. past participle of to make

Down:

- 1. past of to hurt
- 2. past of to choose
- 3. past participle of to be
- 4. past participle of to take
- 6. past of to understand
- 7. past of to sit
- 9. past participle of to go
- 13. past of to hear
- 14. past participle of to swim
- 15. past participle of to write
- 19. past of to go
- 22. past of to pay
- 23. past of to win

VIII. FIND THE REGULAR VERB IN EACH LINE AND WRITE IT INTO THE GAP.

Example: say, lose, dance, sing - _____

Answer: say, lose, dance, sing – ***dance***.

- | | |
|--|---|
| 1) read, feel, play, see - <input type="text"/> | 6) watch, be, have, meet - <input type="text"/> |
| 2) listen, do, go, make - <input type="text"/> | 7) put, buy, cook, teach - <input type="text"/> |
| 3) know, help, say, think - <input type="text"/> | 8) catch, find, answer, lose - <input type="text"/> |
| 4) like, write, forget, eat - <input type="text"/> | 9) want, tell, win, sit - <input type="text"/> |
| 5) take, bring, cut, clean - <input type="text"/> | 10) sell, build, drink, open - <input type="text"/> |

IX. PUT IN THE MISSING PHRASES. DO NOT USE CONTRACTED FORMS OF THE AUXILIARY (HAVE/HAS).

Example: I sing - _____ - _____

Answer: I sing - ***I sang*** - ***I have sung***

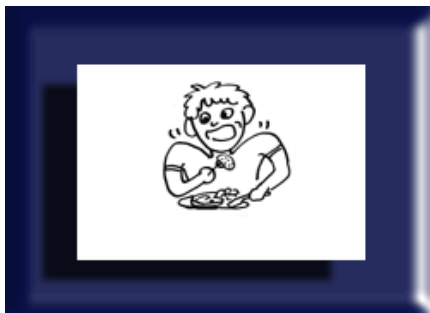
- 1) - I played -
- 2) - - she has listened
- 3) you work - -
- 4) - Andrew cleaned -
- 5) we count - -
- 6) - - I have helped
- 7) the brothers live - -
- 8) - - he has watched
- 9) - they started -
- 10) Susan looks - -

X. COMPLETE THE SENTENCES. USE SIMPLE PAST OR PRESENT PERFECT.

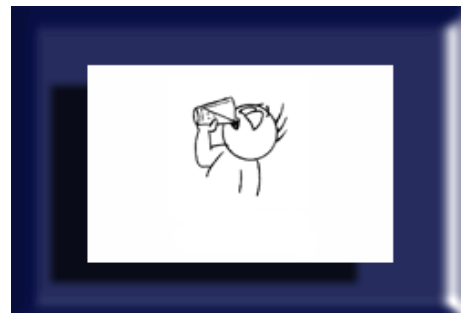
1. _____ you _____ to Europe? (be) Yes I _____ . I _____ (go) there last year.
2. Katherine _____ at the party yesterday (not, go) because she _____ tired. (be)
3. Charles _____ this film several times. (watch)
4. My parents _____ many interesting places. (know).
5. I _____ (have) a lot of tasks these days and I _____ them yet. (not, finish)

XII. CHOOSE THE CORRECT ANSWER. DO A CIRCLE IN THE CORRECT VERB.

1.



- eat sleep drink



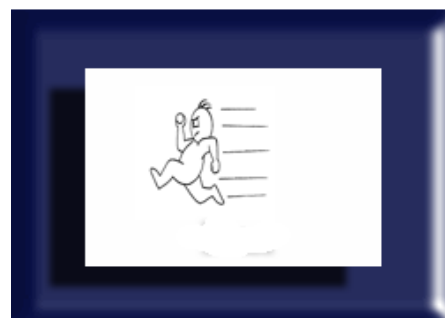
3. eat sleep drink

2.



- eat sleep drink

4.



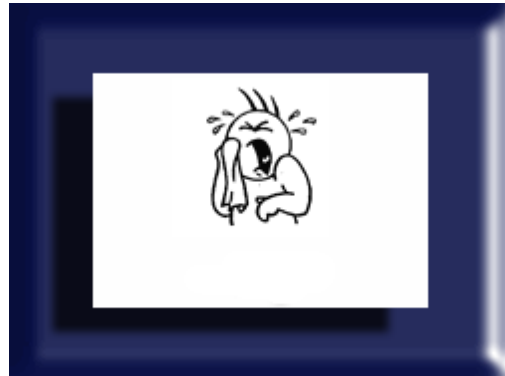
- run go come

5.



buy clean talk

8.



