



**ARMY POLYTECHNIC SCHOOL**  
**DEPARTAMENT OF LANGUAGES**  
**APPLIED LINGUISTICS IN ENGLISH TEACHING**  
**RESEARCH PROJECT**

**THEME:**

ACTIVE TECHNIQUES TO IMPROVE THE SPEAKING IN THE LEARNING PROCESS OF THE ENGLISH LANGUAGE FOR STUDENTS ATTENDING THE SIXTH COURSE AT PADRE MIGUEL GAMBOA HIGH SCHOOL IN ORELLANA PROVINCE DURING THE PERIOD 2007-2008.

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# **CERTIFICATE**

**We MSC. Maria Eugenia Arcos Jimenez, Director and Lcda. Olga Cardenas Co- Director, duly certify that the thesis under the title : ACTIVE TECHNIQUES TO IMPROVE THE SPEAKING IN THE LEARNING PROCESS OF THE ENGLISH LANGUAGE FOR THE STUDENTS ATTENDING THE SIXTH COURSE AT PADRE MIGUEL GAMBOA HIGH SCHOOL IN ORELLANA PROVINCE DURING THE PERIOD 2007-2008 by Natalia del Pilar Morales Guayasamin, who has finished her studies in Linguistics to be applied in the English Language at Distance Modality at Army Polytechnic School, has been studied and revised all its chapters; then dissertation is authorized in front of the correspondent university authorities.**

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## **DEDICATION**

With my eternal love and gratitude I dedicate the present work to God for His constant blessings to accomplish my goal, to my children, husband and my relatives that gave me strong support to overcome all the difficulties I had during the process to accomplish this research successfully.

To my teachers who helped me to understand and solve my several expectations during my studios

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# **SUMMARY**

The execution of this work was carried out to determine the incidence that the use of some techniques has in the generation of appropriate English learning on the students of Padre Miguel Gamboa High School in Orellana town, Orellana Province.

To do this, it was necessary to identify the techniques to improve the speaking skill in learning English in the students, of this Institution.

To develop this research it was necessary in the first place to set the theoretical explanations of the central problem and each one of the secondary problems of the research. For this reason this work was developed in seven categories related with: The curriculum planning, teaching activities, English language learning strategies, speaking learning process, Active techniques and the Practical Evaluation.

I elaborated and apply research instruments like: survey guides for students and teachers design were used to select the sample of the population to obtain the basic information.

Data were tabulated and represented graphically for a better comprehension and the theoretical reduction process of the specific hypothesis was verified.

The whole process permitted to draw conclusions of the research and to give some alternative of solutions to succeed the limitations that were founded.

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# INTRODUCTION

At the moment more than 300 million people around the world speak English, in Ecuador and in other countries English is considered an essential language part of people's education in the new XXI century.

It is considered like a goal of the contemporary Education to contribute to develop students' competitions in its local community and in a near world community. We can say that the knowledge of several languages and especially the useful English language as the universal language per excellence is necessary.

This research is based on the serious difficulties that many students have in their schools when they conclude the sixth course specially in our public Institutions in Orellana Province. It is caused by the lack of practicing and application of the four basic skills in this language. Listening, Speaking, Reading, Writing. They must be focused and motivated to students in early ages from the first Basic year, because children can understand and acquire language than their older..

It contains six chapters that focus on the ways of how to improve the speaking skills through the learning English process of the students of the six class. It has an important analysis of speaking techniques and methodology to their practice in the classrooms.

Each chapter contains an ample information that will guide us to assert the lack of English motivation in some Students from Orellana Province in a six-year English course.

Additionally must consider the lack of government economic contribution to the Educational Area, some inexperience teachers, and the inappropriate methodology and theoretical classes.

This is a guide that compiles a detailed study about positive and Negative facts to determine Active techniques to improve the speaking in the learning process of the Sixth course English Language.

The main purpose of this research is to identify and explain the techniques or methodological problem and the generation of significant learning of these students by the speaking-learning process. The results of the research are presented in this work that is structured in six parts: research problem, theoretical frame, methodological design, the analysis and interpretation of the results and proposal.

**PART I:** It focuses on the Problem identification with all its dimensions such as its causes, effects, indicators and starting from here to highlight the limitations of the institution in the English language management field.

The identification and building activity of the methodological and learning weaknesses permitted to design the main and secondary problem. This concludes with the objectives and dependent and independent variables.

**PART II:** It Mentions the “Theoretical frame” of the research, where the categories are: Active techniques to improve the speaking in the learning process and secondary problems, some topics such as: the planning curriculum, teaching activity, English languages learning strategies, and evaluation.

**PART III:** It makes reference to the Methodology “that was applied in the research; this is type and design with all that additional data that describes the population and sample; the techniques and materials used for attaining the objectives stated in the first part.

In this part There will be found the instruments for the data collection and the plans for its processes and analysis, too.

**PART IV:** It displays the analysis and interpretation of the results and hypothesis verification. To facilitate the comprehension it was considered convenient to organize the information and present it in accordance to the categories that explain each hypothesis. There is a graphic exposition.

**PART V:** It contains the basis of the previous conclusions and recommendations that were stated as the result of the whole research.

**PART VI:** It shows us the generalization of the research.

# **CHAPTER I**

## **PROBLEMATIC SITUATION**

## **1.1. RESEARCH PROBLEM**

Active techniques to improve the speaking in the learning English Language process for students attending the sixth course at Padre Miguel Gamboa High School in Orellana province during the period 2007- 2008.

## **1.2. PROBLEM IDENTIFICATION**

It has been argued that one of the problems of English language teaching in general is that no serious attempt has been made to systematically record and describe the acquisition process of learners of English in our English Foreign Language context. It is very important to know how much English we have acquired after six years of instruction, and the progress of standards. Mere adoption and application of teaching methods from foreign countries will not always work out in our country. We need to gather data on how learners learn English and to describe the developmental path of their interlanguage. Thus, one of the main purposes of this research is to improve some techniques to develop the speaking skill through the process of learning English as a foreign language.

The field of English learning includes research and practice related to both the teaching and learning of English/language arts and the training of English teachers. This will motivate to all students to practice this foreign language by daily speaking and to know some English customs at the same time.

Today there is a high range of students who have concluded their studies without properly domain the English Language, the SPEAKING skill specifically. This research is based on determining the lack of practice of the four fundamental skills of the English language for secondary students when they conclude the sixth course in Padre Miguel Gamboa High School.

The group of students participating in this research here has several difficulties to express their feelings, emotions, ideas and so on in a foreign language. They lack of motivation and interest in the learning of English as a foreign Language, This make difficult for the English teachers to continue their teachings, and achieve end bilingual student that must be able to speak in English and get their professional goals in a future.

This view, however, simplifies what is a highly complex process involving an intricate interplay between the learning process itself, the teacher's intentions and actions, the individual personalities of learners, their culture and background, the learning environment and host of other variables. The successful educator must be one who understands the complexities of the teaching learning process and can draw upon this knowledge to act in ways which empower learners both within and beyond the classroom setting..

In our country English language has been considered an accessible tool, basic and obliged language that should be spoken by the secondary and university students. Though, there are some mistakes in the development of the practice of the fundamental skills in this language, to be specific the students show a high level of ignorance in the practice of their knowledge and abilities when they try to speak English accurately. On the other hand we must consider some negative factors that avoid to students' learning such as: the lack of government **financial** contribution to the Educational Area, some **inexperience teachers**, who employs **inappropriate methodology** or just only Grammar – approach classes; all of this brings a series of difficulties in the Middle and Superior Education, which ends up in the impossibility of the students express freely in a foreign language. Today some students decide to choose technical careers and English is an essential part in the labor aspect when they culminate their studies, they can work in a public or a private Position just only because they speak English.

Consequently, due to the fact that English Language is a very important tool today, school authorities and teachers should react to make this big problem change for good, thinking that the best academic preparation for a town can be the open door for all people, and to leave the underdevelopment in which the nation is today.

¿Why don't the English Teachers promote the necessary motivation in the students group with the application of up dated teaching **method** achieve in each student the knowledge reception in all the speaking skills. By doing this they will assimilate it and will be able to show their skills in the speaking and writing development of the English Language.

Padre Miguel Gamboa High School, as a part of the Public Education in our country, has most of the common problems mentioned such as: lack t students don't have enough didactic **material** to work in class, this added to the low-quality text books.

The teachers are not **motivated** because their pay is very low so, they need to work in different institutions to get a comfortable living, they don't receive any seminars to train their knowledge about trendy methodologies, strategies and techniques to teach English in class, for this reason they are still applying the **traditional grammar method or translation method**, therefore it's impossible that the students can get good input for them to communicate through their foreign language orally.

The authorities of the Institution haven't made any improvement to implement an English **laboratory** which is necessary to help the students speak fluently. Using it they will getting a good listening practice in a laboratory. In addition the teachers don't have supplementary material to reinforce their teaching process.

Education is one of the most important and complex issues of all human endeavors. A popular belief is that education is something carried out by one person, teacher, standing in front of a class and transmitting information to group of learners who are all willing and able to acquire it.

<p style="text-align: center;"><b>CAUSE</b></p>	<p style="text-align: center;"><b>EFFECT</b></p>
<ul style="list-style-type: none"> <li>• Routinary English clases</li> <li>•</li> <li>• Limited didactic teaching materials and laboratories in the development of English classes</li> <li>• Teachers are not well trained</li> <li>• Traditional methodology</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of Students' motivation</li> <li>• Difficulty to develop the communicative competences</li> <li>• Reduce the students` participation in different activities and become a passive learner.</li> <li>• The students are not able to produce the language because they don't have the opportunity to practice it.</li> </ul>



## **1.2. PROBLEM SETTING**

### **1.3.1. Main problem**

How does the traditional method affect the speaking skill acquisition in the learning process of the English Language students of the sixth course at Padre Miguel Gamboa High School in Orellana town during the period 2007-2008?

### **1.3.2. Secondary problem**

- Are the teachers motivated for developing the speaking skill in the learning process of English language students of the sixth course at Padre Miguel Gamboa High School in Orellana town during the period 2007-2008?
- How does the traditional method influence in the learning process of the English language students of the sixth course at Padre Miguel Gamboa High School in Orellana town during the period 2007-2008?
- Do the teachers receive training to be up to dated in teaching methodologies of English language students of the sixth course at Padre Miguel Gamboa High School in Orellana town during the period 2007-2008?

- How do the use of laboratories influence in the speaking skill of the learning process language students of the sixth course at Padre Miguel Gamboa High School in Orellana town during the period 2007-2008?

## **1.4. OBJECTIVES**

### **1.4.1. GENERAL OBJECTIVE**

- To apply a new method and techniques to improve the speaking in the learning process of the English language students of the sixth course at Padre Miguel Gamboa High School in Orellana town during the period 2007-2008.

### **1.4.2. SPECIFIC OBJECTIVES:**

- To motivate the teachers for improve the speaking skill of the Learning process of the English Language students of the sixth course at Padre Miguel Gamboa High School in Orellana town during the period 2007-2008.
- To analyze the current methods and techniques that English teachers are using and affect the students' speaking in the learning process of the English Language students of the sixth course at Padre Miguel Gamboa High School in Orellana town during the period 2007-2008.

- To implement an English laboratory that has all the material required by the students in order to improve their speaking skill on the students of the sixth course at Padre Miguel Gamboa High School in Orellana town during the period 2007-2008.
- To propose a new methodology based on competences and meaningful learning to make the students speak at Padre Miguel Gamboa high school.

### 1.5. VARIABLES WORKING OUT

Independent Variable	Dependent Variable
Speaking Active Techniques	Learning Process

## 1.6. JUSTIFICATION

English is the universal language needed in many fields like business, politics, education, medicine, tourism and other aspects. It is the language which convey scientific information and technique. Therefore it is important for all people, professional specially to know this language to carry out their messages with more possibilities of success. At the moment more than 300 million people around the world speak English, so in Ecuador and the other countries consider that the English language is an essential part of people's preparation in the new XXI century.

There exist a variety of trendy classrooms methods, techniques and games which can be found in good books and on the internet, with the help of them, the class will create more objective and interesting classes which will trigger the students' interest in the English language acquisition. The lack of the use of these techniques during the development of English learning process have caused fear, hate, anxiety, panic and finally school desertion of our students.

The reason to elaborate this project, is to determine the causes of the difficulties that most of the students have in their low English emphasizing level specially in SPEAKING skill. It will be analyzed the reason for a little usage of techniques, and resources which have been obstacles in the teaching – learning process.

It is important to carry out a research with the aim to contribute effectively in the solution of low students' performance, by implementing methodological courses for English Teachers to help them to improve their teaching techniques and apply them through the students' learning process.

The teachers should know certain strategies to use through the learning English language process. The use of those techniques and a variety of resources will allow the active participation of the students. These techniques implemented the teaching – learning English process will be part of the didactic processes that will be decisive for the young student's development of the English language learning. But it could be said that the correlation between method-content will be the techniques that is prioritized in the present research as a central element of the teaching – learning process.

Motivation is another main problems that teachers and students have in their educational development. It can be external (extrinsic) or internal (intrinsic) which will difficult the learning and interest of Learning English as foreign language. As we know motivation is vital in education due to through it we can lead students to develop their English competences in different activities which permit them increase and improve their self-confidence, esteem and obtain an accurate learning. Through this research, it's possible to seek and determine the main causes which produce lack of motivation and its incidence in the teaching-learning process, to develop the communicative competences among the students of the sixth courses at “Gamboa” High School.

The central purpose of teaching is to apply a new method and techniques to improve the acquisition of the speaking skill in the learning process of the English language. This research will constitute a new contribution, with suggestive and clear information of English which will be taken at “Padre Miguel Gamboa High School”

The techniques that are used to promote various activities of the student will should constitute an aid that will stimulate the development of inter learning process; For this reason, it is necessary to select the didactic resources based on the practice, conversation, pronunciation, according to the level of the student’s knowledge and objectives of the course.

The evaluations were guided to help the students to overcome difficulties that can be presented during the process, to apply and carry out recover activities that allow the student to ensure and to achieve an effective learning.

It is important to encourage “team – work” and the willing of all the members of the school in it, all those responsible for carrying on such a great time task that is education.

# **CHAPTER II**

## **THEORETICAL FRAMEWORK**

## **2.1. INDEPENDENT VARIABLE**

### **CURRICULUM**

Curriculum the specific learning program that contains all the infrastructure, educational, structures, and everything makes the students to all that a person reach knowledge and learning, the curriculum describes the teaching, learning, and assessment materials available for a given course of study. All the Education System is based on a curriculum project. But in a blank term curriculum means programs of study or instruction. Its aim is curriculum is to enable learners to communicate confidently, fluently y and effectively in English.

### **CURRICULUM COMPONENTS**

A curriculum may contain the following components:

- Vision statement that sets the rationale for a state framework in relation to state needs.
- Content expectations/standards, that are as a combination of subject-area topics and student skills. They often reflect some of the concepts identified in the national documents which are available when the frameworks were developed in the individual states.
- Pedagogy and teacher practice in combination with the presentation of subject content.
- Equity linkages (such as opportunity-to-learn objectives or standards).
- Policy linkages (a comprehensive approach to the relationships of content to student assessment, professional development, teacher



preparation and certification, support services, school government, facilities, community involvement, and other areas of policy).

- Performance expectations/standards and recommendations for the use of alternative forms of assessment.
- Rationale for the use of technology and tools in the classroom.

