ARMY POLYTECHNIC SCHOOL
Department of Languages

APPLIED LINGUISTICS IN ENGLISH PROGRAM

Title

The influence of the number of students in the results of the teaching learning achievements, in the first term, School year 2007-2008 at F.A.E School

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APROVAL SHEET

We, Msc. Lilian Avalos and Lic. Marcos Morales Director and Co director are pleased to certified that the research project under the title: **The influence of the number of students in the results of the teaching learning achievements, in the first term, School year 2007-2008 at F.A.E School**, **developed by Amada Estrada Proaño, who has finished all the subjects in Applied Linguistics in English Program of the Army Polytechnic School, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized at the corresponding University instance.**

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Msc. Lilian Avalos   Lic. Marcos Morales
Director   Co-director

ACNOWLEDGMENTS

To the Army Polytechnic School, professors special mention to my advisors as well as to Maria Teresa LLumiquinga y Maria Eugenia Arcos, and Renan Perez who always give to me their support and friendliness during all the time that I had departed to the Army Polytechnic School.

DEDICATION

To my beloved husband Juan who is always my support; to my sons Juan Francisco, Hugo and Omar who are my inspiration for all my actions and also to my parents who always give me their love and confidence.

ARMY POLYTECHNIC SCHOOL

APPLIED LINGUISTICS MAJOR

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RESEARCH PROBLEM

1.1. Problem identification.

As in most of Ecuadorian schools, the excessive number of students, prearranged by Authorities for each class, produces fewer opportunities to practice.

 In the Fuerza Aerea Ecuadoriana School, there are more than thirty five students per class, the class periods are seven per week, and the class time is forty minutes each one, so in this situation, it is very difficult to grasp the attention and to get an accurately oral production in a totally way.

1.2. Problem setting

In the seventh year of basic education there are five sections, divided in A, B, C, D and E, the major problem is in the seven grades "A" and "B", in which most of students does not have the pre- requirements for continuing the English Program. That is because they had not gotten good results the previous years.

In this group there are thirty six students, as well, is difficult to interact with the majority of the group, in the class period, the discussion is how to improve the teaching learning development, in order to get a meaningful learning, and of course a better oral production .

1.3. Variables working out

INDEPENDENT VARIABLE	The number of students
DEPENDENT VARIABLE	Low scores of the students

1.4. OBJECTIVES

1.4.1. **General**

To apply better strategies for teaching oral and written communication to students, of the seventh grades at F.A.E. School.

1.4.2**. Specific**

To discern appropriate strategies, in regard to the proper development and good performance in oral and written production.

To recommend to the Authorities the formation of an area in which the process of English learning, will include multi-media resources to include: TV. Computer, the internet, and in focus, in order to improve the practice the new language

Justification

It is not necessary to be a scientist or a poet laureate to know that teaching a large class is very different set of challenges than the typical class, because the management of the paperwork, handing out, collecting and recording test and other assignments, management of the distractions late arrivals, etc.

Another problem is the difficulty to learn names of all students, difficulty in varying activities and of course de diverse background and preparation of the students.

Studies confirm that students remember less than 20 percent of what is taught just two weeks after the class is over. So it is very important to state in each school strategies to develop in a better way in order to produce the development of skills required for getting communicative competence.

The introduction of the English Language to a group in which environment does not have any connection with the new language, teachers can abroad the problems with the lack of technology, or a poor technology it deals with no access to a better opportunities to continuing practice what the students had learned in class.

Being English Language the most widespread spoken in the world, it is necessary to introduce the knowledge, in a funny and attractive way so that the students enjoy the learning, that means to connect the attention in order to go on with the practice, that is in home to create an amazing way to send home works that produces enjoyment not unpleasant feelings.

The big deal is how to establish a connection with the rules and the acquisition of new words, my proposal is to teach English through games that is, to develop instruments that grasp the student's attention, as well, better oral production according the beginner level, in the seventh grades, at F.A.E. School.

1.6. Hypothesis system

1.6.1. Working **Hypothesis**

The influence of the number of students will produce bad results in the teaching learning achievements, of the seventh grades A and B during the first term, School year 2007-2008 at F.A.E School

1.6.2. Null **Hypothesis**

The influence of the number of students will produce good results in the teaching learning achievements, in the first term, School year 2007-2008 at F.A.E School

1.6.3. Alternative **Hypothesis**

Possibly will the division in class work groups through the application of better strategies, will produce fluently oral communication in students, of the seventh grades "A" and "B" at F.A.E School?

THEORETICAL FRAME

2.1 The most important theories and methodologies.

2.1.1 Theories of Learning

There is a lot of evidence, both behavioural and brain based, that clearly indicates earlier is better for language learning, people who learn later (after 5-7 for second language learning) have significant and enduring deficits in the grammar and phonology of the late learned language. The brain systems associated with grammar and phonology for the second language does not look normal. This is quite parallel with the development of the visual system where early visual input is also necessary for normal behavioural and neural development.

Now it is also interesting that other aspects of language, like vocabulary learning, can go on quite normally throughout life! These are different brain systems that appear to retain flexibility forever. But without the grammar one is functionally illiterate for example.

This also applies to first language learning and is very relevant to issues of education of the deaf. Many deaf people are not allowed to learn a signed language. In America many educators tell parents they should not allow the child to sign "because it will serve as a crutch and impede their acquisition of spoken language". This has been shown to be false. Deaf kids who learn ASL early actually do better on learning English because they have a language (ASL) which they can then use to learn written English. So, many deaf people in fact do not learn any language at all until they meet other deaf people who will teach those sign.

 Learning by association. One of the first modern theories of learning is learning by association. For example, a baby is uncomfortable and begins to

cry. The mother picks the baby up to comfort it. The baby learns to associate crying with being picked up and will therefore cry whenever it wants to be picked up even if there is no discomfort. This is called learning by stimulus-response (S-R) association. The sight of the mother is called the stimulus, the crying is called the response, and the act of picking the child up is called the reward, or the reinforcement. It is the reward that makes the baby learns to use crying.

The phenomenon of conditioning is a form of learning by association. It was discovered by Russian physiologist Ivan Pavlov. He found that dogs formed saliva in their mouths in response to a bell that had previously been rung each time they got food. This is an example of S-R learning with positive reinforcement (the food). An example of negative reinforcement would be if a dog that is uncomfortably hot learned to press a button that could turn the heat off. In learning by punishment, the third type of S-R learning, the response decreases because it is followed by an unpleasant event. For example, if the mother got exasperated with the baby's demands to be picked up and scolded her every time she cried, the crying (response) would decrease because it is followed by an unpleasant event.

[1]**Cognitive learning**. Some theorists insist that learning takes place by organizing one's perceptions in certain useful ways. In a famous demonstration of learning by insight, the German-American psychologist Wolfgang Kohler showed that chimpanzees fit several sticks together in a makeshift pole to obtain food that was otherwise out of reach. Their behavior suggested a sudden understanding of how to solve the problem rather than achieving their goal by trial and error.

For a long time there were two separate schools of learning, the association's emphasis on S-R and trial and error, and the cognitive emphasis on reasoning

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[1]Excerpted from *Compton's Interactive Encyclopedia*. Copyright © 1994, 1995 Compton's NewMedia, Inc.

and problem solving. Learning theorists today believe that both kinds of learning are used. It is not known how many species learn by cognition.

Memory and Motivation

One learns that a burning candle is hot by feeling the heat. The ability of the brain to register the notion of heat, remember it, and later recall it means that a specific piece of information has been learned. Memory, therefore, is essential to learning.

Learning is a selective process. Far more is perceived than remembered; otherwise the mind would be a storehouse of miscellaneous, unsorted data. There appear to be three levels of memory: immediate, short-term, and long-term. Immediate memory lasts no more than a couple of seconds, the time it takes for a sensory impression to register. Short-term memory is a matter of seconds or minutes: One looks up a phone number in the directory and makes a call; by the time the call is completed, the number has normally been forgotten. Long-term memory can last a lifetime, but some experts believe that information may be lost through disuse or may become flawed through reinterpretation.

Information often is transferred from short-term to long-term memory. One way this is done is by repetition and rehearsal, much the way an actor might memorize his or her lines from a script. Novel or vivid experiences seem to be more readily shifted to long-term memory. Other means of transfer are by the association of an unfamiliar name or fact with something that is already known, or grouping things together so that fewer facts at a time need to be absorbed. Many strategies are taught for improving memory, and most people develop their own devices.

Where memory does takes place and how it is stored? This question cannot yet be answered. Some studies of brain-damaged people are giving a few clues to brain physiologists, and sophisticated new tools are becoming available, but a

great deal more has to be learned about how the brain functions before this veil of deep mystery is lifted.

2.1.2 COMMON TEACHING METHODS

The Communicative Language Teaching Approach

There are many teaching methods, but they were influenced or gave birth to new methods in a set that could only be described as opposition between adversary methods or constant passing fashion in the practical theory fundamental foreign language teaching.

Finally, by the mid-eighties or so, the industry was rising in its growth and moving towards the concept of a broad approach to language teaching that include various methods, motivations for learning English, types of teachers and the requirements of individual classrooms and students themselves. It would be just to say that if there is any one umbrella approach to language teaching that has become the accepted standard in this field, it would have to be the Communicative Language Teaching Approach. This is also known as CLT.

In advance of grammatical discourse elements in communication, we are probing the nature of social, cultural, and practical characteristics of language.

Students are equipping it tools for generating unprepared language performance out there, when they leave off the classrooms. It is concerned with how to facilitate lifelong language learning among the students real life situations, not just with the immediate classroom assignment. Learners are seen as partners in a cooperative course of action. And the classroom practices seek to draw on no matter what basically ignite learner to reach their totally potential.

CLT is a common advance, and can seem non-specific at times in terms of how to actually go about using practices in the classroom in any sort of systematic way. There are many interpretations of what CLT actually means and involves. [2]

The Counselling-Learning educational model was also applied to language learning, and in this form it became known as Community Language Learning. Based on most of the principles above, and seeks to encourage teachers to see their students as entire persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced.

Students typically sit in a circle, with the teacher as counsellor outside the ring. They use their first language to develop an interpersonal relationship based on trust with the other students. When a student wants to say something, they first say it in their native language, which the teacher then translates back to them using the target language. The student then attempts to repeat the English used by the teacher, and then a student can respond using the same process. This technique is used over a considerable period of time, until students are able to apply words in the new language without translation, gradually moving from a situation of dependence on the teacher-counsellor to a state of independence.

SUGGESTOPEDIA

Another Method is called Suggestopedia his introducer was Georgi Lozanov who claims that the conflict that students in nature set up psychological obstacles to learning are based on fears that they will be unable to carry out and are incomplete in terms of their capability to learn. Lozanov believed that learners may have been using only 5 to 10 percent of their mental capacity, and

[2] ERES. COPYRIGHT 2007 English Raven Educational services/onlinenglish.net 937 Teacher Recourses Sites.

that the mind could process and maintain much more material if given best environment for learning. Based on psychological investigate on telepathic sensitivity, Lozanov began to increase a language learning method that determined on "desuggestion" of the limitations learners think they have, and providing the sort of relaxed state of mind that would facilitate the retention of material to its maximum potential. This method became known as Suggestopedia the name reflecting the request of the control of "(de)suggestion" to the field of pedagogy.

One of the most unique characteristics of the method was the use of soft Baroque music during the learning process. Baroque music has a specific rhythm and a pattern of 60 beats per minute, and Lozanov believed it created a level of relaxed concentration that facilitated the intake and retention of huge quantities of material. This increase in learning potential was put down to the increase in alpha brain waves and decrease in blood pressure and heart rate that resulted from listening to Baroque music. Another aspect that differed from other methods to date was the use of soft comfortable chairs and dim lighting in the classroom

Other qualities of Suggestopedia were the open-handed above of complete control and authority to the teacher and the encouragement of learners to act as ridiculously as possible, often even assuming names and characters in the target language. All of these principles in arrangement were seen to make the students disposed, and as a result to be able to employ their highest mental potential to take in and maintain new material.

TOTAL PHYSICAL RESPONSE

This approach became known as the Series Method, involving direct conceptual teaching of language using series of inter-connected sentences that are simple and easy to perceive, because the language being used can be directly related to whatever the speaker is doing at the immediate time of utterance   His

thinking was well ahead of his time, and the Series Method became swamped in the enthusiasm surrounding the other new approach at the time in the form of the Direct Method.