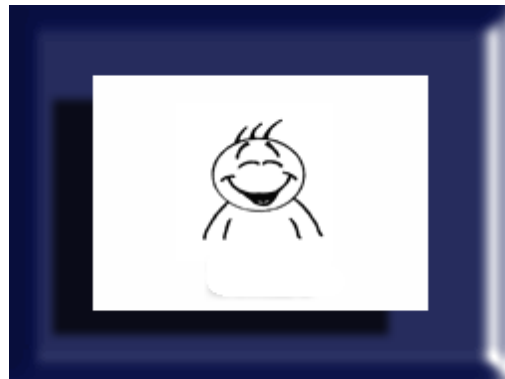
cry smile think

6.



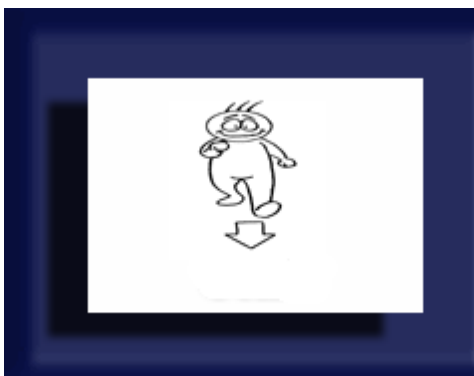
run go come

9.



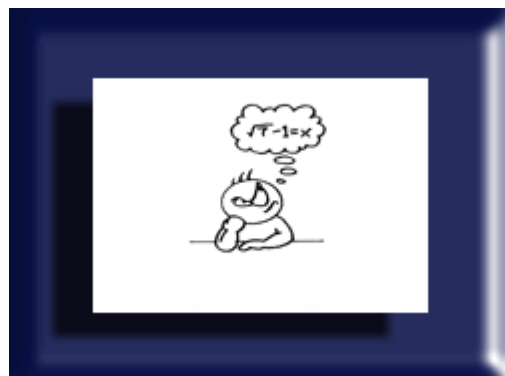
cry smile think

7.



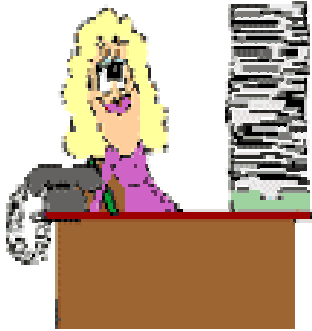
run go come

10.



cry smile think

XII. WRITE THE ACTIVITIES OF THE NEXT PICTURES:







XIII. WRITE ABOUT:

Your favorite holiday:

XIV. COMPLETE THE CONVERSATION WITH THE CORRECT FORM OF THE VERBS.

Let's talk about ourselves

1. Where _____ (be) your born?
2. When did you _____ (come) to the United States?
3. I _____ (be) born in Cuenca.
4. _____ (be) you single?
5. I _____ (come) here in 2008.

XV. WRITE A CONSEQUENCE FOR EACH POSSIBLE EVENT USING (WILL, MAY OR MIGHT)

Example: if I quit smoking, I might gain weight.

1. If she won the lottery

2. If he doesn't get enough sleep

3. If you move to a foreign country.

4. If they found a better job

XVI. COMPLETE THE SENTENCES WITH THE CORRECT WORD.

1. Tony doesn't mind _____ to work
(commuting/commute/commutes)

2. You're not interested in _____ problems
(solve/solving/to solve)

3. He doesn't like _____ on the phone (talks/talking/talk)

4. I enjoy _____ languages (learning/learn/learned)

5. I can't stand _____ coffee for my boss (making/make/made)

6. She hates _____ in meetings (sit/sits/sitting)

GOOD LUCK!

SCORE: 20

IT WAS A PLEASURE TO WORK WITH ALL OF YOU!

ABDON CALDERON HIGH SCHOOL

POSTTEST

Name: _____

Date: _____

HOW MUCH DO YOU KNOW?