## **CHARACTERISTICS OF CURRICULUM**

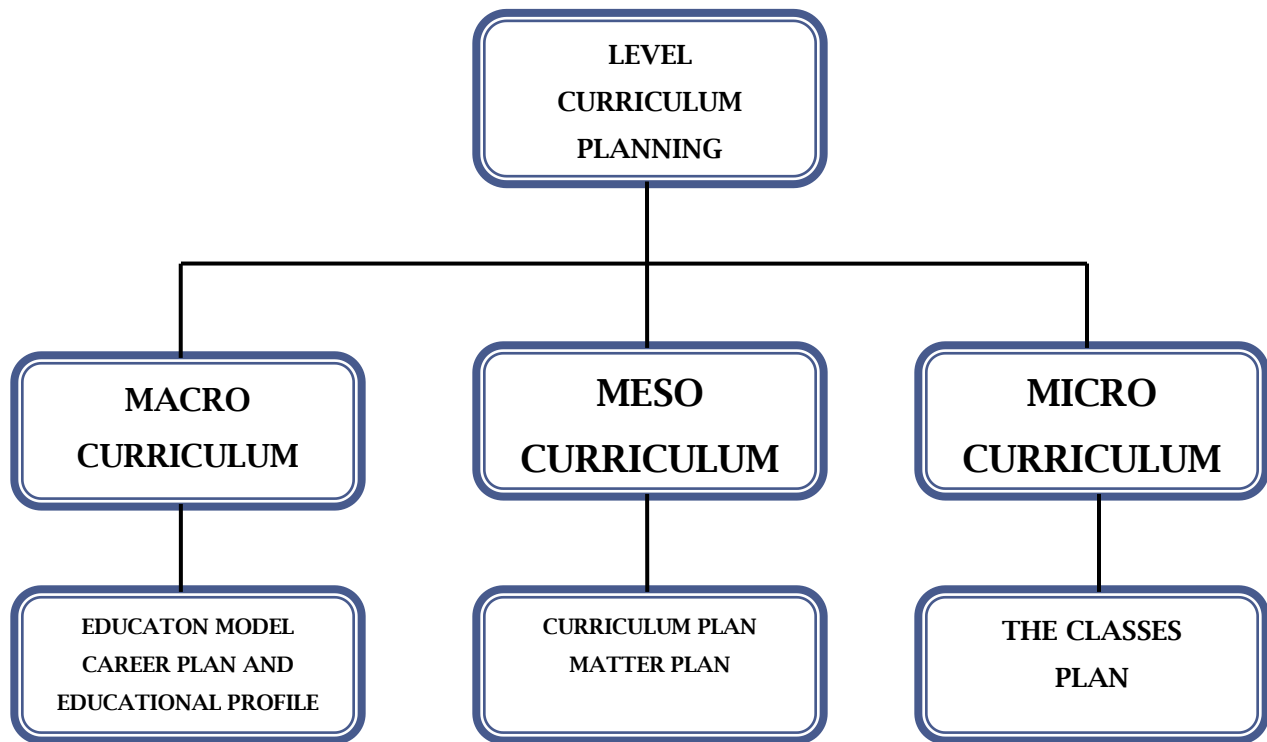
**Fundamental unit.**- To make converge all the activities in the conquest of the objectives.

**Continuity.**- To prevent all the stages of the averaged work, since the beginning to the end.

**Flexibility.**- It should allow possible readjustments during the development of the plan, without smashing their unit and contend.

**Objectivity and Realism.**- It should be based under the real and immediate conditions of the place, resources, capacity and the students' school preparation.

**Exact and clarity.**- Their claim should possess, clear and precise style, with exact indications and concrete suggestions very concrete for the activity that will be done.



## **THEORIES OF LEARNING TEFL METHODOLOGY.**

There are many theories of learning TEFL methodology. What we can state is that when the people learn something, some sort of change occur insides them. Also, to know that learning occurs through the whole life and although it often takes place in a social context, it is a highly individualized process. Everyone has different learning styles. Theories of language learning and teaching have evolved from the fields of psychology and linguistics.

- I. One of the most recognized theories on teaching / learning is called Behaviorism, it is based partly on the conditioned-reflex experiments by Ivan Pavlov.

A Russian psychologist. Part of the theory consists on providing a stimulus to cause a given response in a repetitive manner.

American B.F. Skinner used these experiments to create a therapy of behavior modification called conditioning. The audio-lingual language learning approach came about as a result of this learning theory; it involved a lot of listen/repeat exercises, transformation drills, and positive reinforcement.

- II. Another relevant learning theory is known as Developmental Psychology, partially credited by Jean Piaget, who determined that learning takes place in four very predictable, sequential, innately determined stages. He made groundbreaking strides in early childhood development studies, and his experiments have been implemented with people of all ages. Some of his theories carry over into the realm of language learning and acquisition. He believed that language acquisition develops mainly from a combination of developmental readiness stages, social interaction, and an individual's unique interpretation process.
- III. Piaget's theories led to the beginning of the Cognitive Learning Theories which considered behaviorism way too simplistic in explaining human learning. These theories establish that human beings learn through experiences - a life-long series of trial and error. Interpretation of experiences can lead to understanding or insight. That is, a human being goes through progressive cognitive experiences acquiring knowledge along the way with which to diagnose and solve problems. This process of figuring things out is more than just responding to a stimulus. These principles led to less mechanistic and more humanistic approaches in language learning.
- IV. Whether one agrees with previous theories for learning TEFL methodology or not, the important implication in a course of English as

a Foreign Language (E.F.L.) is that students learn -and acquire- a given language by means of eclectic (combination) approaches. Also, they learn and acquire language without even being aware of the existence of learning principles embedded in different learning theories.

- V. As we learn relevant elements of the theories for learning TEFL methodology and methodology necessary to become a language teacher, each one of us will come to the realization that the combination of theoretical preparation and teaching experience is the key element that will produce a good English language teacher. The teacher will choose and work with whatever materials, techniques and steps that work well for the learner, regardless of the theory of learning.
- VI. In other words, as teachers may apply the different theories of learning, they need to keep awareness that these theories are subjective by their own nature. It is impossible.

## **Traditional Theory**

It is often considered the classic approach to the systems development of KNOWLEDGEMENT. It is a model that describes a developmental method that must be rigid and linear which follows the same methodology without any variations. where each phase is completed by the next one is started and there is no turning back.

## **Constructivist Theory**

- **Constructivist Learning**

Constructivist learning has emerged as a prominent approach to teaching during this past decade. The work of Dewey, Montessori, Piaget, Bruner, and Vygotsky among others provided historical precedents for constructivist learning theory. Constructivism represents a paradigm shift from education based on behaviorism to education based on cognitive theory. Fosnot (1996) has provided a recent summary of these theories and describes constructivist teaching practice. Behaviorist epistemology focuses on intelligence, domains of objectives, levels of knowledge, and reinforcement. Constructivist assumes that learners construct their own knowledge on the basis of interaction with their environment. Four epistemological assumptions are at the heart of what we refer to as "constructivist learning."

1. Knowledge is physically constructed by learners who are involved in active learning.
2. Knowledge is symbolically constructed by learners who are making their own representations of action;
3. Knowledge is socially constructed by learners who convey their meaning making to others;
4. Knowledge is theoretically constructed by learners who try to explain things they don't completely understand.

## 2.1.4. SIGNIFICANT LEARNING

### CONCEPT OF LEARNING

#### **Definition:**

Learning is a process through which we obtain new knowledge, dexterities or attitudes that when learned we have the opportunity to grow and understand the reality.

There are different ways to conceive the learning, and from them overcome the conceptions of education, teaching, society, so for some authors it is very frequent conceive the learning, exclusively, in function of behavior's observable changes in the individual, measuring susceptible when hiring them with their initial state.

On the other hand, it not only disregard the elements that take place in the learning, but it also reduces to something that is observable. In opposition to this form of understanding, author Piaget tries to explain learning as a process of successive individuals restructuring in interaction with the objects of knowledge.

For other authors the learning concept is intimately bound to the behavior concept and although not all behavior is learning. If all learning is a behavior, it can be said that the total behavior it is characterized by five elements: the motivation, the object, the purpose, the structure and meaning.

**The motivation:** of the behavior refers to the causes of it and that a specific behavior doesn't have just one cause, but many could be conscious or unconscious and they interact to produce these both interact to produce that conduct.

The relationship or the link that an individual settles down with the objects of his/her behavior supposes always an interpersonal relationship of virtual character. Since the education not only supposes an internal view of the learning object, but also a certain relationship with the object.

**The purpose:** The purpose of the behavior is to search the person's internal balance that is put in danger by the presence of a tension in the individual's field.

In front of an object that causes a change in the individual internal organization, this emits behaviors that have the purpose to restore that balance that partly had gotten lost.

**The structure:** In other words, the individual that shows a behavior has a specific form to relate with the objects. The type of structures of most privileged behavior by individual is which will determine the type of personality of that individual.

As corollary of what was mentioned, an interaction process among the individual and the objects that can be concrete or virtual, people or thing modify or change the behavior rules of the individuals, and in some way of the own object.

It is necessary to meditate on the type of learning provided to the students. The purpose of teaching to generate learning must be meaningful significant.

Finally, every behavior has a meaning; this is the individual that by his behavior expresses something, a sense, a message. This meaning is not always explicit, and many times it remains latent. To discover this meaning it is necessary to start from something that is explicit.

One of the first tasks teachers face when designing a course is deciding, what students want to learn. Students will always learn something, but good teachers want their students to learn something important or meaningful, rather than something relatively insignificant.

This leads to a question that is key to the whole teaching enterprise: In what ways learning can be meaningful. Teachers should develop a conceptual framework to identify the multiple ways in which learning can be significant, then they can decide which of the various kinds of significant learning they want to support and promote in a given course or learning experience.

The term of meaningful significant learning is distinguished from the mechanical learning or from repetition. Author Ausbel states that: It is a significant learning if the task of learning can be related to a non arbitrary way and materialized, with what the student already knows. If could be related to his/her cognitive structure.

This consideration refers to the logical significance as to the psychological significance; so it refers as much to the inherent significance of certain symbolic materials, as well as to the cognitive experience.

The significant of the learning is related to the personal environment as well as to the social – cultural one. It also explains why it is socially significant for the values or predominant cultural patterns in a society or certain human group.

In the formative process, learning can appear meaningful in the way that they correspond to the sense and value that are socially assigned to social reality or when they can generate valuable or different significances regarding to the group values and culturally predominant patterns.



For all this, meaningful learning has incidence in the basic education, because it guides the student to the areas with which he/she is identified as a person, later on he/she will develop as a satisfied professional providing benefit for the whole society.

### **Types of meaningful Learning.**

Meaningful learning can be given by reception or by discovery. The first one, form reception, author Ausbel sustains, that there is a human mechanism to acquire and store a great volume of information in any field of knowledge.

The teaching activity in the classroom is organized according to this position, where knowledge is convey with the idea that the students will learn concepts without the necessity of discovering it personally. The significant learning is a dynamic process, where the student “discovers” by himself the contents of the knowledge.

In the students, a link takes place among the new ideas that they receive with their cognitive background; this is, existent concepts in their cognitive structure, which will provide the appropriate connections. If the given information doesn't integrate with the stored one by the student, it cannot be learned, neither retained and, it loses significance for him/her.

### **Dimensions for meaningful Learning.**

Some authors distinguish three dimensions: Logic, cognitive and affective. Then the planning of the teaching – learning process is guided by these

discussions: First the idea should be known, mental structure of the student and the positive – affective willing that involves the emotional environment and attitudes toward the acquisition of new knowledge.

The teacher that manages this theory will present a highly significant didactic material that can stimulate the interrelation between the student's experiences and the new given concepts. Its objective, is to be a facilitator of learning who establishes and structure the contents of the material that is going to be learned, which is organized technically to achieve the effectiveness of the learning with a minimum time and effort on the apprentice. It at the same time emphasizes the need of setting objectives, applying methods and materials of evaluation the results of this learning allows to introduce modifications in the curriculum.

### **Meaningful Learning Characteristics**

The meaningful learning characteristic are:

What has sense or significance is determined by predominant cultural patterns in a society or certain human groups.

- It is related to the personal enclosure.
- It corresponds to demands and concrete needs of the social reality.
- It has a personal character implication.
- It is related to the social cultural environment where the individual lives.

- They can generate moral values regarding the group of values and patterns culturally predominant.
- It is of own initiative, it is fed by the environment stimulus from where he/she learns and it is possible to build a knowledge. This learning allows changing of the behavior, the attitudes and even the student's personality.
- It can be concluded that the meaningful learning has a great incidence in the basic Education, because it guides the student in the Areas in which he/she is identified as a person, this will build later on a satisfied professional his chore that will benefit the whole society.
- Their essence is the significance, because when such learning takes place, the significance element for the students, it is structured inside their total experience.
- The person's entity, in its sensitive and cognitive aspect is materialized in the learning activity.

## **2.2. DEPENDENT VARIABLE**

### **SPEAKING TECHNIQUES**

Public speaking is the art of speaking to a group of people in a structured manner intended to inform, influence or entertain the audience. Most careers will require that you give presentations or deliver speeches. But for many people, public speaking is a cause of great anxiety. Speaking in public is one of the most feared activities. Public speaking can be a terrifying experience, and few have the training and confidence required to overcome the fear of public speaking and connect with an audience. The reluctance to stand up in front of an audience is often a major impediment to career advancement. Mastering the art of public speaking will boost a person's your confidence and give him/her a competitive edge.

## **ENGLISH LANGUAGE LEARNING METHODS**

### **The Cooperative Method**

This Method is easy and useful to be applied in different sequential and logical interactive works, such as: discussions, researches, workshops, games and competitions, among others.

Their selection allows using groups from two to five members approximately for each group, which is led by one from its partners who will be named leader or group commander. This leadership is rotary which means that all

the members of the group in some moment will have the opportunity to lead their team.

With this modality all students participate, develop or increase their self-confidence feeling able to direct a group. This motivates them to carry out any type of work they have been asked to do: it develops in the students critical thinking and trigger their creativity like a mechanism that encourage learning activities.

In this strategy the teacher becomes a facilitator who respects in the practice the right to make a mistake: changing it in a valuable learning source. The facilitator teacher doesn't request silence, she/he encourages them to speak, comment, express their opinions in a permanent speaking and listening activity; the teacher plans the playing tendency to a valuable learning technique that corresponds to the human being's nature.

It is necessary to point out that learning and teaching is a single indivisible and interrelated structure, being this its main foundation, in the understanding that "teaching and learning constitute inseparable dialectical steps. They are integrated to the unique process in a permanent movement. This is not only because of the fact that when there is somebody that learns he/she has to have another that teaches, but also by the principle according to which nobody can be trained correctly while not learning the same task of the teaching activity.

It is said that, the use and implementation of these strategies will allow to teachers o find the solution of specific problems of English language learning, reaching levels of effectiveness and efficiency. It is a permanent process of personal growth and the construction of significant, indispensable learning, that will lead the student to be more competitive in this globalize world.

## **Direct Method**

It is a method used by the English language teaching-learning process, the main objective of this strategy is that the students carry out a direct association between the linguistic messages and the meaning of what is being taught.

When introducing new vocabulary or sentences, the teacher shows its meaning by showing real objects, drawings or pantomiming: the teacher never translates words to the student's native language.

The students practice new vocabulary using the new words in complete sentences or in context. A new interaction between teachers and students is done and also among only students, by asking questions and answering them. The communication is mainly oral and not written.

When the students have reached a certain level of knowledge and domain of the structures and vocabulary, they advance to written exercises based on what the students have practiced previously in an oral way. The vocabulary must prevail on the grammar.

Among some of the activities that could be developed using this method, the following ones are accounted:

Sections loudly, dialogues, after this teachers use expressions, pictures, drawings, real objects. Other means to clarify the meaning, questions and answers that should only conduct to a linguistic message. The students ask questions and they respond them with complete sentences putting in practice the new words and grammar structures learned.

Mistakes should be corrected by the students, using questions asked by the teachers who motivate them to choose a given alternative and correct answer.

Dictation done by teachers that read this dictation in three times. First normal rhythm, so that the students can only listen. The second time read it slowly, sentence by sentence to allow the students to write what they have listened. The last time read it to normal speed so that the students check it. Paragraph writing, carrying out vocabulary practice, learned structures related to the treated topic.

## **Ludica**

It is a game design/art collective devoted to develop innovative concepts that explore the potential of games to express women's narratives, aesthetics, culture and play.

The objective of this technique is to create a female-friendly ethos that supports and encourages a range of departures from the male cultures of game-making that dominate both computer game production and contemporary game art. We are not interested in producing "games for girls," but seek to develop games that address a diverse range of alternative audiences and contexts through inventing and promoting both new game genres and new modes of game-making.

## **Collective learning**

It is that the teacher to consider his students like "people in a group". This means to consider not only their feelings and intelligence, but also some

understanding of their physical, instinctive protection reactions and their desire to learn.

Some authors think that one way to face these fears was that teachers transform themselves in “advisers of language learning”, being sensitive and helping them to transform their negative feelings in positive energy to continue their learning.

## **LEARNING EVALUATION / ACREDITATION**

It is an activity that should develop combined with the teaching – learning process. So it is understood as a permanent and uninterrupted process to determine achievements, mistakes, and difficulties in an academic practice, all this concerning to channel, to amend or to enlarge the knowledge with a continuous feedback, reflection, analysis and critic to advance in the new knowledge production and to contribute to the problem solution.