One principal purpose Asher's TPR style was that education required is becoming more enjoyable and less stressful. Asher contemplation was that a natural way to complete this was to do again the normal way children learn their native language, most notably through facilitating an appropriate "listening" and "comprehension" period, and encourage learners to answer using right-brain motor skills relatively than left-brain language "processing".[3]

THE NATURAL APPROACH

Stephen Krashen and Tracy Terrell built-up the Natural Approach in the early eighties based on Krashen's theories about second language acquisition. The approach joint a lot in widespread with Asher's Total Physical Response method in terms of supporter the need for a silent phase, waiting for spoken production to "emerge" of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of language "acquisition" as opposed to language handing out, and there needs to be a considerable amount of graspable input from the teacher. Meaning is considered as the essence of language and vocabulary not grammar)is the heart of language.

As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. It has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the target language as part of the language learning process. In early stages, students are not corrected

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[3] Larsen-Freeman, Techniques and Principles in Language Teaching (1986:118-120)

during oral production, as the teacher is focusing on meaning rather than form unless the error is so drastic that it actually hinders meaning.

Communicative activities prevail throughout a language course employing the Natural Approach, focusing on a wide range of activities including games, role plays, dialogs, group work and discussions. There are three generic stages identified in the approach:

 Preproduction - developing listening skills;

Early Production - students struggle with the language and make many errors which are corrected based on content and not structure, Extending Production - promoting fluency through a variety of more challenging activities.

Krashen's theories and the Natural approach have received plenty of criticism, particularly orientated around the recommendation of a silent period that is ended when students feel prepared to appear into oral production, and the idea of understandable input. Critics point out those students will become known at different times or perhaps not at all, and it is hard to determine which forms of language input will be "comprehensible" to the students.

 These factors can produce a classroom that is basically very easier said than done to manage unless the teacher is highly skilled. Still, this was the first attempt at creating an expansive and overall advance rather than a specific process, and the Natural Approach led naturally into the generally accepted norm for effective language teaching

Grammar Translation Method

It is a dull, dry, and ineffective teaching method completely devoid of theoretical justification. The method has its roots in the teaching of Latin. The method focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations. Its focus is on accuracy and not

fluency emphasis is on form and not on meaning. Paragraphs are dissected for form, while students and teacher could care less if the paragraph actually has anything worth saying. Another problem with this method is that most of the teaching is done through explanation in the learner's first language.

Much scholarship has been spent on debunking this form of teaching. Sadly, it is still in use in some parts of Asia. It has produced generations of students who could trip up native-speaking teachers on questions of grammar, yet couldn't engage in simple conversations.

However, no method should be entirely discarded. Some have claimed that aspects of this method are useful in teaching writing.

According to the methods described here it is necessary to mention some techniques that include these approaches[4]

Lecture

Strengths:
- presents factual material in direct, logical manner
- contains experience which inspires
- stimulates thinking to open discussion
- Useful for large groups

Limitations:
- Experts are not always good teachers
- Audience is passive
- Learning is difficult to gauge
- Communication in one way

Preparation:

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[4] East Bay Aids Education Training Center revised from 1989. by Pat McCarthy 1992

- needs clear introduction and summary
- needs time and content limit to be effective
- should include examples, anecdotes

Lecture With Discussion

Strengths:
- involves audience at least after the lecture
- audience can question, clarify & challenge

Limitations:
- time may limit discussion period
- quality is limited to quality of questions and discussion

Preparation:
- requires that questions be prepared prior to discussion

Panel of Experts

Strengths:
- allows experts to present different opinions
- can provoke better discussion than a one person discussion
- frequent change of speaker keeps attention from lagging

Limitations:
- experts may not be good speakers
- personalities may overshadow content
- subject may not be in logical order

Preparation:
- facilitator coordinates focus of panel, introduces and summarizes
- briefs panel

Brainstorming

Strengths:

- listening exercise that allows creative thinking for new ideas

- encourages full participation because all ideas equally recorded

- draws on group's knowledge and experience

- spirit of congeniality is created

- one idea can spark off other ideas

Limitations:

- can be unfocused

- needs to be limited to 5 - 7 minutes

- people may have difficulty getting away from known reality

- if not facilitated well, criticism and evaluation may occur

Preparation:

- facilitator selects issue

- must have some ideas if group needs to be stimulated

Videotapes

Strengths:

- entertaining way of teaching content and raising issues

- keep group's attention

- looks professional

- stimulates discussion

Limitations:

- can raise too many issues to have a focused discussion

- discussion may not have full participation

- only as effective as following discussion

Preparation:
- need to set up equipment
- effective only if facilitator prepares questions to discuss after the show

Class Discussion

Strengths :
- pools ideas and experiences from group
- effective after a presentation, film or experience that needs to be analyzed - allows everyone to participate in an active process

Limitations:
- not practical with more that 20 people
- few people can dominate
- others may not participate
- is time consuming
- can get off the track

Preparation:
- requires careful planning by facilitator to guide discussion

- requires question outline

Small Group Discussion

Strengths:
- allows participation of everyone
- people often more comfortable in small groups
- can reach group consensus

Limitations:

- needs careful thought as to purpose of group

- groups may get side tracked

Preparation:

- needs to prepare specific tasks or questions for group to answer

Role Playing

Strengths:

- introduces problem situation dramatically

- provides opportunity for people to assume roles of others and thus appreciate another point of view

- allows for exploration of solutions

- provides opportunity to practice skills

Limitations:

- people may be too self-conscious

- not appropriate for large groups

- people may feel threatened

Preparation:

- trainer has to define problem situation and roles clearly

- trainer must give very clear instructions

Report-Back Sessions

Strengths :

- allows for large group discussion of role plays, case studies, and small group exercise

- gives people a chance to reflect on experience

- each group takes responsibility for its operation

Limitations:

- can be repetitive if each small group says the same thing

Preparation:

- trainer has to prepare questions for groups to discuss

Worksheets/Surveys

Strengths:

- allows people to thing for themselves without being influences by others
- individual thoughts can then be shared in large group

Limitations:

- can be used only for short period of time

Preparation:

- facilitator has to prepare handouts

Index Card Exercise

Strengths :

- opportunity to explore difficult and complex issues

Limitations:

- people may not do exercise

Preparation:

- facilitator must prepare questions

Guest Speaker

Strengths

- personalizes topic

- breaks down audience's stereotypes

Limitations:

- may not be a good speaker

Preparation:

- contact speakers and coordinate

- introduce speaker appropriately

Values Clarification Exercise

Strengths

- opportunity to explore values and beliefs

- allows people to discuss values in a safe environment

- gives structure to discussion

Limitations

- people may not be honest

- people may be too self-conscious

Preparation:

- facilitator must carefully prepare exercise

- must give clear instructions

- facilitator must prepare discussion questions

Adapting the learning experience for inclusion may be more effective and sustainable than adapting the resource.

• Good practice is typically about variety of approach, flexibility, adaptability, innovation and responsiveness to learners. These are traditional teaching skills.

• By considering the benefits of different types of experience to different learners, reflecting on accessibility should encourage diversity of learning experiences rather than monotonous convergence to 'lowest common denominators of accessibility'.

• The guiding questions should be 'who will this benefit?' and 'what can I do for those who will be excluded by this?' If a resource adds value to some of your learners and excludes none of your learners then there is no reason not to use it. You do, however, need to cultivate the awareness of what you might do if future learner cohorts included some who were unable to access that resource.

2.1.3 Accessibility in Everyday Practice

The information above suggests the concept of 'accessibility for all' is a misnomer. However, with certain best practice techniques lecturers can make materials more accessible for more people. For instance, within both Microsoft Word and Microsoft® PowerPoint, two of the most commonly used technologies in English Studies; there are basic accessibility features which can be easily implemented.

2.1.4 Teaching to large groups

Teaching to large class effectively is hard work, but it's possible to do it even if you're not a big-league performer. If you make the needed logistical activities far enough in progress, offer a lot of dynamic learning experiences in the classroom as an alternative of relying on immediately lecturing, and take filled improvement of the power of teams in in-class and out-of-class work, large classes can come close to being as educationally rewarding as small classes.

The teacher's satisfaction may be even greater in the large classes: after all, many professors can teach 15 students effectively, but when you do it with 100 or more you know you've really proficient rather.

Teaching a large class is a variety series of trial than we every day face in our classes. If we were to pull together ten teachers who teach large classes in very different disciplines, or a hundred across the country, they are likely to list many of the same types of challenges.

Teaching large classes is a major duty. It requires academic proficiency, managerial aptitude, the will to with determination put into practice tactics, and the talent for make up smartly. The major problems we have to face up are:

Background and preparation of the students are very different   apparent generalization of the students: difficulty of learning names, of taking attendance, of getting students to come to class, of getting students to participate in class, of getting students to do assignments in a timely manner.

Control of distractions: talking, late arrivals, early departures and also Management of the paperwork: handing out, collecting, and recording tests and other assignments, make-up work; Lack of flexibility in class activities: difficulty in varying activities, in doing group work, in enhancing critical thinking and writing skill.

Students in large classes are also experiencing significant challenges to their learning, especially if they are new to the school experience. They are advocated to:

Unknown what is relevant or important information. Indecision in asking questions or in other manners which indicate a lack of knowledge. Uncertainty in appearing "smart" to their peers .Apparent anonymity which allows them to carry out authority and to make limitations.

So what can us as teachers do to meet these formidable challenges and still keep our good sense? Is a formulation of strategies and procedures that have been developed and or adopted by teachers, we have to decide which ones are likely to work effectively.

Teaching larger class is a big challenge and as teachers we have to find the best recourses according with the environment class, so that the students can actively engaged effectively and efficiently as possible.

2.1.5 Large groups Atmosphere

When teachers face up a very different kind of background students, is one of the main problems to be solved, because all of them come from the most variety of behaviours that deal with economic, migration, habits and conduct problems.

Also the preparation differs one from another because when the larger group, consequently the growth is very confusing is like a melting pot where all the cultures are mixing together, specially when the parents aren't at home the students are in charge of their grandparents or some other parent.

Culture is sometimes at the root learning how to communicate people discover historical practice and the ways in which several cultural groups have connected to each other is input to opening means for process of message. Be suitable extra awake of cultural differences, as well as searching cultural similarities, can help you communicate with others more successfully.

It is important to mention some of the relevant factors that can be taken account by the teaching in order to be familiar with then and then apply the best choice:

1. Ethnocentrism: incapability to recognize one more culture's world view; "my mode is the greatest."

2. Discrimination: degree of difference behavior of a human being owing to marginal grade; real and apparent; e.g., "we immediately aren't prepared to serve up people similar to that."

3. Stereotyping: taking a large view regarding someone while ignoring being there of person differentiation; e.g., "he's like that because he's Chinese– all Chinese are nonverbal."

4. Cultural Blindness: differentiation are unobserved and one income as however differences did not be; e.g., "there's no required to be anxious about a people background – if you're a receptive teacher, you do okay."

5. Cultural Imposition: trust that everybody must conform to the greater part; e.g., "we are familiar with what's superlative for you, if you don't want it you can go to another place."

As a result of the difference cultural background of the child and the teacher vary widely, the teacher may decode the message which will be passing on, in an effective way.

Malnutrition crowding, excessive noise, premature autonomy and similar environment problems will impair any student from other any background, Yet no claim that other children come from disorganized families and creates an unwarranted stereotype Rather than attribute the difficulty to the minority status of parents, it would be far more accurate to link such environments to economic poverty rather than ethnicity.

The results show us that one major factor is the difference in educational treatment, not in the children themselves, Minority children tend to receive less, they can not understand in the same way that the others they may enter to the

first grade, they stay behind in school all the grades longer the further behind they fall, in other words the school experience itself, does not produce growth.

What this means is that any differences between students in school performance are most likely nor due to specific or inborn, cultural differences, Characteristics that minority students are supposed to posses, such us a short attention span, hyperactivity and verbal deficits, are simply stereotypes.

Instead of differences teacher must awake of the result of social conditions, and the motivational patterns, teacher will need to become particularly sensitive to the motivation issue.

Motivation is about how children think and feel. "It is their self-confidence, their belief in themselves, their attitude to life – be it positive or negative. It is how they feel about the future and how they react to the past.

To empower and motivate students, teacher can be an authentic, positive and smiling person. Teacher develops a positive mental attitude. Teacher must be easygoing, genial, friendly, patient, tolerant and open minded. Teacher will make children feel comfortable being around you.

Teachers must convey the students to:

- Choose To Be Happy

- The only source of happiness – and unhappiness – comes from inside yourself.