I. USE THE CORRECT FORM OF THE VERB IN THE FOLLOWING TEXT. IN SOME CASES MORE THAN ONE FORM IS POSSIBLE.

The weather (to be) _____ awful in the country, so Detective. (to decide) _____ to come back sooner and to surprise Malcolm. When she (to arrive) _____ in his apartment she (to notice) _____ that the door was open. "That's strange", she (to drink) _____ "Malcolm never (to leave) _____ his door open". Detective. (to know) _____ immediately that someone (to break) _____ in. She (to talk) _____ into the living room and (to see) _____ two men looking through Malcolm's papers. Detective. recognized one of the men. She (to see) _____ him before, but she couldn't (to remember) _____ where. "Of course! He (to work) _____ with Malcolm in the police force. He was a sergeant. But what (to be) _____ he doing there? He must (to be) _____ on of Malone's people". Suddenly she (to understand) _____ everything. They (to be) _____ looking for the documents that Malcolm (to discover) _____ about Malone. She (to run) _____ into the bathroom and tried to lock the door, but the enormous man (to push) _____ it open. The last thing she (to remember) _____ was something hitting her head. When she regained consciousness, she (to be) _____ in the hospital. A nurse was smiling at her, and Malcolm (to have) _____ a worried look on his face.



II. FILL IN THE MISSING WORDS INTO THE GAPS.

<u>Infinitive</u>	<u>Simple Past</u>	<u>Past Participle</u>
<input type="text"/>	<u>Left</u>	<input type="text"/>
<input type="text"/>	<u>forgot</u>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<u>brought</u>
<input type="text"/>	<input type="text"/>	<u>heard</u>
<input type="text"/>	<u>Drew</u>	<input type="text"/>
<u>sing</u>	<input type="text"/>	<input type="text"/>
<input type="text"/>	Said	<input type="text"/>
<input type="text"/>	<input type="text"/>	<u>spoken</u>
<input type="text"/>	<u>Had</u>	<input type="text"/>
<u>tell</u>	<input type="text"/>	<input type="text"/>

III. PUT IN THE VERBS IN THE CORRECT FORMS.

Example: give - ____ - ____

Answer: give - ***gave*** - ***given***

1) go - -

6) stand - -

2) say - -

7) make - -

3) do - -

8) buy - -

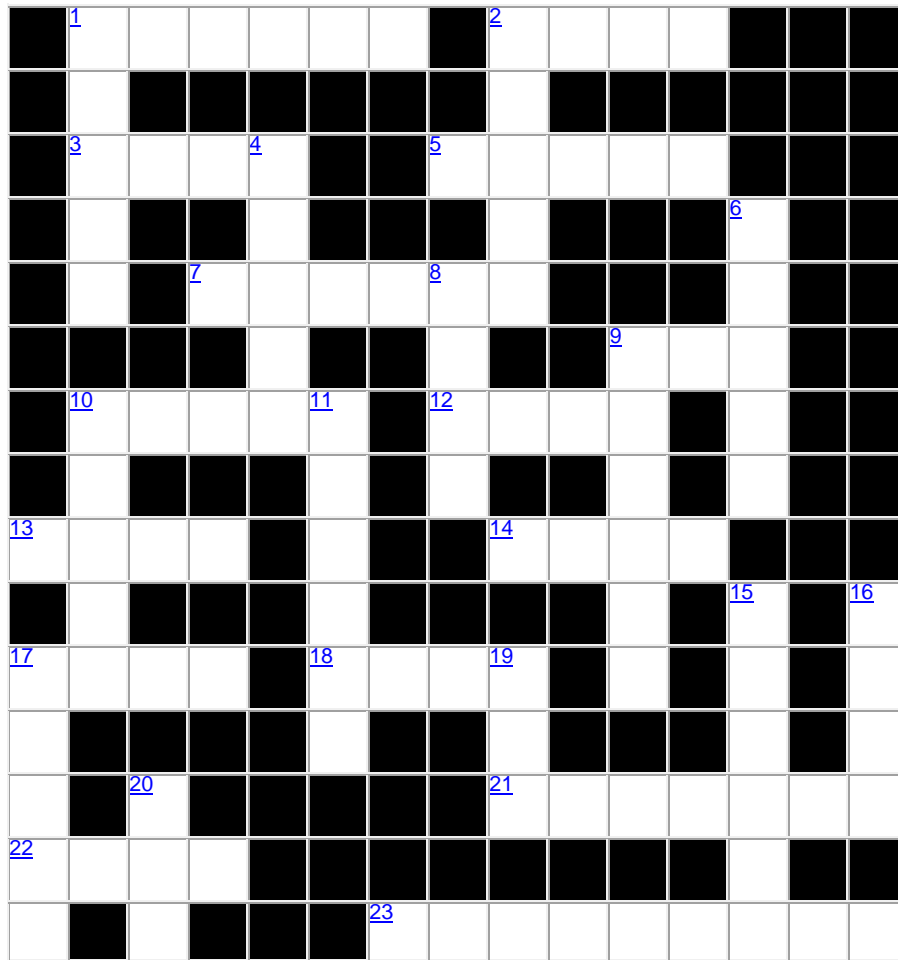
4) come - -

9) sit - -

5) have - -

10) swim - -

IV. COMPLETE THE CROSSWORD.



Across:

- 1. past participle of to ride
- 2. past of to say
- 3. past participle of to sink
- 5. past of to mean
- 7. past of to fight
- 9. past participle of to bet
- 10. past of to spend
- 12. infinitive of lost
- 13. infinitive of cost
- 14. infinitive of torn
- 17. past participle of to send
- 18. past of to hang

- 21. past of to think
- 22. infinitive of wore
- 23. past participle of to forget

Down:

- 1. past participle of to rise
- 2. past of to sleep
- 4. past participle of to know
- 6. infinitive of caught
- 8. past of to hold
- 9. past of to become
- 10. past of to shine
- 11. past participle of to teach
- 15. past of to buy
- 16. past of to feel

17. past participle of to show

20. past of to lie

19. past of to get

V. FILL IN THE MISSING WORDS INTO THE GAPS.

<u>Infinitive</u>	<u>Simple Past</u>	<u>Past Participle</u>
<input type="text"/>	<input type="text"/>	<u>bred</u>
stand up	<input type="text"/>	<input type="text"/>
<u>bet</u>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<u>burnt</u>
<input type="text"/>	<input type="text"/>	<u>sent</u>
<input type="text"/>	<u>drove</u>	<input type="text"/>
<input type="text"/>	<u>lost</u>	<input type="text"/>
<input type="text"/>	<u>sped</u>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<u>woven</u>
<input type="text"/>	<u>wore</u>	<input type="text"/>

VI. FIND THE REGULAR VERB IN EACH LINE AND WRITE IT INTO THE GAP.

Example: swim, collect, tear, rise - _____

Answer: swim, collect, tear, rise – **collect**

1) understand, drive, feed, check -

2) fly, plan, shake, begin -

3) hit, love, hurt, lead -

4) happen, run, pay, wear -

5) stick, grow, look, speak -

6) beat , send, leave , cry -

7) break, live, cost, hear -

8) lie, throw, shine, stop -

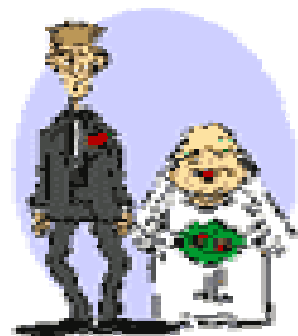
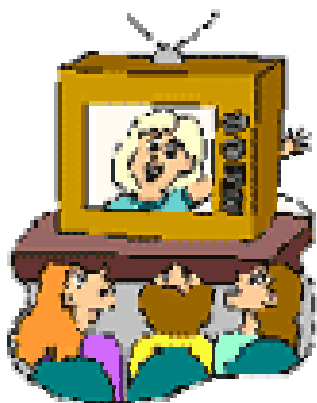
9) sink, mean, choose, borrow -

10) collect, freeze, ring, shut -

VII. COMPLETE THE SENTENCES WITH SIMPLE PAST OR PAST PROGRESSIVE

1. Paola _____ (work) when the phone _____ (ring).
2. What _____ you _____? (do) when Paul _____ (call).
3. While my mother _____ a shower (take) the maid _____ the house. (clean)
4. My brothers _____ football (play) when they _____ down. (fall)
5. Robert and Lisa _____ attention (not, pay) while the teacher _____ the lesson. (explain).

VIII. WRITE THE ACTIVITIES OF THE NEXT PICTURES:



IX. CHOOSE THE CORRECT ANSWER. DO A CIRCLE IN THE CORRECT VERB.

1.



wear walk write

3.



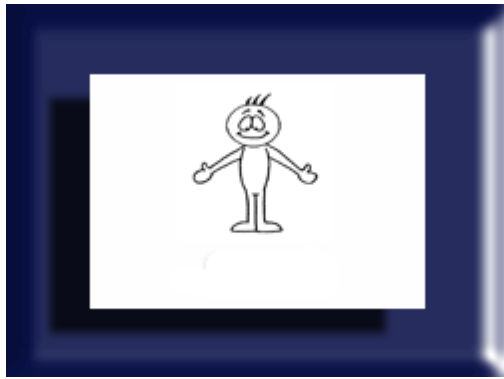
wear walk write

2.