The evaluation as a process that constitutes a daily activity of the teacher’s core task. It is a complex duty with serious social implications, bound to the didactic process and therefore conditioned by the circumstances as much as current characteristics that are immersed in this process.

The evaluation constitutes a research project that besides approaching the problem to research in a theoretical way, it should determine meaningful learning and interpretation strategies in the different levels where learning is developed.

To give clear and coherent answers on the way of how learning takes place it is not simple; it is a phenomenon that requires knowing education in a social



and psychological way. Then instrument of evaluation is closely linked with the concept of learning.

Learning is a complex phenomenon that cannot be measured taking a scale or a pattern; but if is a not quantifiable phenomenon, I wonder why the students are evaluated using grades or scores.

We can not speak about a bad or a good learning because learning is conceived as a process rather than a result; in it, the individual is involved as an entity who reacts to internal and external stimulus in his/her permanent adaptation to the environment.

The evaluation of learning has the following characteristics:

Historical, as long as it recovers the social dimensions of the group.

Comprehensive, that doesn't only dissociate the situation of the group development; rather it contributes to teaching by interpreting elements that are given in an institution.

It stimulates knowledge production as well as it operates with this reality to modify it; this outline a didactical revision among the theory and practice.

Author Porfirio Moran Oviedo claims that the evaluation process shouldn't occur when a course ends; but, on the opposite contrarily, it's the starting point is in the formulation of the objectives of the teaching – learning process, this means before the course has begun, when it is clarified what we want to achieve in learning terms.

The evaluation is an eminently didactic process. It is an activity that cooperates to improve the teaching – learning process and the achievement of significant learning; so to modify the evaluation the learning process should be modified. The evaluation is not a neutral activity, but it obeys to serious

social implications and determines them. To evaluate learning it requires the use of techniques, which bears an ideological load that has to show its application.

An innovative proposal for evaluation techniques demands the use of ways that implies a conceptual breakdown of education, teaching, learning and evaluation relationship.

This type of evaluation put the students in a place that has relationship with the achievement of the explicit learning foreseen in the program, as well as of the implicit, foreseen in the curricular plan, but not in a competitive relationship with the rest of his partners.

The evaluation's fundamental purpose doesn't consist on finding the few students that are successful, but in every student's effort so that most of the students can acquire knowledge, abilities and attitudes considered basic for their harmonic development, offering the opportunity and the necessary time to achieve it. Some authors say that the most important function of evaluation in education is: to provide a system of quality control.

As it was explained, the understanding and application of evaluation process constitutes a challenge for the English teachers of Padre Miguel Gamboa Public school, since they will have to consider it, as a continuous process of reflection, participation, discussion feedback, elaboration of analytic and critical works. It would be given constantly during the teaching – learning process, this is, evaluation should be considered as a dialectical process of confrontation to the individual and group learning.

The evaluation allows to operate with all the aspects that consider the accreditation as those that were not planned, but that were generated in the development of the program.

## **Types of Evaluation:**

### **Diagnostic evaluation:**

When approaching to the statement of the problems of the real life, it is necessary to begin the teaching – learning process with some previous information from the students background.

Example: Which is the information about the problems of real life that are going to be approached? What is the attitude development? This is the related theoretical- practice frame to operate the subject.

If the teacher – coordinator knows all of the group participants but she/he cannot deduce its reference frames she can use the evaluation as a technique to obtain the necessary information of the group with which she/he will work. It also serves him as a reference to contrast the learning of the students in the final evaluation. Then they will know their initial conceptual outlines and the changes that have experienced as a result of the process of the development learning.

The evaluation instrument is elaborated with mixed questions or queries to promote the debate that is defined with the purposes and objectives of the subject to develop.

The recommendation is that the questions have to be clear and simple to obtain the student's information that will be used by the teachers for the methodologies to use in the process and to overcome the barriers that are characteristic of the previous task.

- **Ordinary evaluation.**

When conceiving the evaluation as a dynamic, permanent and transforming process, the main concern for teachers is How to take it?

How to assign the point so that the student will be responsible for their achievements and of the accreditations of the studying subject?

Then it is viewed the necessity to settle down the criterion and products of accreditation as well as the correspondent percentages to each element of the program structure when starting the study program elaboration, its function is to make a relationship and to differentiate the key activities that the student should complete to get the percentage required for the approval of each one of the elements.

- **Reference evaluation.**

An important phase is constituted for the realization of the task. This phase of the evaluation makes horizontal this process because it reveals the psychological, ideological field and the educator's power, in the other terms; it explains the hidden curriculum of the educational practice.

Its execution that allow emitting judge values made by the participants about the teacher – coordinator's of the module, the used methodology, the domain of contents, the depth of the course, the members of the group expectations, among others aspects of the teaching – learning process.

Some aspects are also evaluated that have relationship with the ownership of use techniques and processes, execution of objectives, applicability of the contents, the teacher – coordinator's solvency in the answers to the outlined queries in the resolution of problems and in the execution with the attendance of opportune information of the qualification of individual and group.

## **EVALUATION AND ACREDITATION TECHNIQUES**

Didactically, it is conceived as institutional need to certify the knowledge acquire by students. It also considered an activity that refers to certain learning results that can be held in the same program objectives; it does not constitute artificial courts in the process of the student's learning.

It is important to have in mind the necessity to differ concepts among the identified accreditation with the qualification and an accreditation opposed that the evaluation process is not dissociated.

In this sense in the same way as in the evaluation, the accreditation begins with the speaking learning objective planning and elaboration, which would already have to make reference to certain evidences. Staring from them it is possible to plan the accreditation.

This accreditation must pick up the substance of the course contents that analyzes the implications of the contents in the students. This is an evidence that will build from the first analysis sessions of the program, during their development in the established period and to the end as a result of speaking - learning.

Accreditation is a process which allows, to inform the student on its advance or setback,, knowing at the same time his/her academic the situation during the development of the teaching – learning process and revise his/her participation and responsibility in the diverse educational situations. It avoids

the habit of trying to repair when concluding the event or cycle, when the teacher has made the decision on the accreditation.

After the analysis of the scientific – theoretical conceptions related to this process it is important to outline the following moments that should be implemented at “Padre Miguel Gamboa High School” to value the Active

Techniques to improve the Speaking the learning process of English Language.

At the beginning of the academic activity, carrying out diagnostic evaluation.

During class development, by carrying out a formative evaluation.

When concluding the cycle, or reference evaluation, giving quantification on the speaking learning and the teacher's coordination.

## **ACTIVE TECHNIQUES TO IMPROVE THE SPEAKING IN THE LEARNING PROCESS OF ENGLISH LANGUAGE.**

This techniques can be held with the elaboration of a curriculum design that takes into consideration active techniques of learning.

They are instruments process that facilitate the application of methods, procedures and resources that are used with the student participants.

### **Game Cards**

It promotes the work group and puts in common, a group of ideas and knowledge that each of the participants has acquired during the study of a topic, document or book.

The class is divided in groups A and B gets ready to explain the content of cut outs. The cut outs are elaborated didactically by the teacher.

### **Objectives:**

To fix knowledge with the participation of all of the students.

To Give opportunity to every single students to expose their knowledge. To achieve reasoning attitudes and personal reflection. It allows to affirm success and to mend errors.

### **Process:**

- The class is divided in groups of 5
- Interview two groups in the game: the groups participate in silence.
- Reorder the cards
- Distribute two cards to all the groups
- Each group studies the topic proposed in each card, during 5 minutes.
- Begin the game with the first two groups. The group A takes a card of the group, bend in turn B takes a card of the group A.
- The group A puts their two cards on the table, and explains the content of them. Then the group B puts, on the table its two cards and explains the content of the same ones.
- The teacher listens, directs, corrects and resolves if the group won or lost.
- The participation finishes of the first two groups will pay other two until all they make it.
- The group that has more points win.

### **Recommendations:**

The cards, should be made for the students and for the teachers.

A score should be assigned by each correct explanation of the topic. The content should be varied looking like an objective test.

The teacher will be attentive to the game to monitor appropriately and assign the score and lay it seriously.

### **“Brainstorming Technique”**

It is technique to solve problems that are required of a creative focus and group. It is good to put the opinions and knowledge that each participant has on a topic in common. It allows us to analyze and reach conclusions or common agreement.

### **Objectives:**

- Explore the basic background that the students have for the exposition of new ideas.
- Establish the conceptual outlines of start up in the teaching – learning process.
- Put in crisis the conceptual outlines of beginning. Develop creative capacity in the students Promote the search of new solutions. Develop the divergent thought, base of creativity.
- Trigger the imagination, giving preference to the beginning of the content.



### **Process:**

- Present a topic or study problem. When it has a critical or problematic area one can based on this same technique to select or identify the topic or study problem.
- Stimulate the responsibility in personal contributions and register them indiscriminately.
- Find some brilliant ideas inside the opinions expressed.
- In teaching – learning process, these selected ideas constitute logical suppositions that allow to the students' motivation.

## **SIMULTANEOUS DIALOGUES TECHNIQUE**

It is a technique of dynamic groups that has as purpose to achieve the participation of a great group divided in two, regarding a study topic, work or task. This technique can be adapted to any type of groups, theme or activity.

### **Objectives:**

- Let the whole group class face a problem simultaneously. Obtain the opinions of all the members on a certain aspect, in little time.
- Achieve the exchange of experiences among the students. To encourage the cooperation, the good human relationships: the socialization.
- Stimulate and develop the communication capacity by means of the dialogue.

**Process:**

- Selection of the topic or study problem, previous the application of the technique.
- Advanced summary of information to the class.
- Organize the group class in groups of two to discuss a problem in low voice.
- Open the discussion in the group class. One also can continue the discussion in more groups, to finally put the results of the work in common.
- Draw conclusions.

**Recommendations:**

- Establish prudential time to avoid wandering
- Record all the opinions without minimizing anybody
- All the conclusions that you reach should be scored.
- Applicable in first year of secondary school.
- Ideal to intermediate and upper level.

**TECHNIQUE: PHILIPS**

It is a technique of dynamic of groups that consists on being divided the group class in sub-groups of 6, so that they discuss a specific topic during 6 minutes, with delimitation of one minute for each member, directed by a coordinator.

**Objectives:**

- Achieve the active participation of all the students about a topic or specific problem.
- Know the opinions of all the participants in a short period time
- Reach to a conclusion.
- Develop the sense of responsibility
- Develop the concentration capacity and synthesis.

**Process:**

- Selection of the topic or problem.
- Gathering information previously to the application of the dynamics.
- Organization of the group class in sub-group of 6
- Coordinator's nomination and secretary in each group
- Discussion to the interior of each group
- Exhibition of the conclusions of the groups and discussion in plenary
- Elaboration of conclusions.

**Recommendations:**

- Alternate coordinator's list and secretary every time that it is technique applied.
- Not exceed of 1' the individual participation
- Reach conclusions with the participation of all
- Appropriate for the upper and intermediate level
- Superior primary grade can be applied.

## **TECHNIQUE. PROCESS OF THE PEDAGOGIC STORE.**

It is a technique of work group, in which the group class is divided in small groups from 6 to 8 students. Each member of these groups works producing knowledge based on support documents, records of activities and answer sheets.

The records of activities, contain clear objectives that it is pursued with the study of the support documents: the activities that you/they should carry out as answer to questions that allow to detect main ideas, to establish relationships of learning variables to complete the objectives. Finally the record contains a scale of auto evaluation of the acquired learning and of the participation in group.

### **Objectives:**

- Develop skills to work in group
- Develop the ability of critical analysis
- Encourage the respect to other is opinion.
- Find controversial points of view, to arrive to consent in those ideas
- Foment the autonomy learning
- Develop habits and study skills.

### **Process:**

- Select a theme for a certain time.
- Select or to elaborate the support documents
- Elaborate the records of answer activities
- Organize the group class in groups of 6 or 8 students.

- Give instructions materials for the work.
- Develop the work in the shops with the professor's respective advice
- Elaborate posters with the product of each shop
- Put in common in the group class (plenary)
- Establish conclusions.

### **Recommendations:**

- Students read the support documents.
- Teachers domain the content.
- The teacher's participation, promoting, guiding the learning, solve problems in each group.
- The groups should be different for each theme. Teachers should not distribute the work and go away.
- Neither to improvise support documents and instruction leaves. It is an error to suggest conclusions.

## **TECHNIQUE OF THE DEBATE**

It is technique of dynamic groups structured around a discussion that takes place before a group, where two people dialogue on a specific controversial topic, following a foreseen outline and directed by a moderator.

### **Objectives:**

- Obtain data of two different sources
- Complete, clarify and reinforce the concepts
- Thank critically on a problem

## **Process:**

- Selection the topic or problem for the debate
- Determine of a minimum bibliography for the respective points of view.
- Summary of the information for the participants and their group of advisory.
- Preparation of the debutant, in the normative and scientific philosophical part.
- Realization of the debate
- The moderator at the end of the debate will elaborate the theses of each focus. Possible conclusions will allow to clarify ideas.
- After the information given by the experts, they can start a discussion in which the whole group intervenes.
- When concluding the debate, to the professor will make an objective appreciation of the work, highlighting merits, pointing out deficiencies for the improvement.

## **Recommendations:**

- Applicable in upper levels.
- Approach topics of present time and scientific – social importance
- Give clear instructions about the importance of the scientific preparation, the how to make it and the necessary bibliography
- Offer the alterability of representatives and moderators
- Not open the way to personal points of view.
- Not approach too wide topics.

## **TECHNIQUE OF DISCUSSION**

It is technique that consists on verbal interaction of a number of people that participate in a common activity, exchanging ideas for the solution of problems. It is motivational and socialization, it permits the cooperation, the respect, tolerance, reflection and the critical thinking among the ideas of the partners, to accept them or to refute them with logical reason and with foundation. They are of two types: directed and free.

It is necessary for their explanation; level the complexity of the theme according to the level of the students.

### **Objectives:**

This technique is used to:

- Establish the conceptual outlines of departure when presenting a new theme of study.
- Motivate the participants toward the cooperation, integration and action in the learning process.
- Reinforce learning correspondence to the recapitulation of topics treaties, establishing conclusions. Socialize the students to each other by using their best knowledge.
- Elaborate new knowledge. In this aspect it is necessary that the students carry out previous research, since the discussion that will be held requires of a group of people that know the theme.

- Develop attitudes of tolerance, reflection, critical thinking and intercommunication
- Detailed observation and the participants' knowledge on the part of the teacher related to: how they think, their arguments, shyness, in short their aptitudes and capacities.

**Process:**

It is necessary to distinguish the process that is continued for the directed discussion and for the free discussion.

**DIRECTED DISCUSSION:**

It is synonymous of directed debate, and it consists on the exchange of ideas on a topic under the direction of a moderator, coordinator or leader who guides the studios in effective way. It is applied when there are controversial up dated topics that cause divergence, doubts. It can be made among three people, small or big groups.

**1.1. Stages:**

- Selection of the topic
- Acquisition of information, by means of bibliographical, documental investigation, consults to experts on so on.
- Realization of the discussion.
- Elaboration of absolutely objective conclusions, on the part of the coordinator who exposes to the consideration of the group for their approval.
- The professor intervenes to ratify, to rectify and to reinforce the knowledge.



## **FREE DISCUSSION:**

It consists on the exchange of ideas made in small groups in an informal, free and spontaneous way on a certain topic, although it is necessary the presence of teacher, coordinator or driver that it drives the discussion with less rigorous toward the purposes of the intellectual work.

### **1.2. Stages:**

- Selection of the topic
- Acquisition of information
- Realization of the discussion.
- Elaboration of conclusions by the coordinator who exposes before the group so that they approve it at the end

### **Recommendations:**

- All the members of the group will carry out moderator's function following a revolving order.
- The moderator will take charge of coordinating the performances and that the dialogue has certain logical coherence.
- It should have a relationship of equity among the participants that favors to the maximum of the participation.
- Each representative will put the ideas taken place by the group in common.
- The professor will coordinate the setting in common of the works group, driving to the elaboration of valid conclusions..

## **TECHNIQUE EXERCISES OF LABORATORY**

Though this technique the students acquires experience in the use of laboratory by practicing the technical, procedures or methods.

### **Objectives:**

- Achieve to handle laboratory use
- Allow to put in practical theoretical knowledge
- Demonstrate theoretical concepts
- Develop investigation aptitudes in the laboratory
- Promotes meaningful learning for discovery new things.