- Happiness is not a little that comes to you. It is something you make now, today. It is how you react to what happens to you. It is your attitude. When you adopt a positive attitude, life becomes a rewarding adventure instead of something to get through

- Happiness quotation marks

- "Happiness is a butterfly, which, when pursued, is always just beyond your grasp, but which, if you will sit down quietly, may alight upon you." – Nathaniel Hawthorne.

- Positive Emotions Are the Key To Life

- Positive emotional energy is the key to health, happiness and wellbeing. The more positive you are, the better your life will be in every area

- Don't spotlight on the Problem, centre on Solution

- You can develop into a positive academic simply by centring on solutions, not the problems. Just be reminiscent yourself that "there are no problems – only opportunities."

- Positive Thinking

- Changing our viewpoint is the answer to result success in apparent failure. "Positive thinking has sometimes gotten a bad rap as being impractical, but research has found that we can indeed live happier, healthier, and more successful lives if we can learn to discover opportunities in problems."

Appropriate to positive thinking, problems will become merely challenging opportunities that you can turn to your advantage. They provide opportunities for personal growth and can stimulate your creativity for finding better ways to live.

2.1.6 Sending Homework to large class

All process requires practice in order to get know-how in the appropriation of the knowledge then apply it, so one of the important mechanisms is to develop each skill gradually. So the homework must pick up one specific skill and focus on it.

A very good oriented task can develops reciprocity and cooperation among students, because they look for help each other encourages contact between students and faculty, encourages active learning, gives prompt feedback.

To give emphasis to time on task, that means less can be more, communicates high expectations, and respects diverse talents and ways of learning.

Another important factor to be registered is the parents involvement so they must cooperate with the guidance but not helping to do the task, the major part of the parents has many difficulties to help their children with homework, but the real tasks is how to get confidence to the parents to develop the following tips.

Set appropriate time for rest and for work

Encourage independence for doing the task, ad take every option to build up the children's self-stem. As a parent role they must get involved to put up and continue your child's self-esteem. Most of the children often get the message that they are not smart or capable, when they didn't obtain affective feelings.

Learning is a difficult process especially when children start to do it with a kind of problems, and continues to move violently with poor learning skills in the upper elementary grades. If they don get the appropriate feedback that homework are made to do it better.   Perhaps the difficulty can't seem to get it, and so he has been tested and affirmed, but child faces a continuing cycle of

school failure in each grade, you can see the erosion of his self-esteem and confidence.

All the children need to recognize that they have strengths as well as weaknesses. Parents and children need to be converted into the experts on how the child learns best. Then, their strengths should be valued and prized by parents, teachers, peers and themselves.

First of all is how to recognize the child's strengths, it is to identify her Personal Learning Style, so   again the society in general is concerned with beliefs and values on the basis of which people understand experiences and act, on your own and in a group. Generally share common experiences that shape the way you understand the world. And that depend on the students performance at school.

The world is changing so quickly that by the time we learn a little, it has a lot transformed in a number of method, or form.

In learning, children and parents want things fast, but they don't have time to study. Easy information from people who have done simple things and accomplish large results makes this prompt event handier.

2.1.7 Learn from Feedback

To build high-quality use of feedback, become aware of it in all its forms. Put all feedback in an interest outline: how can it be used to stay away from failures, or to do again achievement.

Children with diverse backgrounds, each one will have one useful thing; sometimes child won't give you honest feedback because they're afraid. In this case, camouflage them, or get reaction from other font.

There are three Types of Feedback:

- Positive: applies to situations where a child did a good work may consist of a simple congratulate, but even more strongly emphasizing if it is in particular show up why or how that child did a good work.

- Constructive: Things to see how a child could do better next time; needs to be carry with sensitivity. Centre on clear facts, not supposed behaviour.

- Negative: Explain apparent pessimistic actions, without offer a signal - is fundamentally unhelpful and is only used, regularly by misfortune, to conclude dealings.

2.1.8 Body Language – Your Emotional Feedback

Body language respond to and make assumptions about when they connecting with you. And more often than not, you're not consciously thinking about it. Non-verbal behaviour also differs across cultures (such as the 'ok' finger O), although the six major emotions (anger, fear, disgust, sadness, happiness and surprise) are common across the world.

For example, al the people might use a wave their hand rather than saying "hello", or nod his or her head in agreement, which means "yes" or "okay." These signals can be very useful in the classroom because they are a quick way to convey opinions and ideas with no need to talk or write down this gestures or actions of the head, hands, arms, and legs can be used to express explicit communication that has linguistic version.

Body language is important parts of communication which can make up 50% or added of what we are replace a few words. If you wish to communicate well, make your body talks

2.1.9 The predisposition to Translation

The words of one language seldom mean the same as the words of another. Take the Russian "*Ja govorila.*" It can be translated into English as "I said." But the meanings are not exactly the same. The verb *govorila* tells a Russian speaker that "I" is a female. It also tells her she spoke more than once or that she hadn't finished speaking. Neither of these meanings is carried by the English words. Still the same word may not have the same meanings. English borrowed *sputnik* from Russian. It means "artificial satellite." But in Russian, the word also means "fellow-traveler" and "guide." So *sputnik* the English word does not mean the same as *sputnik* the Russian word.

Always a transformation is, at best, something like. It tries to transfer meanings from one language to another. But different words and different mechanics of language must be used. Take the Japanese *"Musukosan wa hebi wo tabemashita."* Word by word it reads, "Your son + *wa* + snake + *wo* + ate." But that's not a translation. *Wa* and *wo* have no dictionary meaning, only grammatical meaning *wa* comes after a subject, *wo* after a direct object. So *wa* and *wo* are dropped in translation. Thus, "Your son snake ate." But in English the direct object (snake) follows the verb (ate). So the words must be switched around to read "Your son ate snake." That's not comfortable English, though. Japanese has no word for *a,* so it must be added. The result is "Your son ate a snake." Still that doesn't carry over all the meanings.   *Musukosan,* for instance, has a meaning of respect that is missing in *your son.* Just the same, it's a good translation.

A Japanese speaker trying to translate "Your son ate a snake" into Japanese faces the same problems in reverse.   A translation doesn't usually take the same form as the original. Sometimes a noun can be translated by a noun, a phrase by a phrase. But it doesn't work that way very often. German *"Guten Tag"* means "Good day," but it's better translated as "Hello" people don't usually

say "Good day" in English. French *s'il vous plait* (if it pleases you) is better translated in English as *please.*

The idea of one correct translation is false. Here in Ecuador specially we face up this serious problem because all the time people try to translate , the most common example is "take chair" instead of " have sit", and so on, every day students can affront this problem because they think in Spanish, and they immediately translate in their mind, sometimes they made serious mistakes.

2.2 EVALUATION

Evaluation is devoted to *the systematic determination of merit, worth, or significance*. As Michael Scriben pointed in the Evaluation Thesaurus 4th. Edition, it is separated into fields according to the type of entity evaluated--for example, program evaluation, or personnel evaluation--and there are more than twenty of these recognized fields of evaluation.

Some kinds of evaluation methodology have been developed to solve problems of evaluation in only one or a few of these fields However, the underlying logic of the process of evaluation--for example, the difference between merit and worth, or between grading and ranking--and a substantial portion of its general methodology (e.g., techniques of measurement, causality resolve, applying the requirement of informed consent) are common across all or many of these fields.

The reason of evaluation has been developed for and is appropriate only to evaluation; and the field-particular methodologies of evaluation must also be acquired in order to deal with evaluation in the fields to which they apply. Teaching evaluation consequently focuses on these evaluation-specific topics, the general logic and the special methodologies.

2.2.1 The Basic Logic of Evaluation

To reach evaluative conclusions it is usually necessary to establish or identify two kinds of premises:

Factual premises such nature, performance or impact and **Value premises** the relevant legal or scientific principles

To get the necessary type of largely evaluative ending, it is usually necessary to combine all of them by means of what is called 'the internal synthesis process. This design measure is one of the key logical processes in evaluation and is a long way from the simple deduction and statistical inference that are more common elements in scientific inference.

Factual premises in a field similar to program evaluation are commonly established using the standard procedures of social science, occasionally with the support of other disciplines such as history and jurisprudence. Value premises usually come from one or more of eight sources: legal principles; scientific and mathematical standards of truth especially relevant when the program disseminates information or is based on scientific theories or common assumptions, professional, cultural, or organizational standards of proper behaviour.

From psychology, we frequently meet premises about maturational rates, cognitive processes, or leadership research. The logic of evaluation comes in with the frequent need to balance these value considerations when they conflict: that logic originates in jurisprudence and moral reasoning, but has been expanded to cover other fields of evaluation besides these, e.g., evaluation of alternatives in high-stakes decision-making.

2.2.2 Evaluation Fields

The most known fields of applied evaluation vary considerably in quality as well as in their importance to and confidence on the social sciences. While for the most part of program and personnel evaluation is heavily dependent on the social sciences and capable of a high degree of objectivity and utility, others vary independently on these dimensions. Some come close to being pseudo-evaluative such us wine tasting, art criticism etc., some are incompletely valid like architectural criticism, portfolio management, literary criticism and some support highly valid evaluations but are not dependent on the social sciences for example, the reviews done by appellate courts, the evaluations of claimed proofs of Fermat's Theorem in mathematical journals.

The mainly kinds of evaluation are:

Interdisciplinary evaluation--the evaluation of the entities that are the currency of a discipline's economy such as theories, hypotheses, classifications, data, research designs and results, practitioners, contributions, and journals--and of the discipline itself: and

Meta-evaluation, the evaluation of evaluations themselves, are practices that demonstrate the reflexive nature of evaluation and the reflective integrity of its practitioners.

The first is the power of quality of all disciplines--it is what makes them disciplines. The second is the backbone of evaluation--it is what makes it dependable by making it training what it advocates.

2.2.3 CLASSROOM EVALUATION TECHNIQUES IN LARGE GROUPS.

According to Thomas Angelo and Patricia Cross stated in Classroom Assessment Techniques, 2nd. Edition[5], Teachers are always seeking answers to two fundamental questions:

- How good are students at learning?
- How effectively are teachers at teaching?

Classroom Assessment responds directly to concerns about better learning and more effective teaching. Classroom Research was developed to encourage teachers to become more systematic and sensitive observers of learning as it takes place every day in their classrooms.

Classroom Assessment involves student and teachers in the continuous monitoring of students' learning. It provides capability with feedback about their efficacy as teachers, and it gives students a measure of their progress as learners.

Classroom Assessments are created, administered, and analyzed by teachers themselves on questions of teaching and learning that are important to them; the possibility that instructors will affect the results of the assessment to their own teaching is deeply developed.

In the process of learning, the collection of frequent feedback on students' learning, and the design of modest classroom experiments, teachers can learn much about how students learn and, more specifically, how students respond to particular teaching approaches. Classroom Assessment helps individual college teachers obtain useful feedback on what, how much, and how good the

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[5] Thomas Angelo and Patricia Cross stated in Classroom Assessment Techniques, 2nd. Edition

students are learning. Faculty can then use this information to refocus their teaching to help students make their learning more efficient and more effective.

Teachers who have assumed that their students were learning what they were trying to teach them are regularly faced with poor evidence to the different when they grade tests and term papers. Too often, students have not learned as much or as well as was expected. There are gaps, sometimes considerable ones, between what was taught and what has been learned. By the time sense take in these gaps in knowledge or understanding, it is often too late to remedy the problems.

To avoid such unhappy surprises, students need better ways to monitor learning throughout the semester. Particularly, teachers need a non-stop flow of correct information on student learning. For example, if a teacher's goal is to help students learn points "A" through "Z" during the course, then that teacher needs first to know whether all students are really starting at point "A" and, as the course proceeds, whether they have reached intermediate points "B," "G," "L," "R," "W," and so on. To guarantee high-quality learning, it is not enough to test students when the syllabus has arrived at points "M" and "Z." Classroom Assessment is particularly useful for checking how well students are learning at those initial and intermediate points, and for providing information for improvement when learning is less than satisfactory.

From first to last practice in Classroom Assessment, aptitude become better able to understand and promote learning, and increase their ability to help the students themselves become more effective, self-assessing, self-directed learners. Simply put, the central purpose of Classroom Assessment is to empower both teachers and their students to improve the quality of learning in the classroom.

Classroom Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it. This approach has the following characteristics:

Learner-Centred

Classroom Assessment focuses the primary attention of teachers and students on detecting and improving learning, rather than on observing and getting better teaching. Classroom Assessment can provide information to guide teachers and students in making adjustments to improve learning.