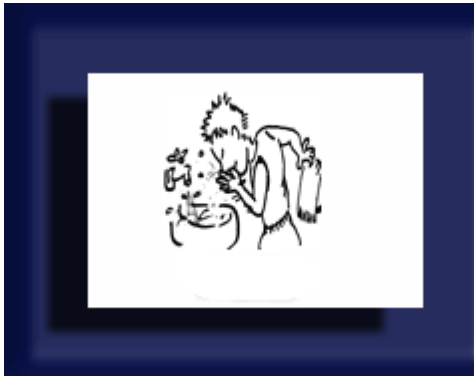
wear walk write

4.



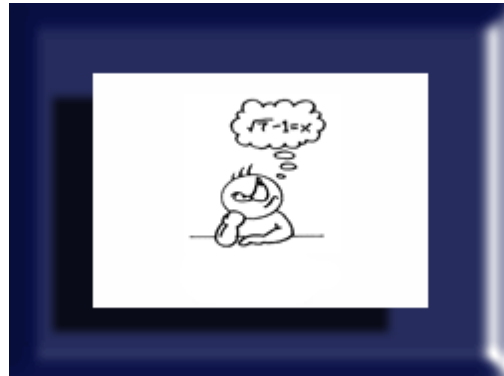
sit stand up sleep

5.



wash talk think

8.



wash talk think

6.



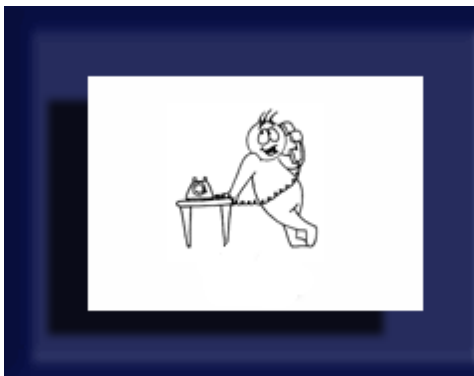
sit stand sleep

9.



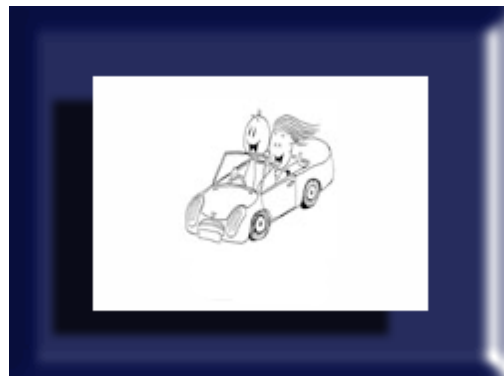
sit stand sleep

7.



wash talk think

10.



drive cook see

X. WRITE ABOUT:

WRITE AN EXCUSE BECAUSE YOU DIDN'T GO TO AN INVITATION TO EAT WITH A FRIEND.

XI. COMPLETE THE CONVERSATION WITH THE CORRECT FORM OF THE VERBS.

Let's talk about ourselves

1. What does he _____(do)?
2. Where _____(be) he from?
3. He _____ (be) from Quito.
4. He _____ (work) as a teacher in a high school.
5. Yes, I _____ (get) married here three years ago.

XII. COMPLETE THE SENTENCES WITH YOUR OWN INFORMATION

1. As a child, I used to climb trees _____.
2. Four years ago, I _____.
3. Nowadays, I _____.
4. Next year, I'm going to _____.
5. I'm thirty years, I will _____.

XIII. COMPLETE THE SENTENCES. USE THE CORRECT FORM OF THE WORD.

1. Nicolas Cage is a very _____actor (interesting/interested)
2. I find nature films _____ (fascinating/fascinated)

3. It's _____ they don't make any western these days (surprising/surprised)

4. I'm _____ with watching the soccer game (boring/bored)

5. I thought "Titanic" was an _____ movie (excited/exciting)

XIV. ANSWER THE QUESTIONS USING THE MODALS WOULD, MIGHT, OR COULD.

1. What would you do if you locked yourself out of your house?

2. What would you do if you saw someone shoplifting?

3. What would you do if you found \$100 in the street?

XV. WRITE YOUR OPINION ABOUT A MOVIE THAT YOU HAVE SEEN RECENTLY.

GOOD LUCK!

Score: 20 points

IT WAS A PLEASURE TO WORK WITH ALL OF YOU!

ANNEX 2

SUGGESTED MANUAL OF VERB- CONJUGATION