### **Participants:**

- Teacher and student
- Teacher like guide or coordinator

### **Development:**

- It will be necessary to adapt the student, to the atmosphere of the laboratory.
- It will be provided the student, the necessary practice for the good handling of the laboratory materials.
- Spends to the formal work in the laboratory for the achievement of the objectives
- Those students that have stood out will be able to set more complicated laboratory works with the direct help coordinator.

## **EVALUATION:**

## **SUGGESTIONS:**

- Avoid to the maximum that the students enter alone to the laboratory or that they remain without guide.
- Make responsible the students of those expensive materials and even of those that are not
- Request of the students to maintain the place clean.
- Mention the rules as for the development of each one to avoid accidents
- Can be used at any level

## **1.3. HYPOTHESIS SYSTEM**

### **Working hypothesis.**

There are some alternative techniques to improve the learning process of the High School in Orellana town during the period 2007 – 2008.

### **2.3.2. Alternative hypothesis (H1)**

The English language of learning process will be improved by active speaking techniques at Padre Miguel Gamboa High School in Orellana town during the period 2007 – 2008.

H1:  $X_1 = X_2$

$X_1$  = Active techniques to improve speaking skill

$X_2$  = Will optimize the learning process

### 2.3.3. Null hypothesis (H0)

The English Language of learning process will not be improved by active speaking techniques at Padre Miguel Gamboa High School in Orellana town during the period 2007 – 2008.

H0:  $X_1 = X_2$

$X_1$  = Active techniques won't improve the speaking

$X_2$  = the learning process won't optimize

### FORMULATE CHI – SQUARE

$$X \quad \sum \quad \frac{(O - E)^2}{E}$$

# **CHAPTER III**

## **METHODOLOGY**

# FRAMEWORK

## 3.1. RESEARCH TYPE AND DESIGN

- Research design
- Problem positioning
- Techniques and materials used for the data selection gathering
- Hypothesis formulations
- Information collections
- Data analysis
- Conclusions and recommendations
- Biographical revisions

Considered necessary to apply the scientific method that agrees with the stated objectives and the theoretical base that cover the following.

## 3.2. RESEARCH DESIGN

This is an experimental research, because the general and the specific hypothesis are having a statistical character, this demands information related to samples or continuous variables. Besides the obtained information is numeric, subjected to descriptive statistic which was permitted to organize, analyze and interpret information. It is subject to inferential studies allowing to set down the population's conclusions based on the study of the samples.

This is a field research, since the investigator should move to the geographical place where the study phenomenon is developed and collect

information through surveys, interviews, and direct observation, the information that gives the doctrinal body was obtained through written material pamphlets, internet, books, etc..

### **3.2. POPULATION AND SAMPLE**

Two hundred and twenty two 222 students of the sixth courses from “Padre Miguel Gamboa High Public School” in Orellana Town, Orellana Province, during the period 2007 – 2008.

The statistical procedure used for the selection of the sample in this research is the Probabilistic Stratified Sampling procedure, for the reason that the students’ population was investigated randomly and two teachers of the English area of the “Padre Miguel Gamboa” Public School, in Orellana Town,

To determine this sample the following steps were used:

<b>YEAR BASIC EDUCATION</b>	<b>NUMBER OF SURVEYED STUDENTS</b>
<b>SIXTH</b>	<b>222</b>
<b>TOTAL:</b>	<b>222</b>

<b>SURVEYED</b>	
<b>TOTAL TEACHERS</b>	<b>2</b>

**Constant Sample calculation:**

$$n = \frac{NPQ}{(N - 1) \frac{E}{K} + PQ}$$

**n** = Sample size

**N** = Population

**PQ** = Standard Deviation (0,25)

**E** = Maximum admissible error (5% = 0,05)

**K** = Coefficient of error (2)

$$n = \frac{0,25 \times 222}{(222 - 1) \frac{(0,05)}{4} + 0,25}$$

$$n = \frac{0,25 \times 222}{(222 - 1) \frac{(0,05)}{4} + 0,25}$$

$$n = \frac{55.5}{(221) \frac{0.0025}{4} + 0.25} = \frac{55.5}{0.138 + 0.25}$$



$$n = \frac{55,5}{0.388} = n = 143$$

### STUDENTS UNITS OF OBSERVATION

COURSES	STUDENTS	SAMPLE	PORCENTAGE
SIXTH A	36	18	0.16
SIXTH B	38	19	0.17
SIXTH C	36	18	0.16
SIXTH D	38	19	0.17
SIXTH E	38	19	0.17
SIXTH F	36	18	0.16
<b>TOTAL:</b>	<b>222</b>	<b>141</b>	
<b>TEACHERS:</b>	<b>2</b>	<b>143</b>	

### 3.3. VARIABLES WORKING OUT

#### VARIABLE INDEPENDENT: ACTIVE TECHNIQUES FOR SPEAKING PROCESS

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEM	TECHNIQUES TOOLS
<p>ACTIVE TECHNIQUES (INDEPENDENT)</p> <p>They are instruments that facilitate the application of methods, procedures and resources that are used with the student participation; to encourage, integrate or to make simple and more comprehensibility the topics or contents that will be tried.</p>	<p>Techniques Crossword, Puzzle, Brainstorming, Acrostic, Bingo, Game of the Cards, Ability to take note, Comparison, Soup of letters, Key words, Techniques of discussion; Antonyms, Collage.</p>	<p>Objective, goals, Process Recommendation</p> <p>Courses, seminars, chats, Games.</p>	<p>Is it important to apply different techniques?</p> <p>Do you prepare unit lesson or plans teaching English language in class?</p> <p>Do you supplement a laboratory material in the class?</p> <p>Do you apply motivational techniques English in class?</p> <p>Are you a facilitator in class?</p>	<p>- Questionnaire -Oral evidence -Survey</p>

## VARIABLE DEPENDENT: LEARNING PROCESS.

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES TOOLS
<p><b>LEARNING PROCESS</b></p> <p>It is the process with what both teachers and learners to get a satisfactory success at the end of every term. It embraces methods, techniques all of them applied by the teacher</p>	<p>a.- MOTIVATION</p> <ul style="list-style-type: none"> <li>• Extrinsic</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Sometimes</li> </ul>	<p>Do the teachers motivate to students on the speaking conversations?</p>	<p>Survey</p>
	<p>b.- TEACHER</p> <ul style="list-style-type: none"> <li>• Training</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Sometimes</li> </ul>	<p>Do you think that your teacher receives courses or seminars to improve his/her English?</p>	<p>Survey</p>
	<p>c.- LAB</p> <ul style="list-style-type: none"> <li>• Existence</li> </ul>	<ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> <li>• Sometimes</li> </ul>	<p>Do you go to the English lab to receive classes?</p>	<p>Survey</p>

### **3.4. FIELDING**

It covers the techniques and the material that was used for attaining the objectives stated in the first part.

The survey Technique was applied for this research, and the questionnaire was used as the instrument that was structured through closed the questions.

The survey was directed to the English language Subject teachers and to the students. The survey was dealt about the components of the micro curricular planning, inter learning improvement and meaningful learning.

- For implementing a meaningful learning at the beginning of a scholar year and series of techniques along the whole year, which will cover those specific points mentioned before it is necessary. A survey was held among teachers of the school involved in the Program to investigate the feasibility and willing for getting these purpose Personal interviews and questionnaires)
- With Task and workshops directed to students in this program to get them familiar with techniques and to teachers in this program to make them conscious of this situation and to teachers that could face this responsibility.
- For underlying the relevance of finding a teaching model for pronunciation, it was necessary to point the study of a target language under similar circumstances of pronunciation that let teachers and students work under similar parameters. It was necessary some interviews and a Questionnaire for teachers of the school to try to get an agreement.

### **3.5. INSTRUMENTS FOR DATA COLLECTION**

The surveys have closed questions with an alternative character. To apply the surveys the scientific investigation was used.

- Considering the sample (interview number)
- Structure close types questionnaires
- Attend to the place where the sampling elements developed.
- Request the collaboration of the observation units to search the required information.
- Give a wise time so that the questionnaires could be responded.
- Insist to surveyed people that the obtained information will have a confidential character
- Tally the information.
- Elaborate statistical graphics.
- Interpret the obtained information.

### **3.6. PROCESS AND ANALYSIS**

The Non Parametric Test CHI Squared was used to verify the hypothesis, since the hypothesis have a statistical character and they make reference to a null hypothesis and another alternative one.

The application of the instruments mentioned before would let to collect, a tall and analyze those different data through the descriptive statistic, by means of the respective percentage and frequencies.

# **CHAPTER IV**

## **ANALYSIS AND INTERPRETATION OF RESULTS**

## **4.1. DATA COLLECTION**

The research must clarify those students of sixth courses at Padre Miguel Gamboa High School were given two questionnaires to answer them

The first one was in English and the second one was in Spanish but containing the same questions (in meaning and in number). They were applied one after the other in the same day.

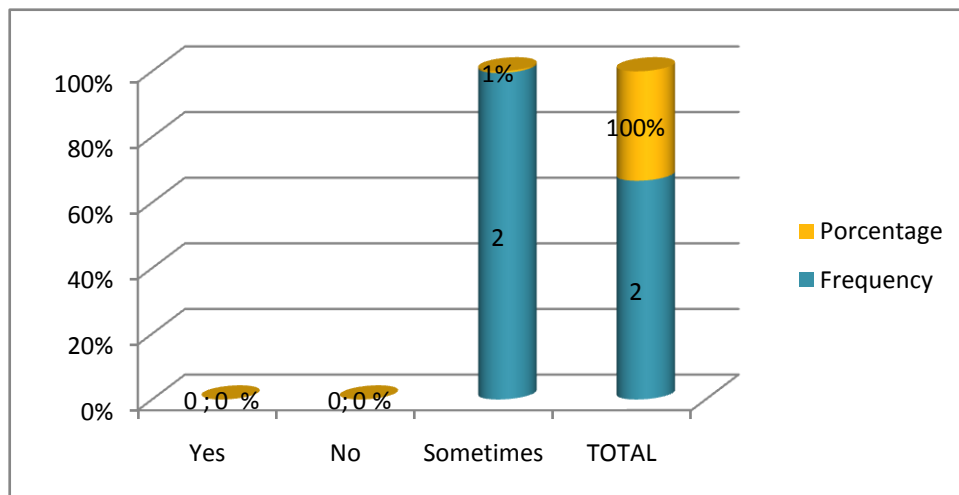
The main reason for working like that was to check the level of understanding of the surveyed students in a second language.

The interviews were made in Spanish and then the corresponding analysis was translated into English in accordance to the given answers. It was not necessary to present the analysis of both questionnaires.

## 4.2. GRAPHICAL EXPOSITION OF RESULTS TO TEACHERS.

### 1. Is it important to apply different techniques in class?

Alternative	Frequency	Percentage
Yes	0	0%
No	0	0%
Sometimes	2	1%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>



**Researcher: Natalia Morales**

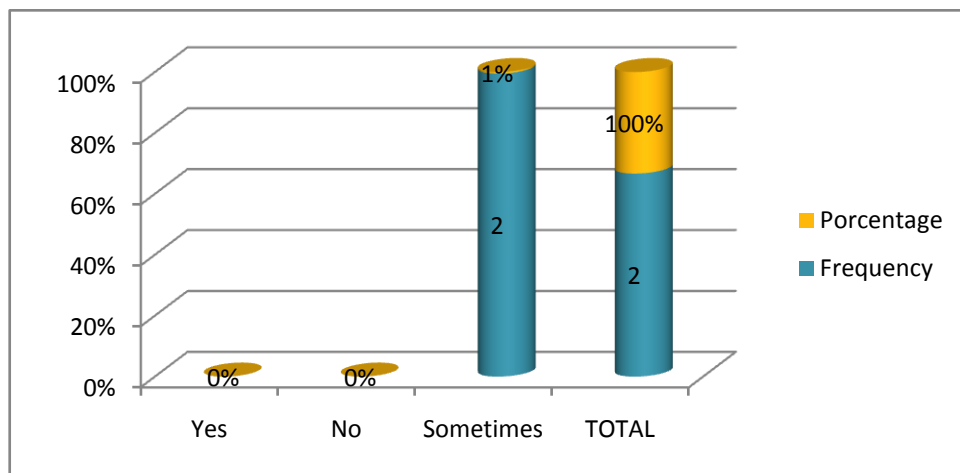
All teachers indicate that It is important to apply techniques with the students in the classroom.

Because of the students lack of understanding of the English language applying these techniques, will motivate them to learn it better.



## 2. Do you prepare a unit lesson or English teaching plans in class?

Alternative	Frequency	Percentage
Yes	0	0%
No	0	0%
Sometimes	2	1%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>



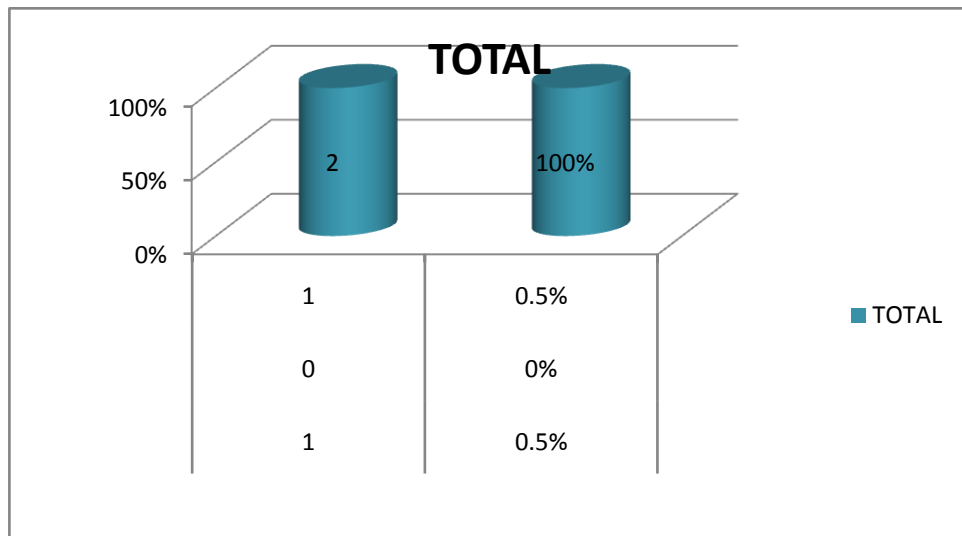
Researcher: Natalia Morales.

All teachers answered that they sometimes plan English lessons so that the student can study English Language.

It is because they don't know how to elaborate a lesson plan correctly. The plans make more efficient the learning process, since they allow, through a previous planning, to have all the indispensable elements to carry out the process of inter learning. English teachers design it this mean as a valuable didactic resource.

### 3. Do you apply motivational techniques in class?

Alternative	Frequency	Percentage
Yes	1	0.5%
No	0	0%
Sometimes	1	0.5%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>



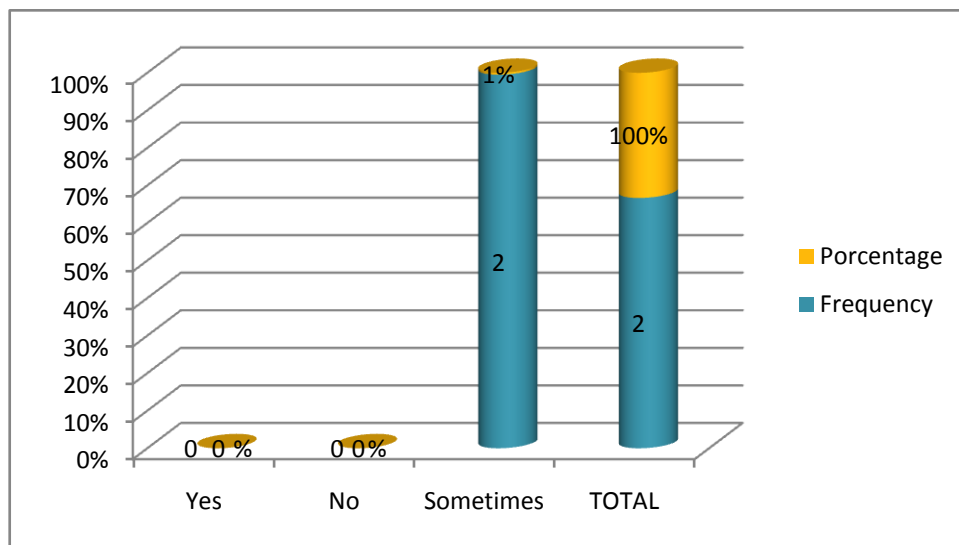
Researcher: Natalia Morales.