Teacher-Directed

Classroom Assessment respects the autonomy, academic freedom, and professional judgement of school faculty. The human being teacher decides what to measure, how to consider, and how to respond to the information gained through the assessment. Also, the teacher is not obliged to share the result of Classroom Assessment with anyone outside the classroom.

Mutually Beneficial

Because it is focused on learning, Classroom Assessment requires the active participation of students. By cooperating in assessment, students reinforce their grasp of the course content and strengthen their own skills at self-assessment. Their motivation is increased when they realize that faculty are interested and invested in their success as learners. A teacher also sharpens his or her teaching focus by continually asking themselves three questions: "What are the essential skills and knowledge I am trying to teach?" "How can I find out whether students are learning them?" "How can I help students learn better?"

As teachers work closely with students to answer these questions, they improve their teaching skills and gain new insights.

Formative

Classroom Assessment's purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students. The assessment is almost never graded and is almost always anonymous.

Context-Specific

Classroom Assessments have to respond to the particular needs and characteristics of the teachers, students, and disciplines to which they are applied. What works well in one class will not necessary work in another?

Ongoing

Classroom Assessment is an ongoing process, best thought of as the creating and maintenance of a classroom "feedback circle." By using a number of simple Classroom measurement Techniques that are quick and easy to use, teachers get feedback from students on their learning, and then complete the loop by providing students with feedback on the results of the assessment and suggestions for improving learning. To check on the usefulness of their suggestions, use Classroom Assessment again, continuing the "feedback loop." As the approach becomes integrated into everyday classroom activities, the communications sphere connecting Teacher's ability and students and teaching and learning becomes more efficient and more effective.

2.2.4 Embedded in Good Teaching Practice in large groups.

Classroom Assessment is an effort to build on existing good practice by making feedback on students' learning more organized, more flexible, and more

effective. Teachers already ask questions, react to students' questions, and watch body language and facial expressions, read homework and tests, and so on. Classroom Assessment provides a way to integrate assessment systematically and seamlessly into the traditional classroom teaching and learning process

As they are teaching, faculty monitor and react to student questions, comments, body language, and facial expressions in an almost automatic fashion. This "automatic" information gathering and impression formation is a subconscious and implicit process. Teachers depend heavily on their impressions of student learning and make important judgments based on them, but they rarely make those informal assessments explicit or check them against the students' own impressions or ability to perform. In the course of teaching, School assumes a great deal about their students' learning, but most of their assumptions remain untested.

Even when college teachers routinely gather potentially useful information on student learning through questions, quizzes, homework, and exams, it is often collected too late -- at least from the students' perspective - to affect their learning. In practice, it is very difficult to "de-program" students who are used to thinking of anything they have been tested and graded on as being "over and done with." Consequently, the most effective times to assess and provide feedback are before the chapter tests or the midterm and final examinations. Classroom Assessment aims at providing that early feedback.

2.2.5 Classroom Assessment is based on seven assumptions:

The quality of student learning is directly, although not exclusively, related to the quality of teaching. Therefore, one of the most promising ways to improve learning is to improve teaching.

To improve their effectiveness, teachers need first to make their goals and objectives explicit and then to get specific, comprehensible feedback on the extent to which they are achieving those goals and objectives.

To improve their learning, students need to receive appropriate and focused feedback early and often; they also need to learn how to assess their own learning.

The type of assessment most likely to improve teaching and learning is that conducted by faculty to answer questions they themselves have formulated in response to issues or problems in their own teaching.

Systematic inquiry and intellectual challenge are powerful sources of motivation, growth, and renewal for college teachers, and Classroom Assessment can provide such challenge.

Classroom Assessment does not require specialized training; it can be carried out by dedicated teachers from all disciplines.

By collaborating with colleagues and actively involving students in Classroom Assessment efforts, faculties as well as students improve learning and personal satisfaction.

To begin Classroom Assessment it is recommended that only one or two of the simplest Classroom Assessment Techniques are tried in only one class. In this way very little planning or preparation time and energy of the teacher and students is risked. In most cases, trying out a simple Classroom Assessment Technique will require only five to ten minutes of class time and less than an hour of time out of class. After trying one or two quick assessments, the decision as to whether this approach is worth further investments of time and energy can be made. This process of starting small involves three steps:

Step 1: **Planning**

Select one, and only one, of your classes in which to try out the Classroom Assessment. Decide on the class meeting and select a Classroom Assessment Technique. Choose a simple and quick one.

Step 2: **Implementing**

Make sure the students know what you are doing and that they clearly understand the procedure. Collect the responses and analyze them as soon as possible.

Step 3: **Responding**

To capitalize on time spent assessing, and to motivate students to become actively involved, "close the feedback loop" by letting them know what you learned from the assessments and what difference that information will make. Five suggestions for a successful start:

If a Classroom Assessment Techniques does not appeal to your intuition and professional judgement as a teacher, don't use it.

Don't make Classroom Assessment into a self-inflicted chore or burden.

Don't ask your students to use any Classroom Assessment Technique you haven't previously tried on yourself.

Allow for more time than you think you will need to carry out and respond to the assessment.

Make sure to "close the loop." Let students know what you learn from their feedback and how you and they can use that information to improve learning.

2.2.6 Learner Strategies and Learning Strategies

A distinction is sometimes made in Applied Linguistics between learner strategies and learning strategies. Tar one (1981), for example, distinguishes three sets of learner strategies: learning strategies, production strategies and communication strategies. According to this view, learning strategies are the means by which the learner processes the L2 input to develop linguistic knowledge. Production strategies, on the other hand, involve learners' attempts to use L2 knowledge they have already acquired efficiently, clearly and with minimum effort (in Fierce and Kasper 1983:72-73 and Ellis 1985:13) while communication strategies consist of learners' attempts to communicate meanings that are beyond their linguistic competence by using such devices as paraphrase or gesture.

While the distinction between learner strategies (i.e. any strategies used by learners) and learning strategies (i.e. strategies used to process input) is a logical one and has been maintained by writers such as Wended (1987, 1989) and Skehan (1989), this has not been the case in the United States where the term "learning strategy" is used to refer to any type of
strategy used by learners. This is not a confusing as it might appear, however, since writers on both sides of the Atlantic (and elsewhere) now recognise that learning can take place through communication (Faerch and Kasper 1983: xvii) and production, as when a writer is forced to reprocess "old" information and language at a deeper level in order to express new meanings or more subtle nuances. Strategies that are used to manipulate or transform cognitive material are now generally known as "cognitive strategies"

2.2.7 CLASSROOM STRATEGIES WHICH ENCOURAGE STUDENT PARTICIPATION IN LARGE GROUPS

METHOD	DEFINITION	WHEN USED	PREPARATION / PROCEDURE	LIMITATION
Group Discussion.	Opportunity for pooling of ideas, experience, and knowledge	For majority of meetings because of adaptability to greater group participation	Preplanning to develop discussion Outline. Leader encourages every member to participate by guiding per discussion	Practical with not more than twenty students Becomes disorganized without careful planning of material to be covered
Buzz Groups.	Allows for total participation by group members through small clusters of participants, followed By discussion of the entire group.	As a technique to get participation from every individual in the Group. Highly adaptable to other	Prepare one or two questions on the subject to give each group. Divide the members into small Clusters of four to six. A leader is chosen record and report pertinent ideas discussed.	Thought must be given as to the Purpose and organization of groups.
Panel Discussion.	A discussion in a conversational form among a selected group of persons with a leader, in front of An audience that joins in later.	As a technique to stimulate interest and thinking, and to Provoke better discussion.	The leader plans with the four to Eight members of the panel. The panel discusses informally Without any set speeches. The leader then opens the discussion To the entire group	Can get off beam; personality of speakers may overshadow content; vocal speaker can monopolize program

			and summarizes.	
Symposium Discussion.	A discussion in which the topic is broken into its various phases; each part is presented by an expert or person well informed on that particular phase, in a Brief, concise speech.	As a technique to stimulate interest and thinking, and to Provoke better discussion.	The leader plans with the four to Eight members of the panel. The panel discusses informally Without any set speeches. The leader then opens the discussion To the entire group and summarizes.	Can get off beam; personality of speakers may overshadow content; vocal speaker can monopolize program
Debate Discussion.	A pro and con discussion of a Controversial issue. Objective is to convince the audience rather than display skill in attacking the opponent	In discussing a controversial issue on which there are fairly definite opinions in the group on both sides to bring these differences out into the open in a friendly manner	Divide the group into sides of pro And con. Each speaker should be limited to a predetermined time Followed by rebuttal if desired.	Members are often not objective Towards the subject.
Experience Discussion.	A small or large group discussion following a report on the main point of a book, article, Movie or life experience.	To present a new point of view or to present issues that will Stimulate thought and discussion.	Plan with others participating on How review is to be presented. Then have an open discussion on pertinent issues and points of View as experienced.	Ability of participating members to Relate to others and motivate thinking.

Concentric Circle.	A small circle of group members Form within the larger circle. The inner circle discusses a topic while the role of the outside circle is to Listen. The discussion is then reserved	As a technique to stimulate interest and to provoke good Discussion. This is especially good to get more response from a Group that is slow in participating.	Leader and planning group work Out questions that will be discussed by the concentric circle and then by the larger circle.	Much thought and preparation must be Given to the questions for discussion. Room and movable chairs needed.
Reaction Sheet.	A method of reacting to ideas in the following ways: Ideas that you question; Ideas that are new to you; Ideas that really "hit home" .	As a way to get the group to React. Combine this with other methods	Prepare topic and reaction sheets. Explain and distribute reaction sheets with the instructions to write as they listen, watch, or read. Follow with group discussion.	Topic should be somewhat controversial.
Phillips 66.	This is a spontaneous method where six people view their opinions on a topic for six Minutes.	To add spice and variety to Methods of presentations.	Define topic of discussion. Count off six people and allow six Minutes for **discussion.** Allow for group discussion or reassignment Of six people.	Must be used somewhat flexibly.

Reverse Thinking.	Expression of thought by Thinking in reverse.	To gain an insight into others' feelings and to see another point of view	Prepare topic— explain to group The theory of reverse thinking. Combine with other methods.	A challenge to group members.
Role Playing.	The spontaneous acting out of a situation or an incident by Selected members of the group.	As the basis of developing clearer insights into the feelings of people and He forces in a situation which facilitate or Block good human relations.	Choose an appropriate situation or problem. Have the group define the roles—the general characteristics to be represented by Each player. Enact the scene. Observe and discuss such things as specific behaviour, Underlying forces, or emotional reactions.	Group leader must be skilled so that actors will play their roles seriously, without self-discussion
Picture Making.	A way of bringing out ideas or principles on a topic by means of simple illustrations made by group members on the blackboard Or large chart paper.	As a technique to simulate Interest, thinking, and participation.	Leader and members of planning group select general principles or questions on The topic which would be suitable to illustrate. Leader divides the group into four or five sub-groups. Each sub-group is given a statement or problem to illustrate. After completing the	Instruction must be clear as to the value of picture making and adequate materials

			picture making, each Group shows and explains the picture. This follows by discussion.	
Brain-Storming	Technique in creative thinking in which group members storm A problem. With their brains.	To get new ideas, and release individual potentialities in Thinking up ideas.	Leader and members of planning group select suitable problems or questions on The topic selected by the entire group. Procedure: The leader explains to the group the meaning of brain-storming and the following rules: Judicial (critical) Judgments ruled out. Criticism to be Applied later. Quantity of ideas wanted. The more ideas the better chance of good Ones. Free wheeling welcomed. The wilder the idea the better; it's easier to Tame them down than to pump them up. Hitchhiking is legitimate. If you can improve on someone else's ideas, so much The better. Leader rings bell when one of The above rules are violated. Recorder lists The ideas. Follow-up—	To be utilized as only a part of A class. Barguest, W.H. & Phillips, S.R. (1975). "Getting Students involved in the classroom", in *A Handbook for Faculty Development. Council for the Advancement of Small Colleges*, in association with the College Centre of the Finger Lakes, Washington, D.C.

			type list and bring to next meeting to give to members.	

E[6]rgquist, W.H. & Phillips, S.R. (1975). "Getting Students involved in the classroom", in *A Handbook for Faculty Development. Council for the Advancement of Small Colleges*, in association with the College Center of the Finger Lakes, Washington, D.C.

2.3 Plans or processes?

Another problem that arises when defining strategies is whether to consider them as a process or a product of learning or both.