One of the two teachers answered that he does apply motivational techniques with their students during the process inter-learning. The other one indicated that he-she sometimes apply motivational techniques with the students.

This is because the second teacher doesn't have enough experience and she is well trained to teach. (Motivate is technical and the other one, because he how to make a correct plan).

#### 4. Do you use supplementary laboratory materials in class?

Alternative	Frequency	Percentage
Yes	0	0%
No	0	0%
Sometimes	2	1%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>

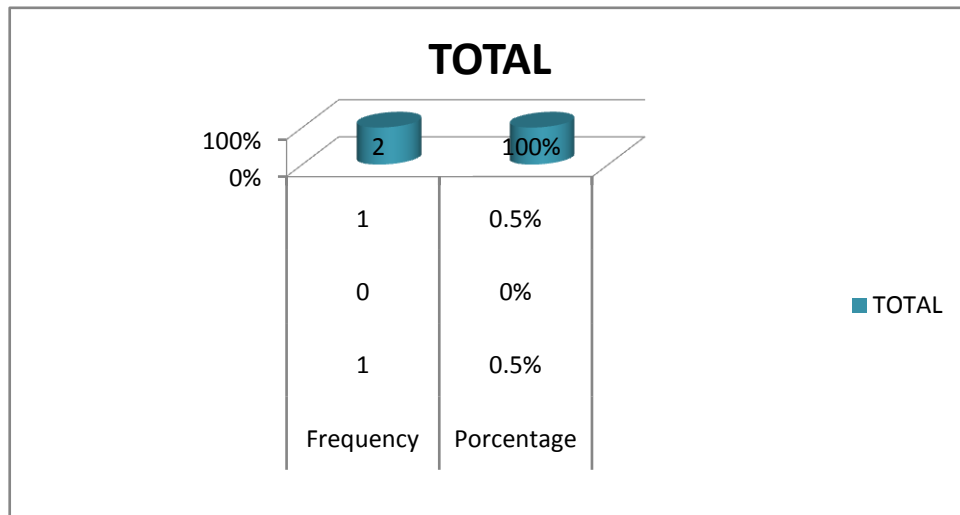


Researcher: Natalia Morales.

All interviewed teachers answered sometimes to these questions because they don't have, the use supplementary is to organize and verify the words correctly, giving the possibility to incorporate it to a correct writing and a correct pronunciation of course building significant learning, in English area this activity is done partially.

## 5. Do you use English texts in your classes?

Alternative	Frequency	Percentage
Yes	1	0.5%
No	0	0%
Sometimes	1	0.5%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>



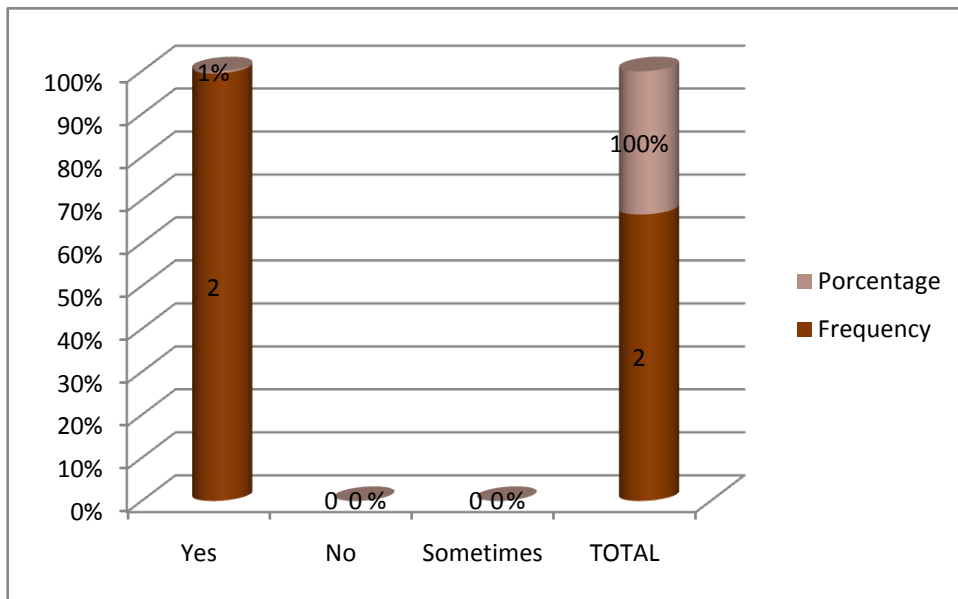
Researcher: Natalia Morales.

One teacher said that he-she uses the text books in his-her class and the other indicated that he-she sometimes use the materials as an aid in their classes.

It is important to organize and verify correctly all the materials to give the students the possibility to incorporate a correct writing and a correct pronunciation. This will bring about meaningful learning. In the English area is activity is partially done.

## 6. Do you review the last class to continue the next one?

Alternative	Frequency	Percentage
Yes	2	1%
No	0	0%
Sometimes	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>

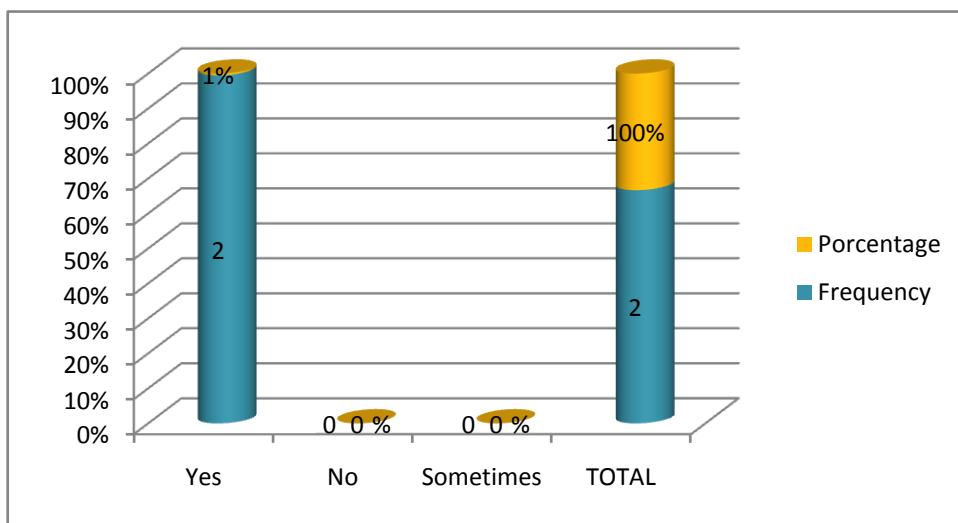


Researcher: Natalia Morales.

All the interviewed teachers answered **YES** to this question because they consider important review the class to continue that would help students to fix and reinforce acquired knowledge.

**7. Do you follow the class organization process presentation and practice production?**

Alternative	Frequency	Porcentage
Yes	2	1%
No	0	0%
Sometimes	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>



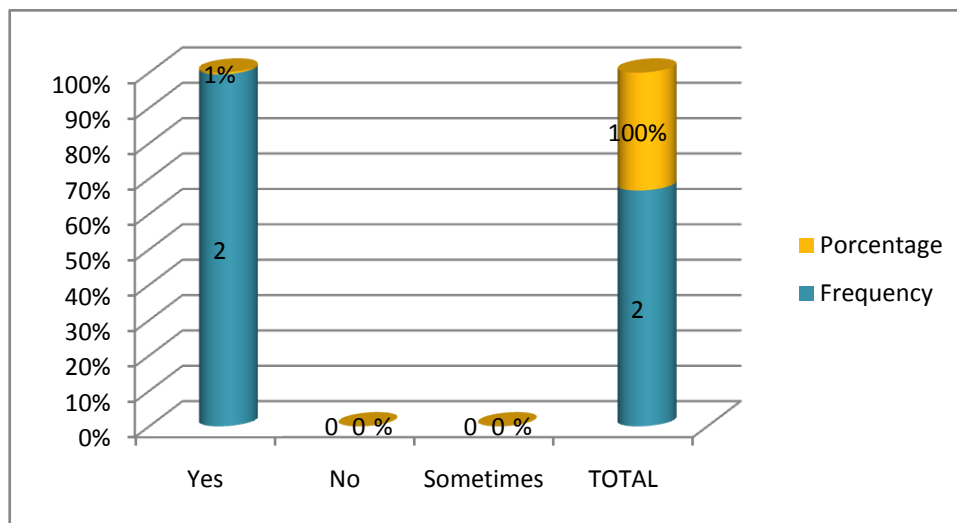
Researcher: Natalia Morales.

All teachers indicated that they sometimes follow the teaching process with the students in the classroom.

Because in these area it is being carried out process, presentation, practice production since direct conversations are applied between the students and teachers, conversational practices achieves intellectual capacities as the attention, concentration, opening the way to a more complex capacities as the induction and the deduction, since the student through the observation can establish judge, reasoning of diverse nature.

## 8. Do you reinforce the Speaking by using some Strategies?

Alternative	Frequency	Percentage
Yes	2	1%
No	0	0%
Sometimes	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>



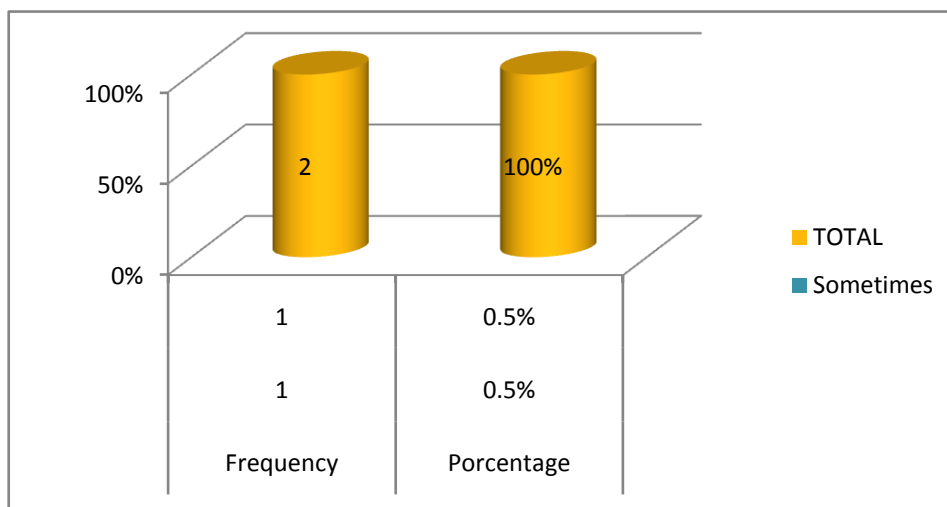
Researcher: Natalia Morales.

All the interviewed teachers answered yes to this question because they consider that this type of practice would help students to fix and reinforce acquired knowledge.

The work, through practical pronunciation exercises, allows the student's thought development through the significance and the sense that charge these when incorporating to the student's cognitive structure giving importance to the development of dexterities.

**9. Do the students like to give their opinion about classrooms topics?**

Alternative	Frequency	Percentage
Yes	1	0.5%
No	1	0.5%
Sometimes	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>



Researcher: Natalia Morales.

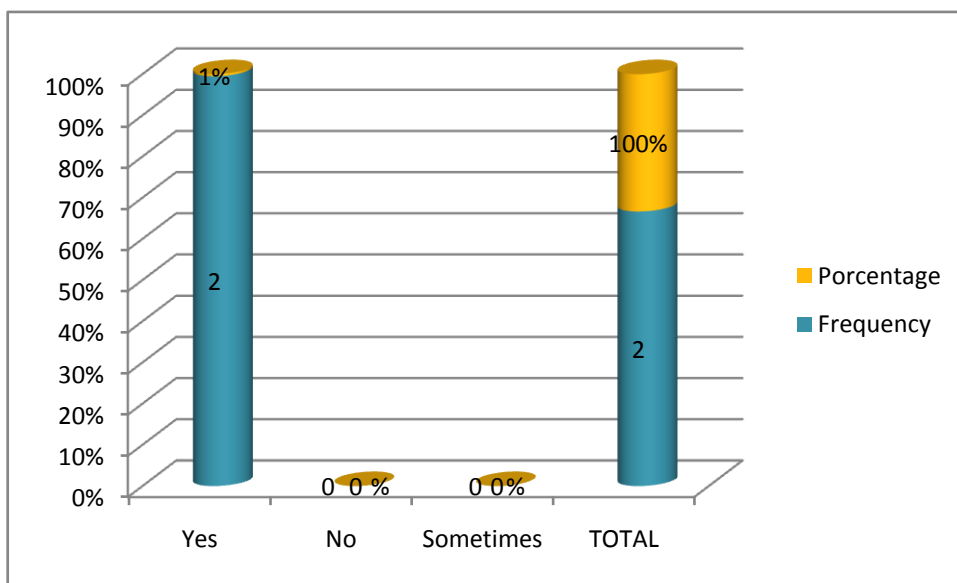
The obtained results in this question is one teacher indicate that **Yes** the students like to give their opinions after the class and the other said that English Teachers **No** the students can give opinions.

Observing the negative part of the results, when not allowing the students to determine their conclusions. I'm in front of a great contradiction, because since it has been said previously that the teachers of this area encourage the development of the thought, however this result demonstrates that teachers do it partially.



## 10. Are you a facilitator in class?

Alternative	Frequency	Percentage
Yes	2	1%
No	0	0%
Sometimes	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>



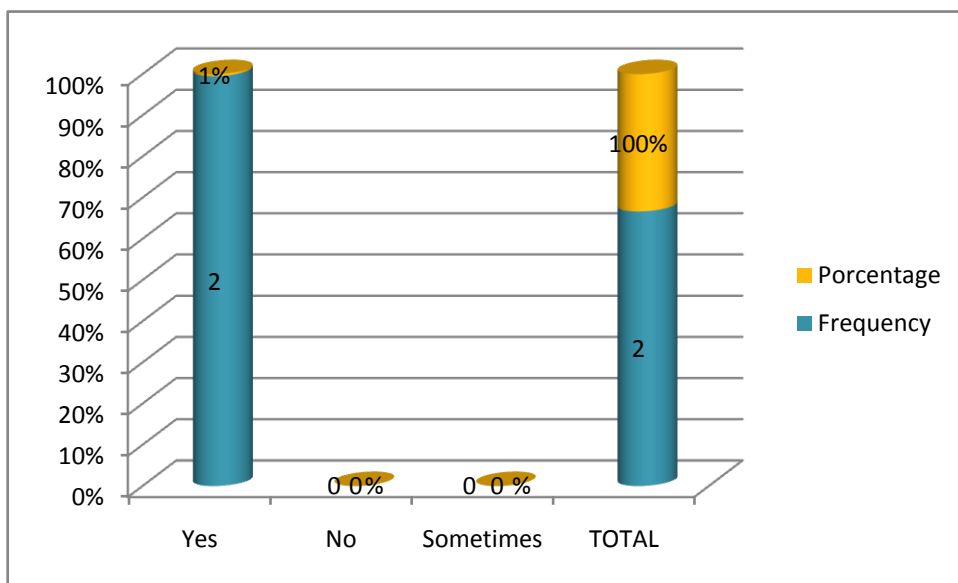
Researcher: Natalia Morales.

All the interviewed teachers answered **Yes** to this question because they consider that this would help students to fix and reinforce acquired knowledge.

The work through practical pronunciation exercises, allows the student's thought development through the significance and the sense that charge these when incorporating to the student's cognitive structure giving importance to the development of abilities.

**11. Do you apply the diagnostic test at the beginning of the scholar year?**

Alternative	Frequency	Percentage
Yes	2	1%
No	0	0%
Sometimes	0	0%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>



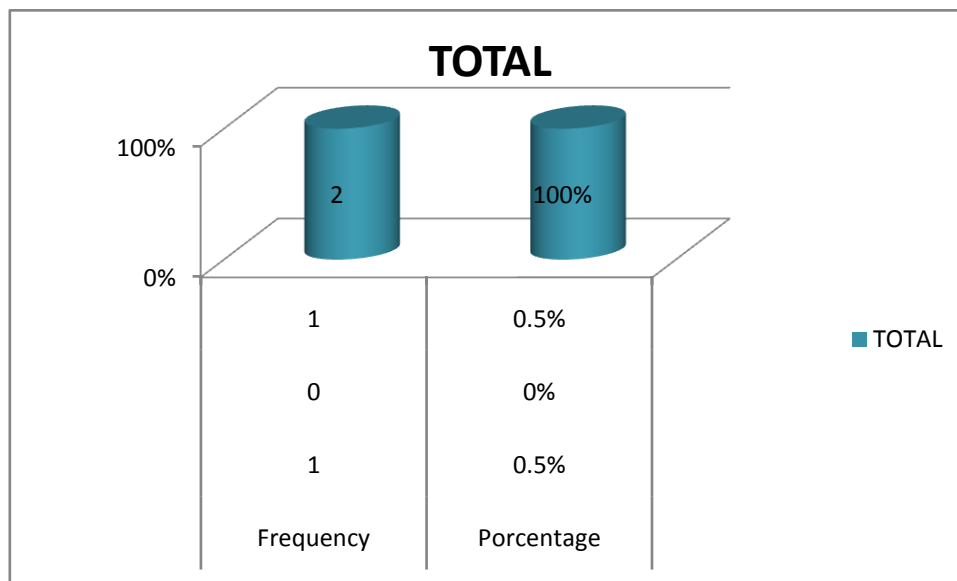
Researcher: Natalia Morales.

100% of the teachers indicate that they **Do** apply the diagnostic test at the beginning of the scholar year.

Because in the English area the evaluation is confirm process, Diagnostic tests allow to determine the student's difficulty trouble in the learning and make possible correcting errors f our pedagogic attitude.

## 12. Do you give a diagnostic test to the students?

Alternative	Frequency	Percentage
Yes	1	0.5%
No	0	0%
Sometimes	1	0.5%
<b>TOTAL</b>	<b>2</b>	<b>100%</b>



Researcher: Natalia Morales.

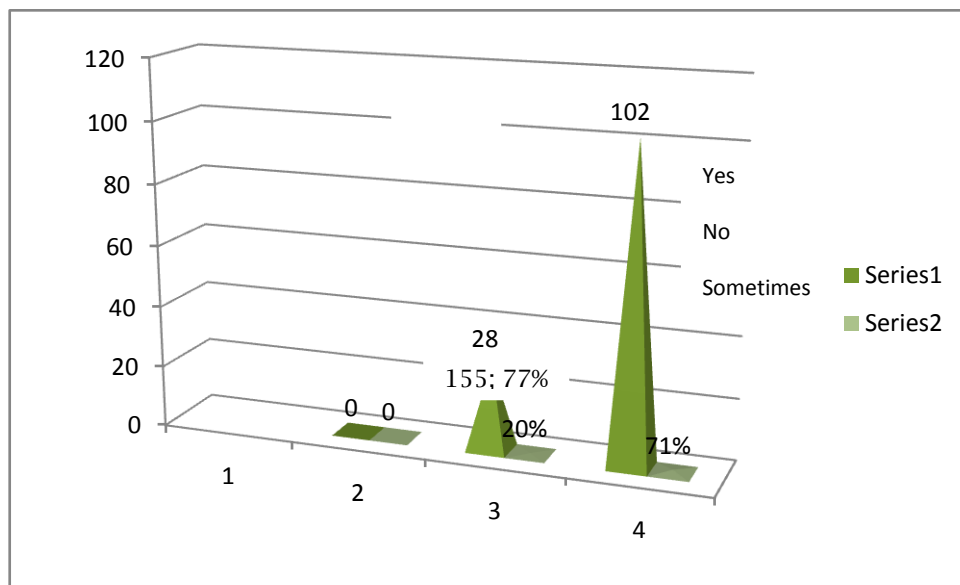
As I can in the obtained results, 50% that in the evaluation tests that they elaborate they give importance to reasoning questions and creativity and 50% points out that in the evaluation tests that they elaborate they sometimes give importance to reasoning question and creativity.

The evaluation should not only be directed to evaluate the cognitive dexterities, it should also be used to value pronunciation, reading understanding, listening comprehension, so it is important to take in account this activities.

## 4.2. SURVEY TO STUDENTS.

### 1. Is it important to apply different techniques in class?

Alternative	Frequency	Percentage
Yes	99	69
No	26	18
Sometimes	18	13
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



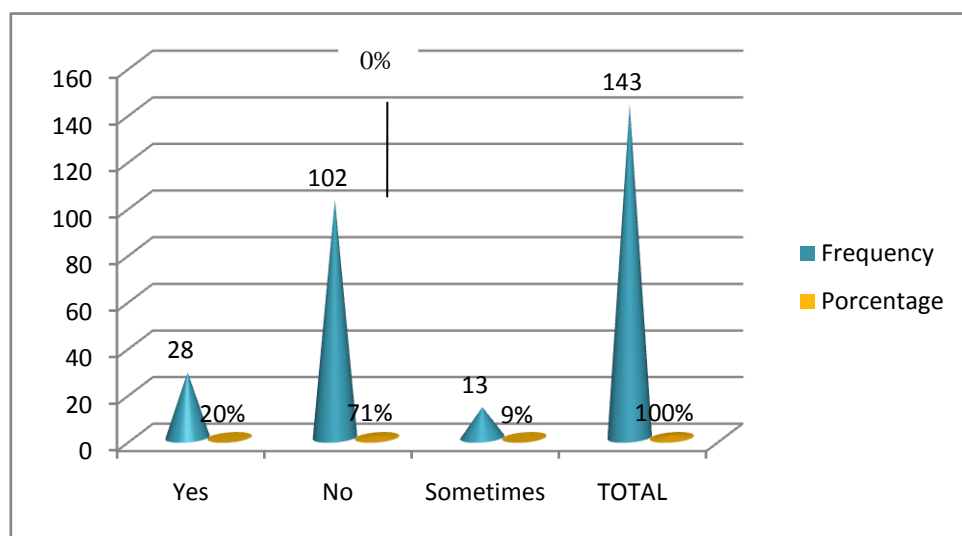
Researcher: Natalia Morales.

As I can see in the obtained results, the 69% of the students said yes, 18% says that no and 13% said that it is sometimes important apply techniques.

This is because the students don't understand the English language with the techniques.

**2. Do the teachers prepare unit lesson or plans teaching English in class?**

Alternative	Frequency	Percentage
Yes	28	20
No	102	71
Sometimes	13	9
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



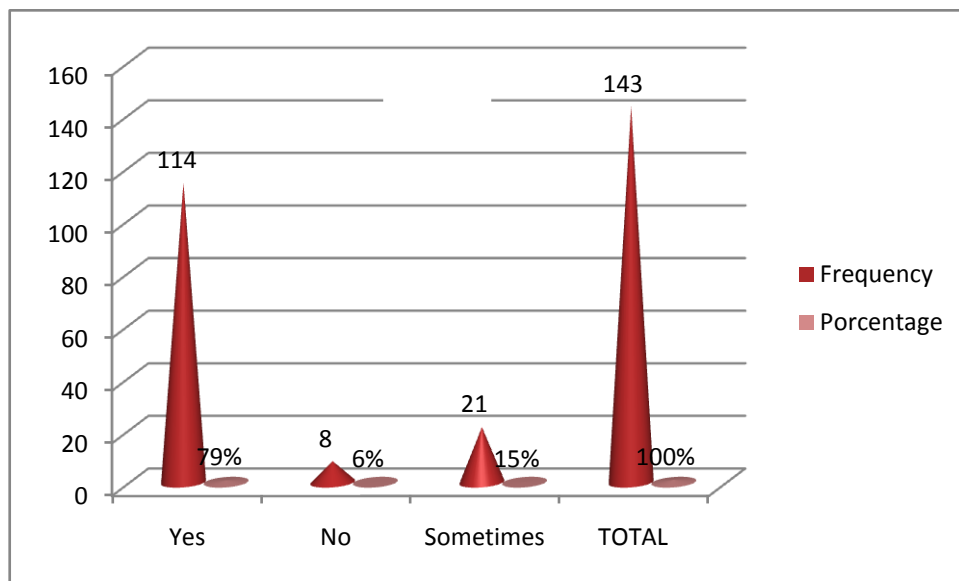
Researcher: Natalia Morales.

No indicate 71% of the students said, that English teachers don't elaborate plans teaching, 20% said Yes, that English teachers elaborate plans teaching, and 9% they point out Sometimes, that English teachers elaborate plans teaching.

This is because a study plan is micro curricular alternative that facilitates the inter learning, it optimizes time and the additional resources; not doing them implies to go back in the didactic-pedagogic field.

### 3. Do the teachers apply motivational techniques in class?

Alternative	Frequency	Percentage
Yes	114	79
No	8	6
Sometimes	21	15
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



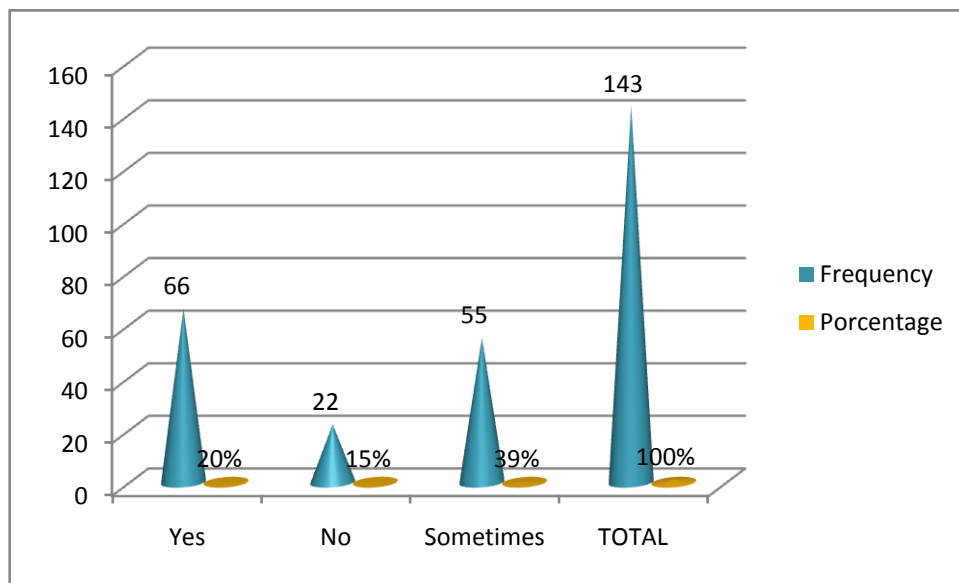
Researcher: Natalia Morales.

79% of the students indicate **Yes**, the English teachers apply motivational techniques which facilitate to the student understand English, 6% of the students answered **No** that the English class are not dynamic English classes and 15% that the English teacher **Sometimes** apply techniques that facilitate the student understanding.

The motivation is the central motor in the educational process, it should be present in every, and the teachers should motivate their students making them knowing how important is English language at the present time.

#### 4. Do the teachers use supplementary laboratory materials in class?

Alternative	Frequency	Percentage
Yes	66	46
No	22	15
Sometimes	55	39
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



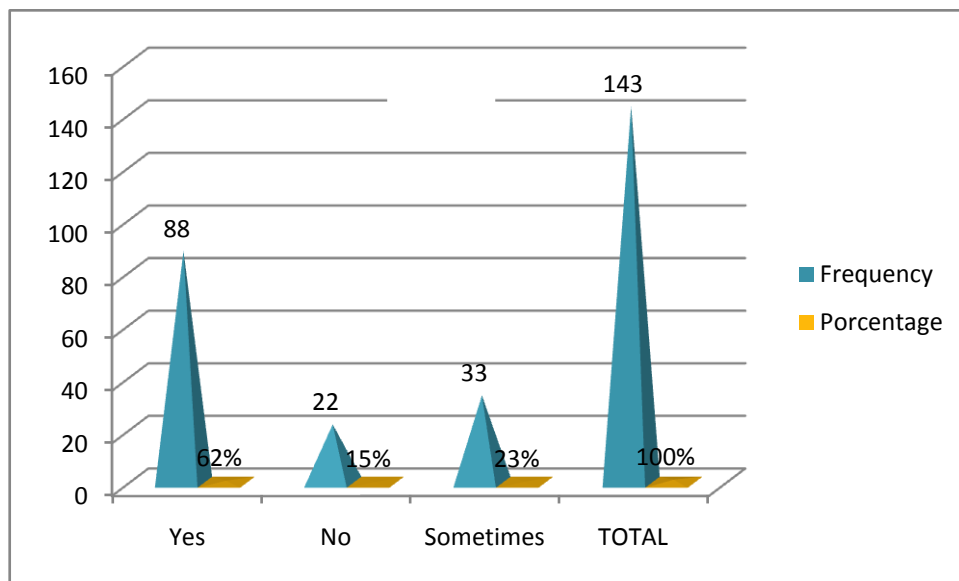
Researcher: Natalia Morales.

The obtained results are 47% of the students indicate yes, the English teachers use, because is important for learning English language, 39% indicates that English teachers sometimes and 15% they say that English teachers do not use it.

Students express their interest and the teachers should have a positive attitude in the teaching learning process.

## 5. Do the teachers use English texts in your classes?

Alternative	Frequency	Percentage
Yes	88	62%
No	22	15%
Sometimes	33	23%
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



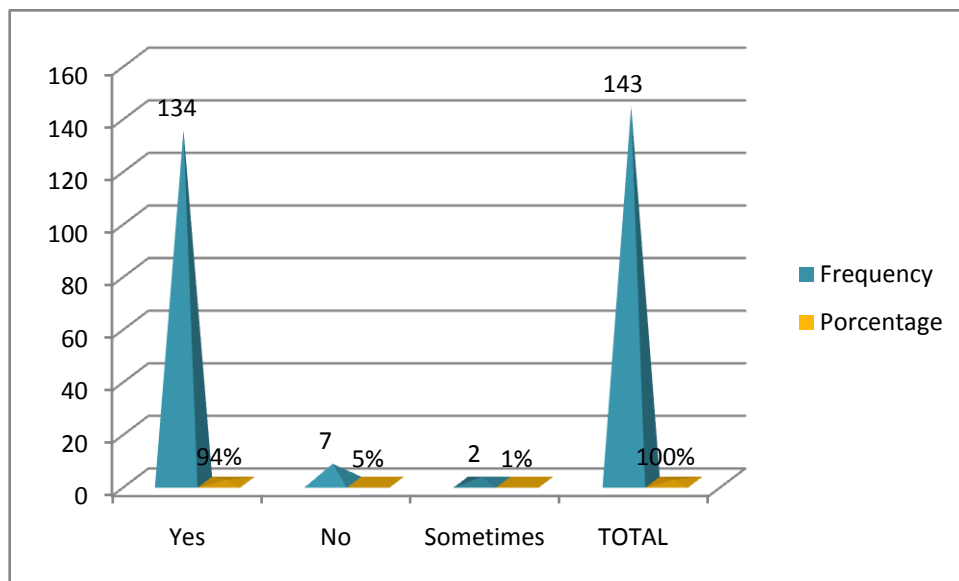
Researcher: Natalia Morales.

The obtained results, is 62% of the students indicate **yes**, that English teachers develop their teaching task studies using materials, books or secondary pamphlets, because the use of materials are an indispensable mean for English language teaching. They allow having in front of us any type of dialogues that are intended to pronounce, 23% indicates that English teachers **sometimes** develop studies using materials, books or secondary pamphlets and 15% they say that English teachers No develop studies using material books or secondary pamphlets.