Both Faerch and Kasper (1983) and Ellis (1985) make a distinction between strategies and processes. Ellis (1985:166) defines strategies as "plans for controlling the other in which a sequence of operations is to be performed" while processes are "operations involved in the development or realisation of an arrangement".

In this sense, processes are subordinate to strategies. Faerch and Kasper (1983:29), on the other hand, point out that among other possible explanations, the term strategy may refer to "a specific subclass of processes". My own view is that it is not possible to separate the plan from the process (otherwise strategies cannot be described in behavioural terms either). In this sense, I would agree with Faerch and Kasper in considering strategies to be special kinds of processes.

The literature on learning strategies is confusing because, in the past, psychology, education and applied linguistics had quite different research agendas. In applied linguistics, the move from describing strategies in terms of behaviour to explaining them in terms of underlying mental processes reflects the abandoning of behaviourism as a general theory of learning in favour of

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[6] Erguiists W,H. &Phillips SR:1975 "Getting Students involved in the classroom", in *A Handbook for Faculty Development*

models drawn from cognitive psychology. However, the problems of deciding whether strategies as universally valid procedures or a reflection of individual learning style, or whether they are best considered as generalised skills as distinct from responses to concrete situations, are difficult to grasp without understanding, too, how theories of memory and problem-solving have evolved over the years.

The broader challenge is understand how learning strategies interact with the learner's existing communicative competence in order to enhance learning. O'Malley and Chamot's adoption of Anderson's ACT cognitive architecture (which may, itself, soon be outdated by connectivist models) unwittingly challenged the notion of language as a discrete set of competences, among which strategic competence originally played a relatively minor role, suggesting, as many psychologists already believed, that language is a skill like any other and that language learning is parasitic upon other more general cognitive processes.

In a sense, the wheel has come full circle in applied linguistics: Behaviourism was atheorethical in that it was not interested in mental processes; by deteriorating to make explicit the theoretical framework on which they based their description.

2.3.1 TEACHING LARGE GROUPS AT F.A.E SCHOOL

Increasing number of students from minority language backgrounds is one of the factors as a Teacher of the F.A.E. Primary School; we face up, with a no competence in English. While Spanish is the native language is their first language, only in the English class they can practice it, but it is not true totally because the increasing number of students makes that in one period of only forty minutes, the majority can not practice

The student population of the seventh grades is about 160 students, divided 5 groups given an average of 35 students. Each group, if we can only teach a practice class it its mathematically is impossible that everyone can practice in each class.

In class observation we can mention that only the 30 percent of each group, which is 12 students, can practice in a lower stage, which is one student each 3 minutes in a period.

There are a lot of ways to join in class: ask a question; make a comment; reply to a question; state your disagreement. Your goal should be to contribute to the intellectual environment of the classroom. Even if the incidence of the participation will influence your contribution category, the class of your role will have the maximum power. it is possible to participate outside of our scheduled class participation do not enhance the intellectual environment of the classroom.

The Authorities of the Fuerza Aerea Ecuatoriana require the use of the Backpack series in order to consolidate a program in all the School in the country. The series are well designed, but does not is so easy because children at FAE school don't have the previous knowledge for the application of the series.

The Annual plan at F.A.E. School is designed to apply the program established, according with the Conceptual Methodology, which is the Philosophy applied, include in the annual plan, as follows.

2.3.2 GENERAL PURPOSSES OF LANGUAGE AREA

COGNITIVE	PRAXIS	AFFECTIVE
Construct a chain of reasoned argument; develop an	To develop the basic abilities and skills for the	Account for and maintain his opinion in discussion by

argument giving reasons in support of or against a particular point of view; explain a problem and make it clear that his/her counter part in a negotiation	comprehension of writing resources, and also to express their own thinking through the writing and oral expression in English language.	providing relevant explanations, arguments and comments, explain a viewpoint or a topical issue give the advantages and disadvantages of various point of view.
Must take a concession, speculate about causes, consequences, hypothetical situation; take an active part in informal discussions in familiar context, commenting , putting, point of view clearly, evaluating alternative proposals and making and responding to hypotheses.		

1. CYCLE PURPOSSES

COGNITIVE	PRAXIS	AFFECTIVE
1ST. OF BASIC EDUCATION Get students familiar with the new language, so that they can listen and use it without fear. 2ND- TO 7TH GRADES Develop the basic skills Listening, Speaking Reading and Writing, in order to establish strong fundamentals for their upcoming learning	Introduce basic vocabulary and commands	Get enjoy with the new language acquisition
Provide attention on reading	Creating short-stories	Combine acquisition of

and writing skills	Reinforce on correct spelling of words and sounds	vocabularies and language skills, in order to learn in a pleasure way.

TIME

210 days	42 weeks
10% unexpected	04 weeks
Exams	04 weeks

TOTAL   **34 weeks**

34 weeks per periods   =   yearly periods of class
70 days per term

2.3.3 METHODOLOGICAL STRATEGIES IN THE CLASSROOM

This year we must start with the previous knowledge of the students on each topic, their needs trends and likes-dislikes. Activities will be planned keeping in mind the development of all areas, cognitive, physical and emotional.

In a 40 or 90 minute class period, teachers will try to combine different activities so make sure the dynamic participation of students, for individual or group work.

Homework will be sent at least three times a week, to reinforce new knowledge

2.3.4 DIAGNOSTIC PROCESS AT FAE

Each year at the beginning students give the diagnostic test, so teachers can reinforce the failures in the first month of each school year.

As English is not spoken at home, nor is used out of school the teaching-learning process deals with the student's immersion as much as possible in the new language, while they are at school.

SCORES

According with the policy of the School Proclamation student must complete 14 points to be considered as he approves the assignment, so that they are expected to carry out this duty. As an example of that the scores of seventh Grade "A" can show the following information.
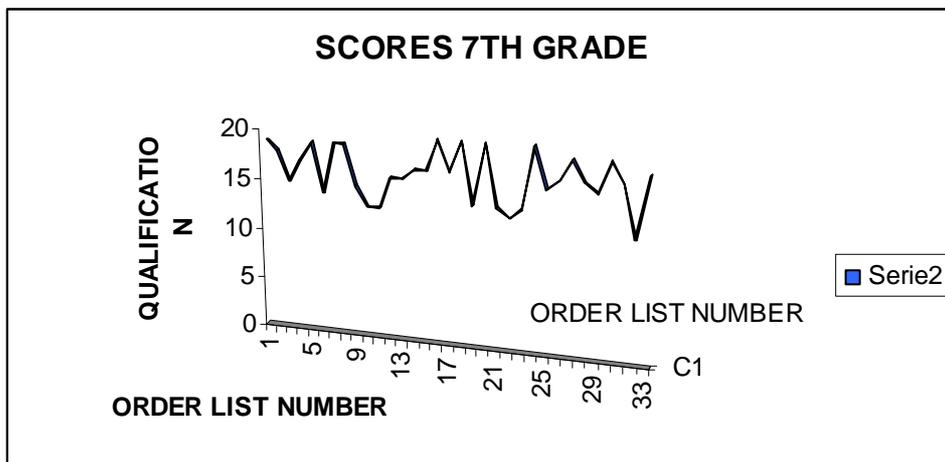
As we can see the results make obvious the real situation the media score is 13, which reflects that if the students can get more opportunities to practices in

class, and more interaction can obtain better results on their academic achievements

On the other hand the social situation at FAE. N. 1 experiments many problems they It is indispensable to note that instructional options that include the support at home, but should not replace teacher-student interactions and instruction.

First of all, it is required to do a adjustment of the students kind of living, that is the type of home, if they live with the parents or with the grandparents, in many cases the behaviour of the students depend of how do they live?   On the other hand, the basic study for the students' wants in respect of to their attention deficits, or even another type of disorders should be the principal part for making a proposal of how to improve the English teaching.

Additionally for this development at school; the inattention in class often leads with disappointments, like doesn't seem to listen, easily distracted, has difficulty concentration or paying attention, even more doesn't stick with a play activity.

The reports on the scores of the students reflex an 50% of accuracy, that means they have learned better than the rest, for this reason, in a larger group of 39 or 40 students the interpretation of the scores at the last of the year give this reports, the results suggest that the 50% of the students whose don't be responsive to interventions, need more individualized and function-based check in and check out.

The teacher also needs parents holding up, which continue the process at home, or an older brother who can allow the home works.   It is equally important to mention that this must be only guided, not to do the work.

In fact, the teacher should simplify the task not the language, using authentic texts and devise differentiated tasks to enable learners to complete them according to their level.

For the reason that the wide range of student backgrounds in any class, specially in larger groups, it is necessary to think about including supplemental instruction like review sessions, flexible office hours, additional reference material, sample problems and solutions, and models of outstanding student works.

Teachers Opinion of the whole school processes.

As teachers of big groups we always face up different kind of problems, as if a class is about to spend several days or weeks studying a particular topic or concept, traditional practice and unit design gives the teacher primary responsibility for identifying the key questions and the key answers. The product does not have to be a didactic exercise in memory and mastery, if it uses students' curiosity through questioning. We try starting a new unit by asking your class to think of questions that could be asked about the topic; "What questions should we ask about the dinosaurs? Or About colours?, or About amusements?, or About nouns?", etc

As students begin to suggest questions, it is essential that the teacher restrain judgmental signal. If is better to list questions without verbal or body language comments. Otherwise, students may play a game called "Please the Authority" instead of therapeutic their curiosity. This is a natural answer to disparagement whether it comes from the teacher or other students in the class. A key tool in eliminating criticism is brainstorming.

The most serious problem to face is the lack of technology we do not count with videos, or even worst with a Laboratory to practice, we just count only count with a very short recorder that does not have uneven a perfect noise.

Without any kind of essential didactic aids, students can not reach the accomplished results.

The excessive numbers of students, in each class in a period of 40 minutes turn out fewer opportunities to practice oral production, consequently get scores.

Another important consideration is that we can not count on with the appropriate technology, so the poor connection with students.

3.1 RESEARCH TYPE AND DESIGN

It is an applied research, it analyzes the relationship between two variables, number of students and low scores, and this research work is going to be a field of research additionally.

3.2 Population and Sample

At FAE Scholl there area around one thousand and one hundred students I decided to work with the beginner level, at seventh grades "A" and B, in which there are 34 students and 36 students.

I will divide the class in two groups, one which follow the same program and have the required scores, and the other who do not get the minimum scores, in the application of the Centre of attention, in order to get the improving of their scores.

3.3 Instruments for data collection

- Scores record
- Enquiries
- Assessment, tasks, and tests records

TESTING THE HYPOTHESIS

The questionnaire was applied to 70 students of seventh grades A and B, which represents the sample of 150 students in the seventh grades, divided in twos they are assigned to a two different teachers.

So that, the number of students produce bad results in the teaching learning of the seventh grades A and B during the first term, Scholl year 2007-2008 at FAE School.

4.1.1 GRAPHICAL EXPOSITIONS AND ANALYSIS OF RESULTS

Analysis of results

| Frequencies	All the time,	most of time	usually	Sometimes	never
Number of st.	49	14	10		6
percentages	51%	%	16%		1%

This question has to do with Adequacy which reflects the English competence concerned with they had answered as follows
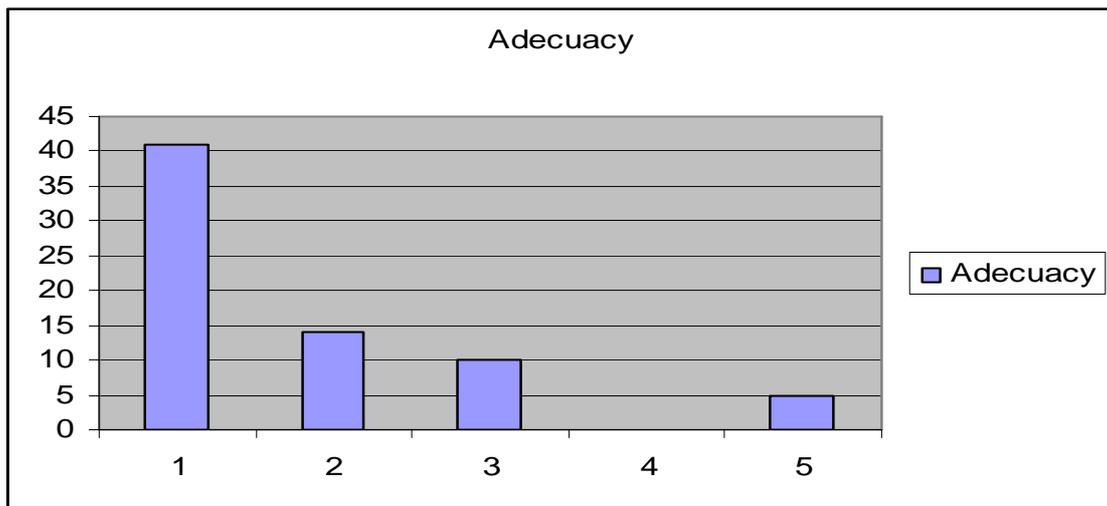
This reflects that the 59%, that is 41 students thought that they had learnt very much, the 24% that is 14 students though that they had taught quite a bit, 10 students which are the 14% though that is all right what they had learnt, and only 5 students that is the 1% thought that they had not learnt anything.