## 6. Do the teachers review the last class to continue the next one?

Alternative	Frequency	Percentage
Yes	134	94%
No	7	5%
Sometimes	2	1%
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



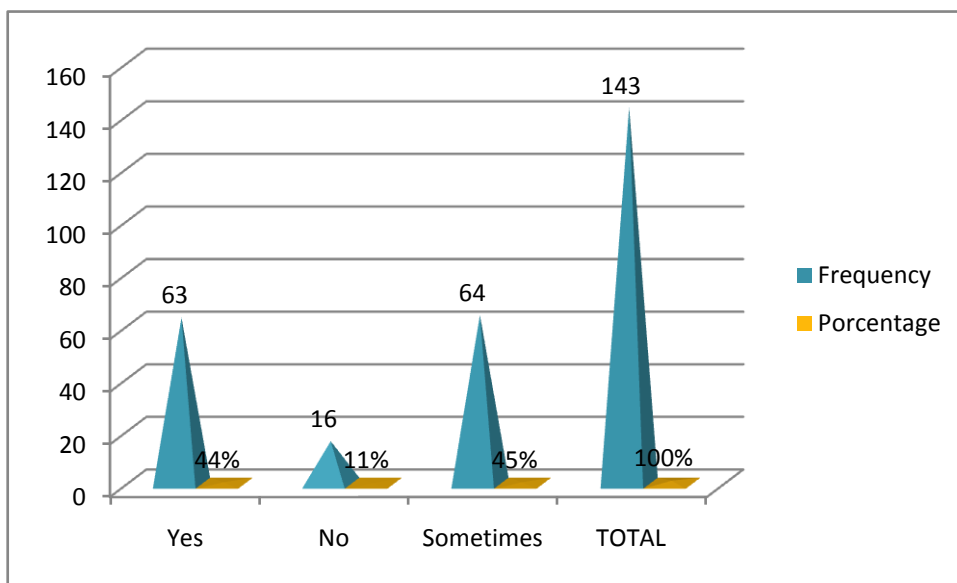
Researcher: Natalia Morales.

The students indicate 134%, Yes at English teaches review the last to class so they can continuo, 5% says No that English teachers don't analyze the information that they have on the books and 1% that English teachers sometimes analyze the information that they have on the books.

Inside the teacher's knowledge, the scientific contents should demonstrate a domain of it, in the English area it is evidenced through the results that this ability exists, facilitating this way student's achievement of new knowledge in as efficient form.

**7. Do the teachers follow the process, presentation and practice production?**

Alternative	Frequency	Percentage
Yes	63	44%
No	16	11%
Sometimes	64	45%
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



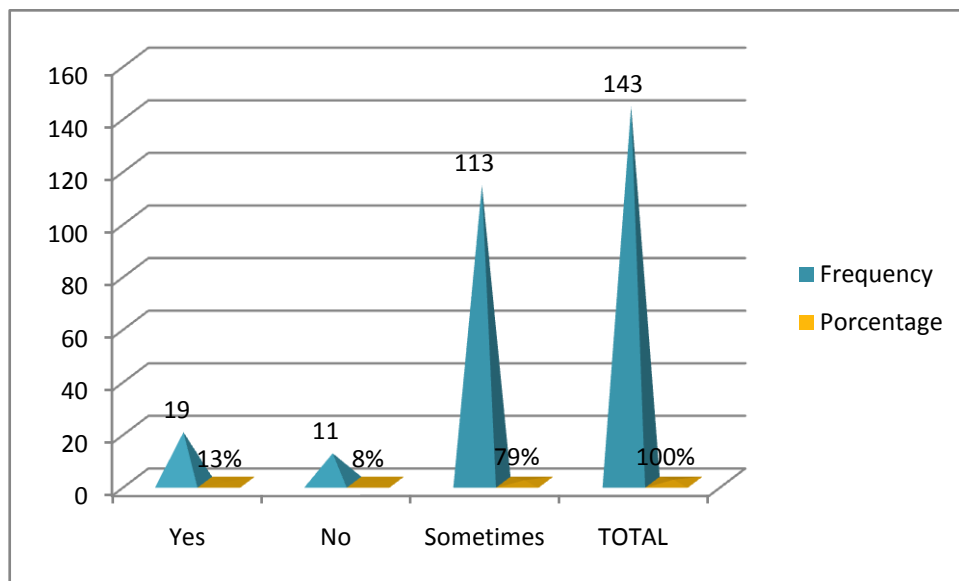
Researcher: Natalia Morales.

The students indicate 44%, Yes that English teachers follow the process, so they can continue with the practice production, 45% says sometimes that English teachers follow process and 11% No that English teachers.

Insides the teacher's knowledge, the scientific contents should demonstrate a domain of it. In the English area it is evident through the results that this ability exists, facilitating this way student's achievement of new knowledge.

## 8. Do the teachers reinforce the speaking using Strategies?

Alternative	Frequency	Percentage
Yes	19	13%
No	11	8%
Sometimes	113	79%
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



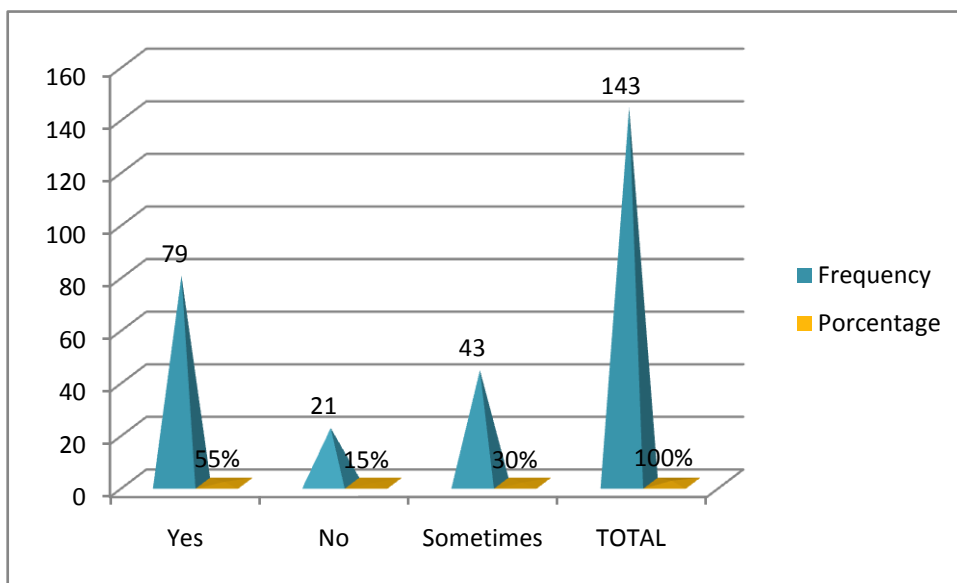
Researcher: Natalia Morales.

79% sometimes the students consider that they learn to pronounce better through “speaking”. In the second place are the songs they receive in the classroom when the teacher models the way in which certain difficult words are pronounced.

The answer (in an English Lab) obtained a low percentage due to it has not been implemented in the Institution yet.

## 9. Do the teachers let students give their opinions about classroom topics?

Alternative	Frequency	Percentage
Yes	79	55%
No	21	15%
Sometimes	43	30%
<b>TOTAL</b>	<b>143</b>	<b>100%</b>

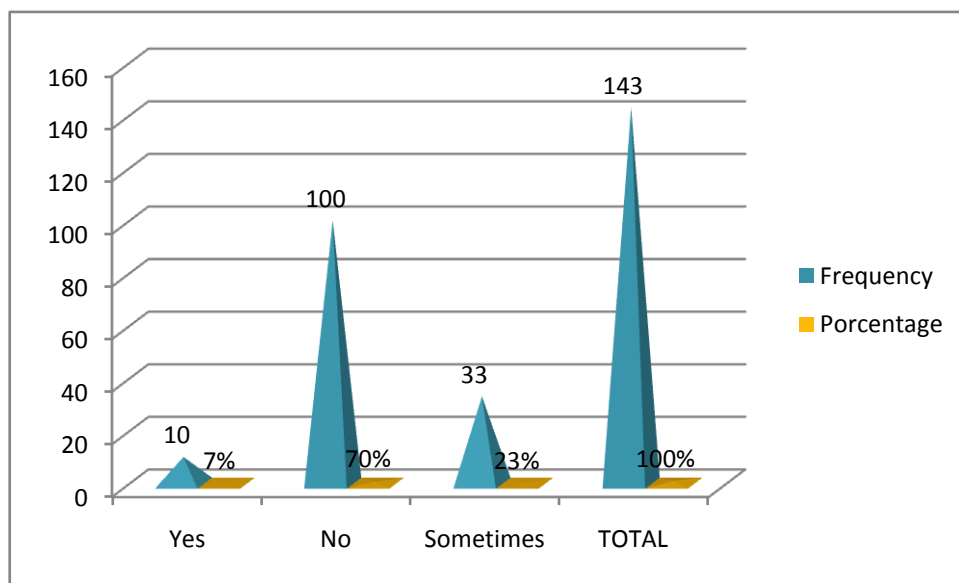


Researcher: Natalia Morales.

55% of the students indicate Yes, that English teachers allow the students to state their opinions, 30% answered that Sometimes. English teachers allow the student to establish their opinions in the class and 15% indicate that English teachers allow the student to establish their opinions in the class because if the theoretical – practice process is followed, all activity should begin with the pronunciation and writing. It is necessary to value each student's analysis and interpretation.

## 10. Is the teacher a facilitator in class?

Alternative	Frequency	Percentage
Yes	10	7%
No	100	70%
Sometimes	33	23%
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



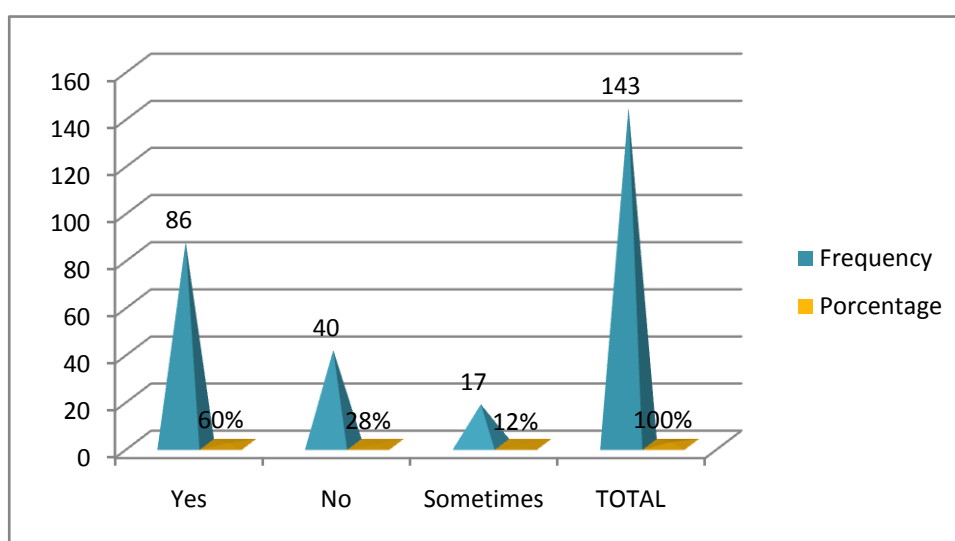
Researcher: Natalia Morales.

70% of the students manifest No that English teachers aren't facilitators, 23% says Sometimes and 7% Yes that English teachers are good facilitators to continue in obtaining of the new knowledge.

These students should present certain willing for learning and to fulfill certain intellectual, understanding and affective conditions.

**11. Do the teachers apply a diagnostic test at the beginning of the scholar year?**

Alternative	Frequency	Percentage
Yes	86	60%
No	40	28%
Sometimes	17	12%
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



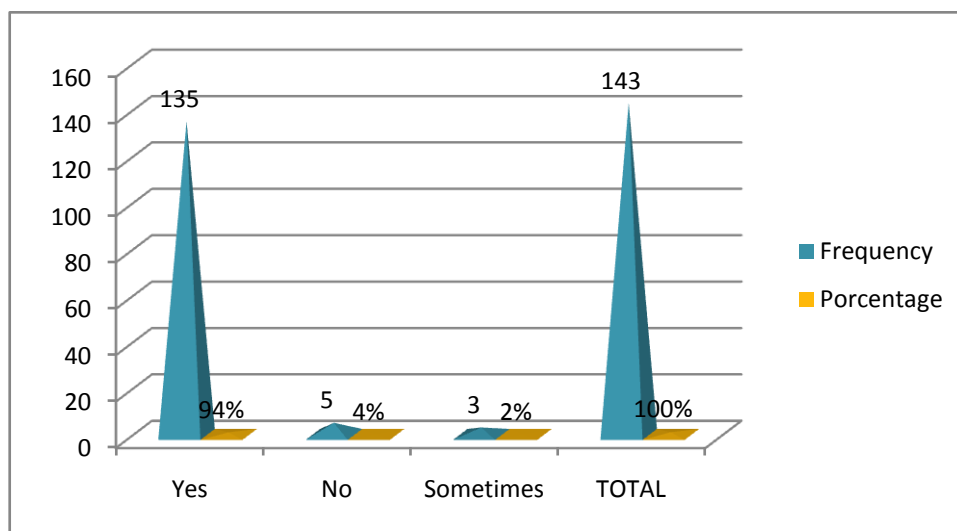
Researcher: Natalia Morales.

60% of the students indicate **yes**, that English teachers carry out the evaluation in accumulate form, 28% indicates that English teachers don't carry out the evaluation in accumulative form and 12% indicates that English teachers sometimes carry out the evaluation in accumulative form.

The evaluation by nature is systematic, continuous, permanent, so that for the validity of contents, it should be in function to all the proposed objectives. In this way it is ensured that the applied evaluation respond to the entirety of skills that are described in the plan, in English area this pedagogic aspect is fulfilled.

## 12. Do the teachers give a diagnostic test to the students.?

Alternative	Frequency	Percentage
Yes	135	94%
No	5	4%
Sometimes	3	2%
<b>TOTAL</b>	<b>143</b>	<b>100%</b>



Researcher: Natalia Morales.

94% of the students answered **Yes**, that English teachers give more importance to the student's creativity, 4% indicates **No**, that English teachers give more importance to the student's creativity and 2% indicate that **sometimes** English teachers give more importance to the student's creativity.

The evaluation determines if the objectives have being reached. It is important to remember that objectives are in function to abilities. In this area the priority is being given to evaluate the intellectual operations and this is correct because it is necessary a simple measure of contents accumulated in the student's memory.

## 4.2. ANALYSIS OF RESULTS

### TEACHER'S SURVEY

#### CHI SQUARED CALCULATION

QUESTIONS	YES	NO	SOMETIMES
1 Is it important to apply different techniques in class?	2	0	0
2. Do you prepare unit lesson or plans teaching English In class?	0	0	2
3. Do you use supplementary a laboratory material in class?	1	0	1
4. Do you use supplementary a laboratory material in class?	0	0	2
5. Do you use English texts in your classes?	1	0	1
6. Do you review the last class to continue the next to?	2	0	0
7. Do you follow the process, presentation, practice production?	2	0	0
8. Do you reinforce the speaking using strategies?	2	0	0
9. Do the students give their opinions?	1	1	0
10. Are you a facilitator in class?	2	0	0
11. Do you apply the diagnostic test at the begging of the scholar year?	2	0	0
12 Do you give a diagnostic test to the students?	2	0	0
<b>TOTAL</b>	<b>17</b>	<b>1</b>	<b>6</b>
<b>AVERAGE</b>	<b>1,41</b>	<b>0,08</b>	<b>0,5</b>



## 4.2. ANALYSIS OF RESULTS

### STUDENT'S SURVEY

#### CHI SQUARED CALCULATION

QUESTIONS	YES	NO	SOMETIMES
1. Is it important to apply different techniques in class?	109	21	13
2. Do the teachers prepare unit lesson or plans teaching English In class?	18	120	5
3. Do the teachers apply motivational techniques in class?	114	8	21
4. Do the teachers use supplementary a laboratory material in class?	66	22	55
5. Do the teachers use English texts in your classes?	88	22	33
6. Do the teachers review the last class to continue the next one?	118	7	18
7. Do the teachers follow the process, presentation, practice production?	63	16	64
8. Do the teachers reinforce the speaking using strategies?	19	11	113
9. Do the students give their opinions?	75	21	47
10. Is the teacher a facilitator in class?	10	100	33
11. Do the teachers apply the diagnostic test at the begging of the scholar year?	86	40	17
12. Do the teachers give a diagnostic test to the students?	135	5	3
<b>TOTAL</b>	<b>901</b>	<b>393</b>	<b>422</b>
<b>AVERAGE</b>	<b>75</b>	<b>33</b>	<b>35</b>

## CHI SQUARED CALCULATION

$$\chi^2 = \sum \left( \frac{(O - E)^2}{E} \right)$$

## SIGNIFICANCE LEVEL

## THEORETICAL CHI SQUARED

$$GL = ( \text{Line No} - 1 ) ( \text{Column No.} - 1 )$$

$$GL = ( 2 - 1 ) ( 3 - 1 )$$

$$GL = 2$$

Significance level: 0,01

Statistical Decision:

With 2 grades of freedom and a significance level 0,01

Corresponds to a THEORETICAL CHI SQUARED 9,21

## CHI SQUARED CALCULATION

SUBJECTS OF RESEARCH	OBSERVED FREQUENCIES			
	YES	NO	SOMETIMES	TOTAL
STUDENTS	75	33	35	143
TEACHERS	1,41	0,08	0,5	2
<b>TOTAL:</b>	76.41	33.08	35.5	145

SUBJECT OF RESEARCH	EXPECTED FREQUENCIES		
	YES	NO	SOMETIMES
STUDENTS	75.35	32.62	35
TEACHERS	1,05	0,45	0,48

## CHI SQUARED CALCULATION

O	E	O - E	(O - E)	(O - E) / E
75	75.35	- 0.35	0,7	0,0092
1,41	1,05	0,36	0,13	0,123
33	32.62	0,38	0,144	0,004
0,08	0,45	- 0,37	0,136	0,302
35	35	0	0	0
0,5	0,48	0,02	0,0004	0,0008
<b>CHI SQUARED</b>				<b>0,439</b>

## **CHI SQUARED CALCULATION**

### **THEORETICAL CHI SQUARED**

$$GL = ( \text{Line No} - 1 ) ( \text{Column No.} - 1 )$$

$$GL = ( 2 - 1 ) ( 3 - 1 )$$

$$GL = 2$$

Significance level: 0,01

Statistical Decision:

With 2 grades of freedom and a significance level 0,01

Corresponds to a THEORETICAL SQUARED

CHI 9,21

### **STATISTICAL DECISION FOR THE SPECIFIC HYPOTHESIS No. 1**

Once calculated chi squared (0,439) smaller than the theoretical chi squared (9,21) The null Hypothesis  $H_0$  isn't accepted. This means that there isn't a meaningful relationship between the active techniques used by the teachers to the development of meaningful of Learning with the Students at "Padre Miguel Gamboa" Public School in Orellana Town, Orellana Province.

**CHAPTER V**

**CONCLUSIONS**

**AND**

**RECOMMENDATIONS**

## 5.1. CONCLUSIONS

After determining the factors and deficiencies that are in the teaching-learning process of English, according to the students of the theoretical and empirical results, the conclusions are the following:

- The teachers don't prepare the lesson plans in class; because they don't know how to do it. Therefore the students don't learn English language correctly.
  
- All the teachers don't apply motivational techniques in class; because they don't have experience and they don't know the techniques to motivate the students, this situation doesn't permit a meaningful learning because there is not a good environment of work so the student doesn't participate actively.
  
- The supplementary material used to guide the learning are not original, direct practice doesn't exist among people that provide enough resources so that the students can be inserted and can interpret their manifestations. There is not a laboratory practice that will benefit the students. Knowledge instruments are not used, the learning activities are done in a verbal form, limiting the incorporation of new learning to those that already exist.
  
- The teachers don't reinforce the speaking using strategies besides they don't use an adequate relationship between method-content

for this reason the students have a poor assimilation and comprehension of the theoretical contents.

- In consequence there is difficult to apply it in practical situation. The learning that has constructed on the students doesn't permit them to speak and understand English language.
  
- Sometimes the teachers don't apply the evaluation.

## 5.2 RECOMMENDATIONS

- It is important to prepare the lesson plans focusing competences communicative approach to produce the language for speaking and writing to improve the learning process. The teachers should prepare enough Learning Guides in this way will is established an the alternative proposal for teaching improvement, which will guides the education through these stage: practices, context, experience, action and reaction.
  
- It is important to generate some motivational techniques in class such as: games, debates, brainstorming to the group characteristics according to the proposed objectives. Students will learn better when education is based on their needs. The first step is always to motivate the student, it is possible to show him the relationship of the lessons to his interest.
  
- It is necessary to implement the high school with didactic materials, like English laboratory to improve the working methodology it would be necessary to change some constructivist paradigm as to : communicative method, scientific method which promotes the development of skills such as speaking, reading, listening and writing.
  
- The teachers should apply new techniques or strategies, to reach the established goals, to improve the working methodology using the communicate method, scientific method which promote the



development of skills such as speaking, writing, reading and listening.

- Teachers should differentiate the types of evaluations that allow establishing a judge, decision making and offering the improvement of the student's learning it could be necessary to train teachers.
  
- They must apply the diagnostic test at the beginning of the year, qualitative evaluation during the scholar year and the quantitative evaluation at the end of the year.

# **CHAPTER VI**

# **PROPOSAL**

## **6.1 PROPOSAL**

**ONE DAY SEMINARY 3 HOURS ( 10:00 – 13:00) ABOUT ENGLISH TEACHING TECHNIQUES FOR ENGLISH TEACHERS AT “PADRE MIGUEL GAMBOA HIGH SCHOOL” PUBLIC SCHOOL IN ORELLANA TOWN, ORELLANA PROVINCE.**

## **6.2. DESCRIPTION**

The learning of the English language at the present time is a basic component of the educational process it is characterized by the development of the four macro abilities: speaking, writing, reading and listening, in those which a methodology should be applied are according to the students.

The proposal has been planned and based for the teachers use techniques in the English Language Teaching, the lack of the use of motivational techniques has been the main problem that affect the teaching-learning process which limits the students to develop their communicative competences which is the main goal of studying a second language.

It is necessary the commitment of educational authorities of the Institution as well as teachers to obtain a meaningful learning.

After having determined some causes for the lack of meaningful learning with the students, it is necessary that they applied techniques and processes of significant learning, evaluation courses, to implement didactic material and to increase the strategies.

### **6.3. JUSTIFICATION**

It is important to generate some techniques and strategies to use other methods when teaching English language so that the student could improve his-her knowledge

A seminar is feasible to carry out in the educational institution. It hasn't had any kind of seminar or workshops since long time ago, as a consequence the teachers had forgotten the right way to develop educational methods and other teachers don't know what means strategies and they have not used them, which causes a great worry.

The development of the seminar is of a great importance because it will permit better institution development and mainly for the change the teachers behavior in the teaching-learning process. The authorities in charge of this institution have given their approval, in order to help increase the educational level and make it change for good. To face task, they will collaborate with all the possible resources as time, money, equipment technologies, in order to overcome the problems that are causing the lack of students techniques.

### **6.4. OBJECTIVES**

- To use the English language as a common activity in the primary school.
  
- To improve the teachers knowledge with the strategies and techniques.
  
- To apply motivational techniques and strategies.

- To help teachers to be aware of the importance of developing interactive classroom activities with all students to trigger their interest in learning the English language and improve the students communicative competences.
  
- To elicit activities where the students can speak English language in real life and where they practice the language.
  
- To implement opportunities so that the teachers and students could use all the infrastructure and didactic means that this primary school has.

## **6.5. THEORETICAL FOUNDATION**

As we know each person has different learning styles, nevertheless some people clearly exhibit clearly his-her stronger one for a given learning style and other weaknesses in it. The ability to use or “switch between” different styles is not one that we should assume comes easily or naturally to many people.

We have felt by ourselves through our school life as student and finally as teachers, for this reason it is mandatory to remember; the importance of respecting each individual learning style. If we do not remember important aspects in the teaching learning process, we would be failed in the development of the English language learning with our students.

David. A. Kolb in his experiential theory explains that different people naturally prefer a certain single different learning style, and knowing a person's learning style enables learning to be orientated according to the preferred method. It means that everyone responds to and need and stimulus of all types of learning styles to one extent or another. It's a matter of using emphasis that fits best with the given situation and a person's learning style preferences.

Here are brief descriptions of the four Kolb learning styles:

- Diverging (feeling and watching – CE/ Ro) – these people are able look at things from different perspectives. They are sensitive. They prefer to watch rather than do, tending to gather information and use imagination to solve viewpoints. Kolb called this type Diverging learning style have broad cultural interests and like to gather information.. They are interested in people, tend to be imaginative and emotional, and tend to be strong in the arts. People with the Diverging style prefer to work in groups, to listen with an open mind and to receive personal feedback.
- Assimilating (watching and thinking- AC/RO) The Assimilating learning preference is for a concise, logical approach. Ideas and concept are more important than people. These people require good clear explanation rather than practical opportunity. They excel at understanding wide- ranging information organizing it a clear logical format. People with an Assimilating learning style are less concepts. People with this style are more attracted to logically sound theories than approaches based on practical value. These learning style people important for effectiveness in information and science careers. In formal learning situations, people with is style

prefer readings, lectures, exploring analytical models, and having time to think things through.

- **Converging (doing and thinking – AC/AE).** People with a converging learning style can solve problems and will use their learning to find solutions to practical issues. They can solve problems and make decisions by finding solutions to questions and problems. People with a Converging learning style are more attracted to technical tasks and problems than social or interpersonal issues. A converging learning style enables specialist and technological abilities. People with a Converging style like to experiment with new ideas, to simulate, and to work with practical applications.
- **Accommodating (doing and feeling – CE/AE)** The Accommodating learning style is hands – on and relies on intuition rather than logic.

These people use other people's analysis, and prefer to take practical, experimental approach. They are attracted to new challenges and experiences, and to carrying out plans. They commonly act on gut instinct rather than logical analysis. People with an Accommodating learning style prefer to work in teams to complete tasks. They set targets and actively work in the field trying different ways to achieve an objective.

According our all their communicative competences, due to some can learn through it and other not and as consequence it reduces students' interest in learning whatever subject. For this reason it is important that teachers know all kind of methodologies with its respective techniques and

activities to use in the development of English classes to attract students' attention and increase their interest in learning the English language.

## **6.6. TEACHERS' SEMINAR APPLYING TECHNIQUES IN THE LESSON PLAN CONTENTS AND ACTIVITIES.**

<b>PHASE</b>
<ul style="list-style-type: none"><li>➤ Goals of the seminar</li><li>➤ Active techniques</li><li>➤ Theory</li><li>➤ Techniques and activities</li><li>➤ Types of activities</li><li>➤ Teacher's roles</li></ul>



## **DIDACTIC LESSON PLAN**

**SUBJECT:** SEMINAR OF TECHNIQUES

**PERIOD:** THREE HOURS

**RESPONSIBLE:** Sra. NATALIA MORALES

**YEAR:** 2007 - 2008

**PHASE:** ONE

**TOPIC:** ACTIVE TECHNIQUE

### **LESSON OBJECTIVE**

- To know the theory and objectives of the techniques
- To know the process of the technique
- To help teachers apply some activities and develop their abilities to plan and lead their own teaching activities.
- To be aware of the importance of knowing about the teacher's roles.

### **RESOURCES**

Computer, cards, slides, tape recorders, CD, sheet of paper with dialogues, pencils, papers, posters, pictures.

### **TECHNIQUES**

- Cross Word

- Puzzle
- Key words

## **EVALUATION**

- Individual Participation
- Pair work
- Speaking
- Listening
- Fill – in the blanks

## **DEVELOPMENT OF THE SEMINAR**

### **1.ACTIVITING THE KNOWLEDGE (20 min)**

- Discuss with the teachers about the important of Active Techniques in the development in their classes.
- Elicit some opinions of how they could increase the motivation with the techniques.

## **2. SPECIFIC INFORMATION ABOUT THE ACTIVE TECHNIQUES ( 20 min).**

- Show slides about the active technique
- Explain the objectives
- Describe how to apply these techniques in the text activities

## **3.- THEORY ABOUT TECHNIQUES ( 30 min)**

- Explain the concept of the Active technique
- Show some slides about the techniques

## **4.- TYPES AND ACTIVITIES (35 min)**

- Elicit teachers the types that they know about the technique
- Show slides with each types of this technique
- Give explanations of these.

## **5.- DEVELOPMENT OF ACTIVITIES (40 mn)**

- Give a piece of paper with a dialogue
- Ask teachers to work in pair

- Ask the teachers to read the paper
- Fill – in the blanks using their own intuition
- Explain the instructions of the activity
- Tape the recorder and fill in the blanks
- Check the task
- Repeat the sentences where they have problems
- Practice the differences in these words.
- Do a role play with the dialogue
- Memorize the dialogue and practice it.

## **6.- TEACHER ROLES (15 min)**

- Analyze each teacher's role
- Show slides the teacher's roles.

## **7.- EVALUATION**

- Select two teacher's to apply these types the technique
- Demonstrative class.

**ARMY POLYTECHNIC SCHOOL**  
**PADRE MIGUEL GAMBOA HIGH SCHOOL**

**LESSON PLAN**

**Subject:** English

**Time:** 60 minutes

**Title:** Simple past tense

**N. Teachers:** 2

**Objective:** The students are able to speak real situation in past events.

**Date:** 10: 00–11:00 a.m.

<b>CONTENTS</b>	<b>ACTIVITIES</b>	<b>RESOURCES</b>	<b>EVALUATION</b>	<b>TIME</b>
<p style="text-align: center;"><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>▪ Rules to form past tense with Regular verbs.</li> <li>▪ New structure Affirmative sentence</li> </ul> <p>Negative sentence and Interrogative sentence</p>	<p style="text-align: center;"><b>Motivation</b></p> <p>Brainstorming</p> <p>Elicit general information from students about the topic.</p> <p style="text-align: center;"><b>Presentation</b></p> <p>Read a paragraph about Ancient civilization the students listening to</p>	<p>Teachers</p> <p>Computers</p> <p>Classroom</p> <p>Paper</p> <p>Pencils</p>	<p>Observation of teachers's knowledge about the technique crossword.</p>	<p>10'</p> <p>20'</p> <p>25'</p> <p>5'</p> <p>5'</p>

<p>Yes- no: Short and long answers</p> <p style="text-align: center;"><b>Skills</b></p> <p>Reading, listening, writing and speaking</p> <p style="text-align: center;"><b>Values</b></p> <p>Creativity and evaluation. Read a part of one story and that they heaved, in past . Tense and tense and they have to continue with the story. They'll apply their imagination.</p>	<p>it and take note of important data/ verbs write down on the board.</p> <p style="text-align: center;"><b>Exercises</b></p> <p>Display a chart with the new verbs and students have to act and repeat with the new verbs.</p> <p style="text-align: center;"><b>Feedback</b></p> <p>Monitoring and checking oral production in pairs, asking some questions about the covered topic</p>	<p>Blackboard</p> <p>Eraser</p> <p>Marker</p> <p>Board</p>		
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**RECTOR**

**Lcda. Rocio Guerrero**

**ESPE**

**Practitioner**

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# ANNEX No 1

## SURVEY TO TEACHERS IN ENGLISH

### ARMY POLITECHNIC SCHOOL

### SCHOOL OF LANGUAGES

#### QUESTIONNAIRE FOR TEACHERS OBJECTIVE

#### INSTRUCTIONS.

Read carefully each one of the sentences, then answer them with the truth.  
Cross the best answer for you. Thanks for your cooperation.

1.- Is it important to apply different techniques in class?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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2.- Do you prepare unit lesson or plans teaching English in class?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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3.- Do you apply motivational techniques in class?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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4.- Do you use supplementary material in class?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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5.- Do you use English texts in your classes?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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6.- Do you review the last class to continue the next one?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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7.-Do you follow the process, presentation, practice production?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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8.- Do you reinforce the speaking using Strategies?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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9.- Do the students give their opinions?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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10.- Are you a facilitator in class?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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11.- Do you apply the diagnostic test at the beginning of the scholar year?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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12.- Do you give a diagnostic test to the students?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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# ANNEX No 2

## SURVEY TO STUDENTS IN ENGLISH

### ARMY POLITECHNIC SCHOOL

### SCHOOL OF LANGUAGES

### QUESTIONNAIRE FOR STUDENTS OBJECTIVE

#### INSTRUCTIONS.

Read carefully each one of the sentences, then answer them with the truth.  
Cross the best answer for you. Thanks for your cooperation.

1.- Is it important to apply different techniques in class?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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2.- Do the teachers prepare unit lesson or plans teaching English in class?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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3.- Do the teachers apply motivational techniques in class?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
------------	-----------	------------------

4.- Do the teachers use supplementary material in class?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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5.- Do the teachers us English texts your classes?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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6.- Do the teachers review the last class to continue the next one?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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7.- Do the teachers follow the process, presentation, practice production?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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8.- Do the teachers reinforce the speaking using Strategies?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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9.- Do the students give their opinions?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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10.- Are the teachers a facilitator in class?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
------------	-----------	------------------

11.- Do the teachers apply the diagnostic test at the beginning of the school year?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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12.- Do the teachers give a diagnostic test to the students?

<b>YES</b>	<b>NO</b>	<b>SOMETIMES</b>
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**THANKS FOR YOUR COLLABORATION**