2. **Are you pleased with your learning? How do you feel with it?**

| Frequencies	Very glad,	most of time	sometimes,	not often
Number of sts	30	23	17	
percentages	43%	32%	24%	0%
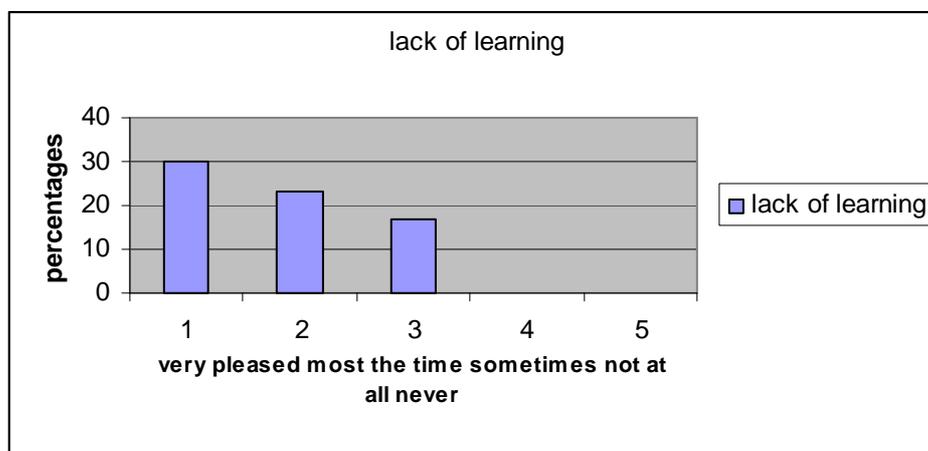
Most of the students are pleased with what they had learnt that is 30 students, so this represents the 43% , 23 of them feel that they had learnt most of the time that is the 32%, and 17 students feel they had learnt sometimes, nobody answered not al all and never.

So we can infer that the students don't feel lack of learning, but the scores show us the following results of the scores, this can seems illogical, this can help us to assume that if the students work in two groups , that is with two teachers, in two different spaces the results can change positively .

3. **Do you always do the best in the English class**?

| Frequencies	All the time,	most of time	sometimes,	not often	never
Number of sts	29	20	16	4	1
percentages	41%	29%	23%	6%	1%
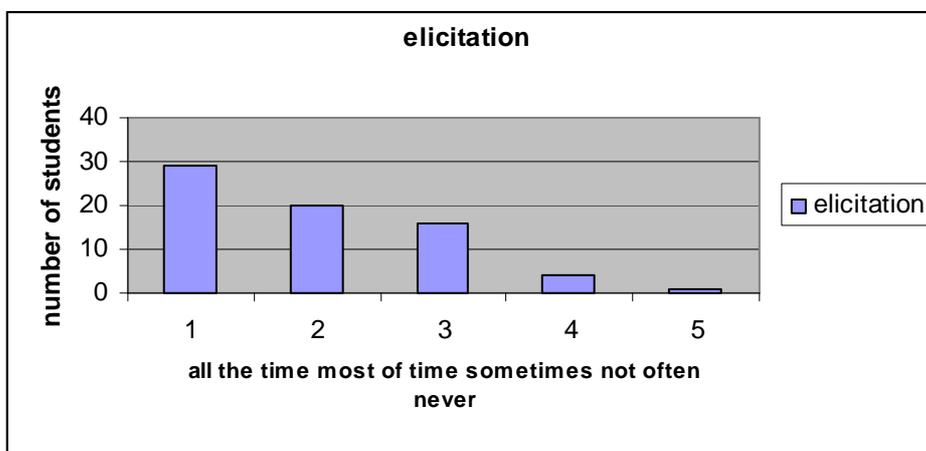
41 percent of the students had answered the entire time do the best at English class, the 29% most of time 23% sometimes, 6% not often and 1% never.

This results indicate that (29 students do the best 20 most of time, 16 sometimes, 4 not often and 1 student never do the best.) Students make it on their own, so the teacher made the difference in each student achievement. So '" to require elicitation'" is the practice of obtaining the information, ruling them what the system should do. Requirements elicitation practices include interviews, questionnaires, etc. That is caused by the impossibility of being with two or three students at the same time.

4. **Do you like teaching learning process in English class?**

Frequencies	All the time,	most of time	sometimes,	not often	never
Number of sts	37	14	10	8	1
percentages	47%	20%	14%	12%	7%
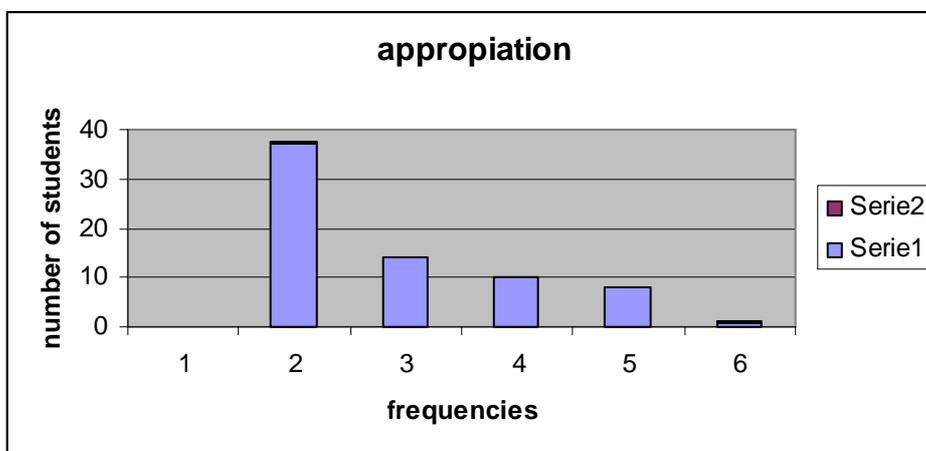
This question is a sign of teacher's effect, which is highly significant in every student and has large effect on their performance. The 51% of the students like teaching learning process all the time, the 18% most times, one 17% just sometimes, 1% not often and 1% never.   Differences in teaching learning process are de dominant factor that affect student achievement.

5. **Does your teacher help you whenever you ask for it?**

| Frequencies	Very much,	Quite a bit	It´s all right,	not much	Not at all
Number of sts	37	14	10	8	1
percentages	47%	20%	14%	12%	7%
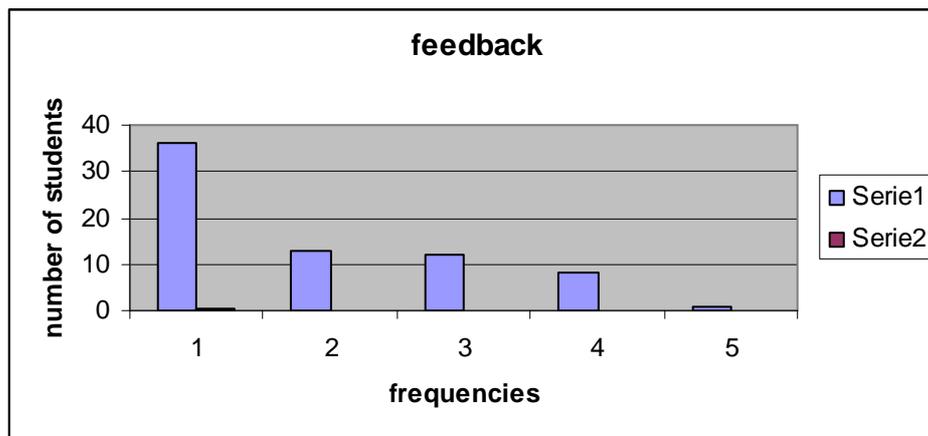
Thirty-six students represents only the 50% percent of the sample that is the real proof that one teacher can only attend the requirements of a maximum group of twenty five students, because it is impossible in a period of 40 minutes each one can addressees to more students.

The other students are grouped in quite a bit, 13 students, it is all right 12, and 9 students not much or not at all

6. **Do you find interesting the English class**?

Frequencies	All the time,	most of time	usually	Sometimes	never
Number of st.	32	22	11	4	1
percentages	46%	31%	16%	6%	1%
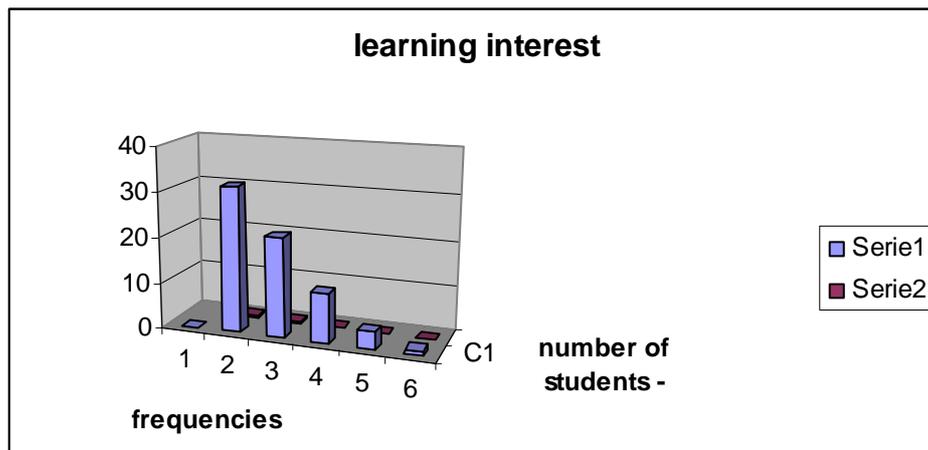
To this questions thirty-two students had answered that always find interesting the English Class, that is reasonable and true because the teacher attention can grasp in the period of the class totally only the 45%, as they answered, the others of the group are in an equivalent of sometimes, and only one student never got interest in the English class, that show the way that small groups of students can do in a better way.

7. **How many times do you participate during the English Class?**

Frequencies	All the time,	most of time	sometimes	Not usually	never
Number of students	8	14	23	20	5
percentages	7%	20%	40%	28%	5%
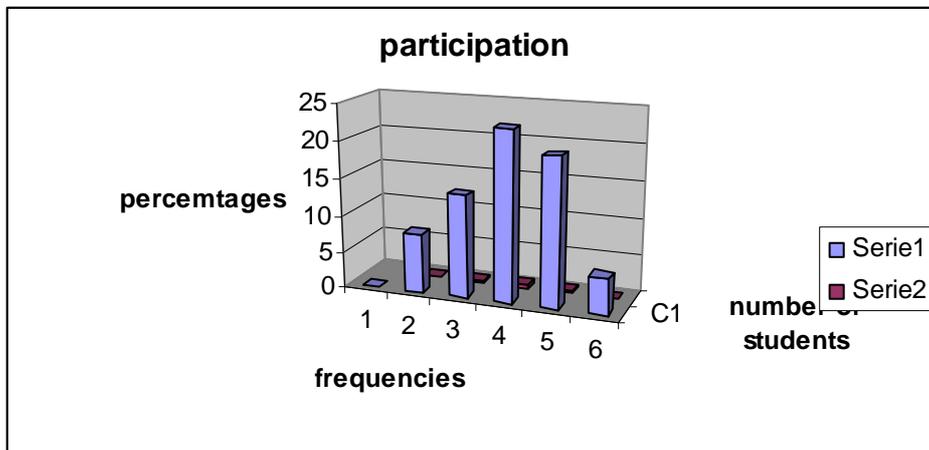
This question is very important because it predicts the opportunities to make really choices in each class, students should be beneficiated of the participations in every class in order to get the competence needed for learning English, only 8 students can participate all the time 14 students most of the time twenty-three sometimes, 20 students not usually and never 5 students, this information can describe the real situation at FAE Primary School, only the 11% percent can practices in the class, the rest of them, is substantially impossible to do it.

8**. How many times do you do homework?**

| Frequencies	All the time,	most of time	sometimes,	not often	never
Number of sts	33	9	10	16	2
percentages	47%	14%	14%	22%	3%
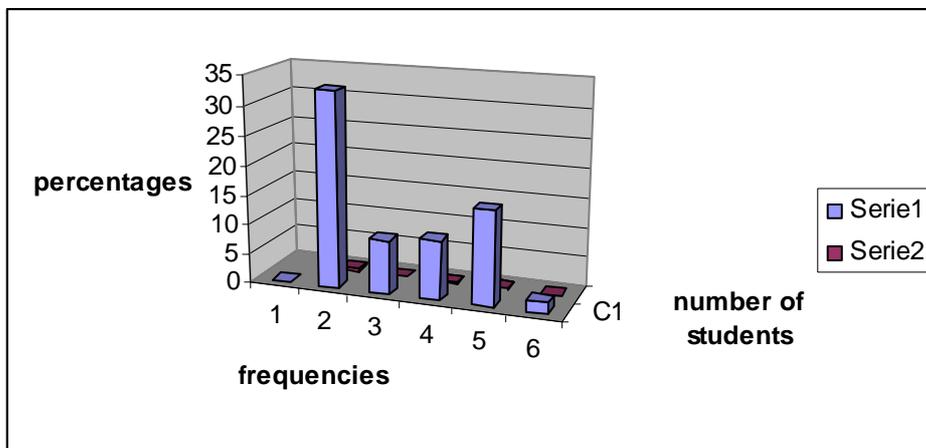
Homework is an important part of the function of learning   in order to get know-how in the appropriation of the knowledge, in this questions students answered in the same percentages only 33 students do the homework, 9 that is the 14%, most of the time,10 students, that is the 22% sometimes, 16 usually not and two students that is the one percent never do the homework.

Here we have another problem because the answer is completely negative for the results of learning the student's do not give emphasis to the duty of practice English outside the class even doing their homework.

9. **How many times does in your English class make use of videos or a computer?**

| Frequencies	All the time,	most of time	sometimes,	not often	never
Number of sts	0	0	7	14	49
percentages	0%	0%	10%	20%	70%

use of dvd or computer
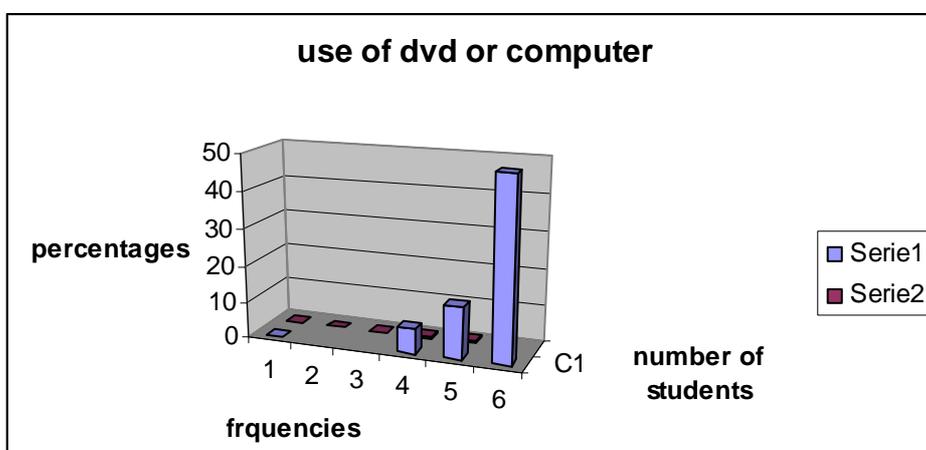
In this answer we can evidence a totally lack of technology in the application of the teaching, 49 students that is the 70% answered they had never attend a class with technology according to the time.

It is impossible to use any kind of videos, because the Institution doesn't count with a laboratory or a specific room designated for English Area.

10. **How many times does the recorder take part of the English Class?**

Frequencies	All the time,	most of time	sometimes,	not often
Number of sts	1	11	34	24
percentages	1%	16%	49%	34%

use of recorder
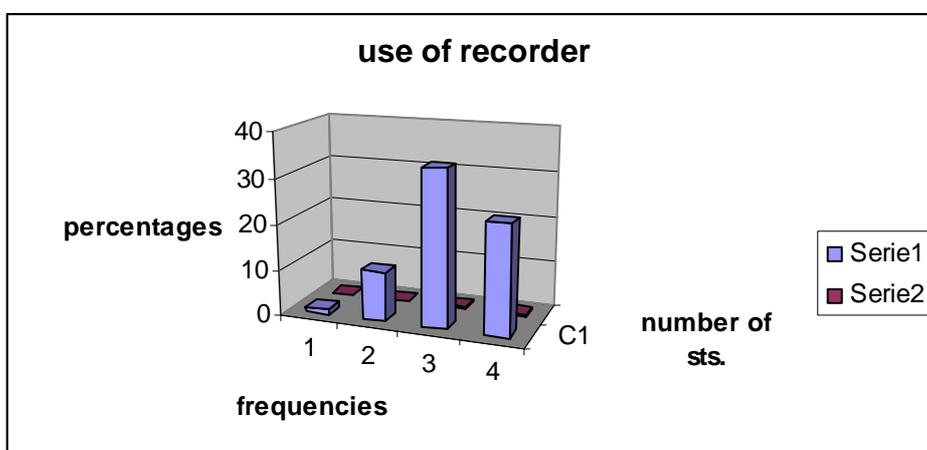
Again this answer tells us that there is a marked lack of the technology in the process of teaching learning. Only 1 student had mentioned that the equipment is used, 11 students answered most of the time, 34 students, that is the 49% say sometimes and the 34 percent 24 students mention that never a recorder is used for the English class.

The recorder is the unique technical resources with which the teacher can count, but it could not be used all the time because teachers must follow instructional plans.

11. **Do you think that the books are a good resource in the English Classes**?

Frequencies	All the time,	most of time	sometimes,	not often	never
Number of sts	24	19	14	12	1
percentages	34%	27%	20%	17%	2%
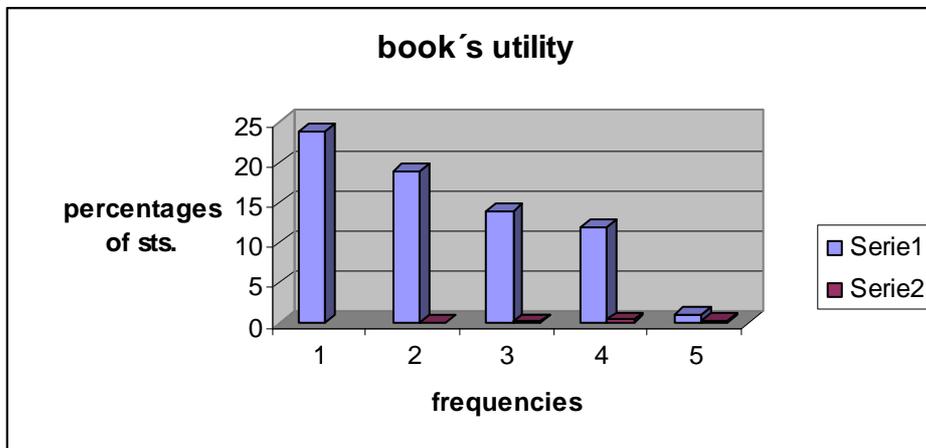
This question has to do with the material, it is imposed by the Authorities and the students are adapted to their use, 34% think that the books are helpful , all the time, the 27% think that most of the time 20%hink sometimes and 17% usually not and 1 students does not like the books

This reveals that the books are not a helpful alternative because more than the 50% are not familiarize themselves with this material.

This question has two implications, because all teachers have to follow the same program, in other point of view it is a limitation because the teacher has to teach only the book contents.

4.4 CONCLUSIONS

The results indicate that (29 students do the best 20 most of time, 16 sometimes, not often and 1 student never do the best.) That is caused by the impossibility of being with two or three students at the same time.
only the 11% percent can practice in the class, with the rest, is impossible to do it.

There is a totally lack of technology in the application of the teaching, the students had never attend a class with technology according to the time.

Differences in teaching learning process are the dominant factor that affect student achievement.

4.5 RECOMMENDATIONS

To separate students in two groups, so that the teacher can produce English with linguistic competences

To promote the cooperative learning in order to gain better scores : All learning situations where students work in groups to accomplish particular learning objectives and are interdependent for successful completion of the objective.

It is recommendable to use technology according to the time, in the application of teaching.

Suggested Samples Strategies

1. GETTING GROUPS TO WORK WELL

Introduction:

Many students, particularly high-achievers, resist group work. Yet the ability to work well in a group is an essential skill for most college graduates. In addition, students who learn in collaborative settings both learn and retain 1.5 times as much as students who learn individually

Building a story

Instructions:

- o Choose a picture of a person (man or woman) going to work.
- o After discussing the picture, encourage the class to give a name to the individual.
- o Write the name on the board and make further notes of answers to the following questions. Is he or she married? Has he or she got any children? How many? What did he or she have for breakfast? Where is he or she going? What is he or she going to do?

  Gradually build up a story about the person in the picture.
- o Let the class tell the story, sentence by sentence.

- Make sure all the students participate. Regularly return to the beginning of the story asking new students to retell the story.

  Eventually you will have a story, created by the class, which all the students will be able to tell.

This activity is very good for building up spoken fluency and confidence. It also helps the students' creativity and their need to listen carefully to each other.[7]

5.2 SAMPLE STRATEGY N. 2

7th grade students –

*Students are **heterogeneously grouped** based on recommendations of students' 6th grade teachers.

Cooperative Learning: All learning situations where students work in groups to accomplish particular learning objectives and are interdependent for successful completion of the objective.

Intrinsic motivation: motivation that comes from within, without focusing on extrinsic rewards.

Positive Interdependence:

- Each member's efforts are required and essential for group success.
- Each group member has a distinctive contribution to make to the joint effort because of his or her resources and/or role and task responsibilities.
-

What does the research declare?

[7] www.longman. com

Cooperation enhances student satisfaction with the learning experience by actively involving students in designing and completing class procedures and course content.

Cooperative learning (CL) establishes inclusion of all students, creating a learning atmosphere in which learners feel respected and connected to one another.

Effective teams or groups assume ownership of a process and its outcomes when individuals are encouraged to work cooperatively toward a common goal, often defined or determined by the group.

With this method students are continuously discussing, debating, and clarifying their understanding of concepts.

Cooperative Learning Affect on

MOTIVATION

According to Johnson & Johnson, (cited in Panitz, 2005) the primary benefit of cooperative learning is that it enhances self esteem, which in turn, motivates students to participate in the learning process.

Students working together to accomplish shared goals increases motivation because the outcome of the group is both individual and group oriented. Students are motivated because they want to help the group, and they can also receive a desired reward if they are motivated to work to reach individual and group goals.

SOCIAL RELATIONSHIPS

Students help each other and in doing so, build a supportive community which raises the performance level of each member. Students are far more confident in a classroom that they are considered valuable members of the community, resulting in higher levels of interaction in and out of school.

Peers model problem solving techniques, ways of approaching a task, or explanations that enhance the understanding of information and differences within the group. Students become natural problem solvers and are compassionate, which assists in resolving social problems as they arise.

ACADEMIC ACHIEVEMENT

When students are required to explain something to someone else, they are elaborating on what they already know. When students elaborate, or reconstruct this knowledge, it is more easily retrieved from memory than if the students had not elaborated.

Face-to-face encourage interaction allows students to give feedback to get better performance, challenge ideas and conclusions and reasoning in order to promote higher quality decision making and greater insight into the problems being considered.

So that, with the application of this strategy the students of the seventh. Grades A.B are be able to develop the following Study guide

ENGLISH AREA

GRADE: 7^(TH).

5.2.1   English Guide developed through the Cooperative Learning

Levelled assignments: In a heterogeneous classroom, a teacher used varied levels of activities to ensure that students explore ideas at a level that builds on their prior knowledge and without delay continued grown. Student groups using the   cooperative learning explore essential ideas

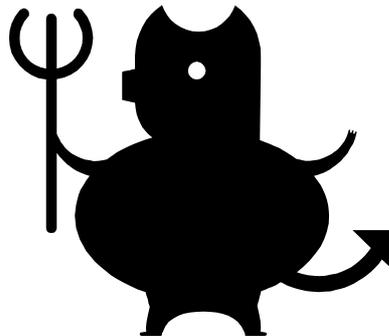*Suggestion n. 1 for the group N. 1 of 7 students*
Students work with a resource teacher, parent volunteer, older brother, and can get some goal.

CANTUÑA TALE.

Summary

Many years ago, in Quito, city, there was a man named Cantuña, He was a mason, who had to build the San Francisco Big church, but he did not have much time, to do it by himself, so that, he was

very worried and got upset.

Suddenly an image appeared to him, inside the dark and unfinished church; it was the devil, who told to him "I will help you to finish it in a shorter time, in change you will give me your soul" Cantuña accepted this proposal,, immediately many little devils started to work with bricks and stones.   The time was going on Finally the church was almost concluded, the big devil came to receive the prize for the done work, but Cantuña was very sad and an prayed for his soul, and he wrote on a brick" who will put this brick in the last place, he will recognize that God is superior to him", the devil read the brick, and noticed that he could not finished the work, neither he could get the Cantuña's soul.

Topic : Traditions and legends.

> **Objective**
>
> The student will be able to:

1. Read and understand traditional Ecuadorian literature focusing on the guiding philosophies and cultures of the era by relating, literary words and authors;

2. Recognize literary forms and techniques: novel, legends, tales etc.

3. Make predictions

4. Recognize the influence of historical values.

5. Complete the paragraphs

6. Make short dialog about

7. Sing a song about

8. Crate your own storybook based on the traditions and antique Ecuadorian legends

INSTRUCCTIONS:

1. Underline vocabulary that you don't know the meaning,

2. Write synonyms and antonyms, above the words.

3. Circle the adjectives, nouns, verbs and other parts of speech. (Subject.-verb-agreement)

4. Create a short dialogue, make the correspond pictures for the group n. 2 conformed by students

Dialogue:

Big Devil: good morning, dear men I can help you to finish the work

Cantuña: Who are you? How can you help me?

Bid Devil: I am the master of the universe I can do everything I wish

Cantuña Are you sure? And what can I do for you?

Bid Devil: Wel, well, it is so easy, in change you will give me your soul, whe the work is finished:

Cantuña: my soul? What do you do with my soul?

Bid Devil, nothing more than have it.

Cantuña: that sounds interesting. But if the work is not done in one month, you wont have my soul.

Big Devil: O.K. Deal.

Key words for mastery: to look for in a dictionary
Legend for the group n. 3 conformed by 7 students.

Tale

Tradition

Personification

Imaginary

5. *in the same way create your own tale, for other group of 7 students*

6. *What do you think about the tale, could it be true or false? For other grouped students of 7*

Evaluation: for all the students

---

1. Complete the missing words or synonymous

Many years .... , in Quito, city, there was a man named Cantuña,   He was a mason, who had ……………………..the San Francisco Big church, but he…………………much time, to do it by himself, so that, he was very …………………..and got upset.

Suddenly   an   …………………..appeared   to   him, …………………..the dark and ……………………………church; it was the devil, who told to him "……………………………..to finish it in a …………….time, in change you will give me your soul"

Cantuña   ……………………………this …………………..proposal,…………………..many little devils started to work with bricks and stones.   The time was going on

Finally the church………………………………………., the big devil came to ……………………..for the done work, but

Cantuña was very sad and …………………for his soul, and he wrote on a brick" who will put this brick in the last place, he will ……………………that God is superior to him", the devil read the brick, ……………………that he could not finished the work, neither he could …..the Cantuña's soul.

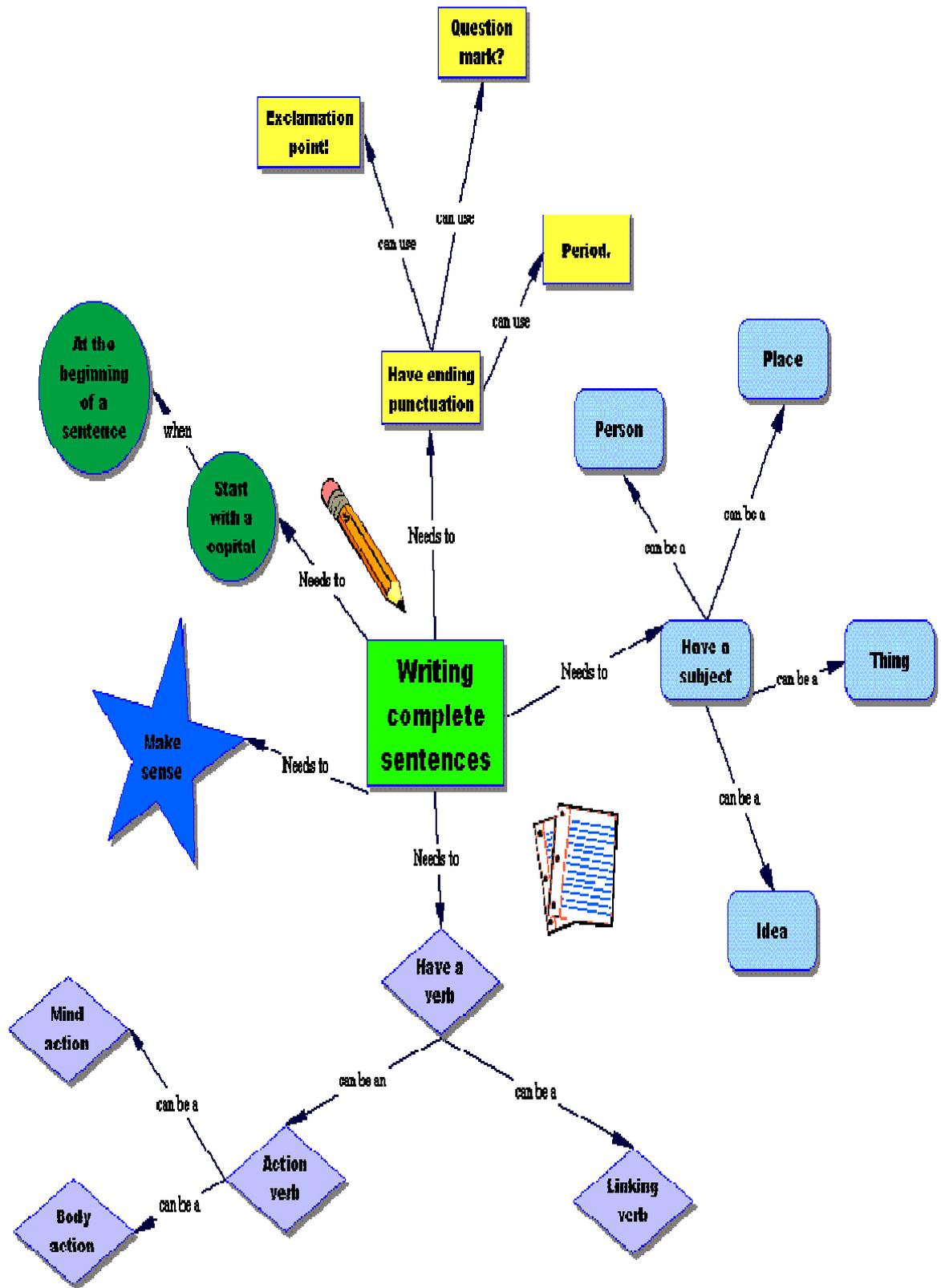**Construct a picture about the legend.**

5.3   Suggested Strategy N. 3.

Making poems in the course of this model chart:

5.4 Suggested Strategy N. 4

Model charts adequate for teaching large groups, for consolidate formation of the sentences

Question mark?

Exclamation point!

can use

can use

Period.

At the beginning of a sentence

when

Start with a capital

Needs to

Have ending punctuation

Needs to

Person

can be a

Place

can be a

Have a subject

can be a

Thing

Needs to

Writing complete sentences

Needs to

can be a

Idea

Make sense

Needs to

Needs to

Have a verb

Mind action

can be a

can be an

Action verb

can be a

Linking verb

Body action

can be a

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GLOSSARY

Accuracy

Refers to the ability to produce grammatically correct sentences that are comprehensible. This is often contrasted with fluency

Adecuacy

Good enough for a particular purpose .opposite INADEQUATE

Approach

To move closer to someone or something. Approaches a way of doing something or dealing with a problem a new approach to language teaching

Appropriacy

This means saying the right thing, in the right way, at the right time. You might be able to say 'shut up!' to your friend without upsetting him or her, but if you said the same thing to your boss, parent or teacher, you might find yourself in trouble! Things to think about if you want to focus on appropriacy include word choice and intonation.

Behaviourism

This is the theoretical view that language learning is a matter of habit formation. The learner mimics the language they hear, and when they receive some positive feedback, that language becomes a habit. This view is criticised because it does not explain how a child can acquire something as complex as a language with so little input and feedback.

Communication between people

When people talk to each other or give each other information using letters, telephones etc.

Community Language Learning. Based on most of the principles and seeks to encourage teachers to see their students as entire persons, where their feelings, intellect, interpersonal relationships, protective reactions, and desire to learn are addressed and balanced.

Competence.

When someone is able to do their job correctly .opposite INCOMPETENCE

Discrimination

Degree of difference behavior of a human being owing to marginal grade; real and apparent; e.g., "we immediately aren't prepared to serve up people similar to that."

Ethnocentrism

Incapability to recognize one more culture's world view; "my mode is the greatest

Evaluation

The decision of how good or bad something or someone is by carefully considering them

Feedback

Criticism or advice about how well or badly you have done something.

Fluency

Fluency means speaking naturally, confidently and without too many hesitations as you think about what you want to say. It doesn't mean 'speaking as quickly as possible'. Some people find that it's difficult to be fluent and accurate at the same time, but if you keep on stopping to think about grammar and vocabulary, you might come across as difficult to listen to and even boring!

Innatism

This is the theoretical view that children have an innate knowledge of the structures of language. Children are born with a knowledge of that gives them access to the universal principles of human language. It is because of this innate knowledge that children can learn a complex language with relatively little input. Innatism can be contrasted with interaction's , a theory where meaningful interaction along with innate knowledge combine to make language acquisition possible.

Thinking time

Even fluent speakers need time to think! You can ask a question, repeat something, or use a 'filler' (a word like 'err') to give you time to organise your next sentence.

Language

The words that are used by the people who live in a particular country

[no plural] words, especially words of a particular kind the kind of technical language that scientists English speakers do this in several ways.

Linguistic

Related to how well someone speaks or understands a language

Method

Method of doing something. A way of doing something

Keeping the conversation going

They may ask direct questions or they may use question tags - phrases like 'don't you?' 'isn't it?', or longer phrases such as 'Don't you think agree?' 'isn't that so?' to invite comment and agreement. They also use various little noises - 'mmm...' 'ooohh' and phrases like 'ok' and 'I see' to show interest

Keeping the conversation going

English speakers do this in several ways. They may ask direct questions or they may use question tags - phrases like 'don't you?' 'isn't it?', or longer phrases such as 'Don't you think agree?' 'isn't that so?' to invite comment and agreement. They also use various little noises - 'mmm...' 'ooohh' and phrases like 'ok' and 'I see' to show interest.

Motivation

Is about how children think and feel. "It is their self-confidence, their belief in themselves, their attitude to life – be it positive or negative. It is how they feel about the future and how they react to the past.

Multimedia computer products use sound, pictures, films, and writing

Natural Approach, students listen to the teacher using the target language communicatively from the very beginning.

Performance

How successful someone has been or how well a person or machine does a job

Pronunciation

Good pronunciation is important in conversation - but it's ok to have an accent! You need to be able to pronounce individual words clearly, and good intonation will help you to sound natural and get your meaning across.

Speaking and conversing in English can be difficult, but by using a few techniques and strategies, and practicing as much as you can, you will get better!

Stereotyping

Taking a large view regarding someone while ignoring being there of person differentiation; e.g., "he's like that because he's Chinese– all Chinese are nonverbal."

Suggestopedia :method of teaching learning which reflects the request of the control of "(de)suggestion" to the field of pedagogy.

Strategies

Set of plans to achieve something

Translation

The process of translating something into a different language, or something that has been translated

TOTAL PHYSICAL RESPONSE

This approach became known as the Series Method, involving direct conceptual teaching of language using series of inter-connected sentences that are simple and easy to perceive

Understanding

There are many reasons why you might have difficulty understanding what someone says to you. Maybe they are speaking too quickly, or they are using vocabulary that you don't know, or you can't make out their accent. There are lots of strategies you can use to cope with these situations.

Even fluent speakers need time to think! You can ask a question, repeat something, or use a 'filler' (a word like 'err') to give you time to organise your next sentence.

Vocabulary

There are a lot of words in the English language. It can be difficult to think of the right word at the right time - and even more difficult to know what to do if you can't find the word you want.