ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

RESEARCH PROJECT

CREATION AND IMPLEMENTATION OF A LAST GENERATION ENGLISH LABORATORY FOR THE LAST THIRD STUDENTS' COURSES AT "ABDON CALDERON" MILITARY HIGH SCHOOL IN QUITO, DURING THE TWO FIRST TRIMESTERS

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APPROVAL SHEET

We, Lcdo. Marcos Morales – Director and Lcda. Sonia Basantes Co-Director, duly certify that the thesis under the title "**CREATION AND IMPLEMENTATION OF A LAST GENERATION ENGLISH LABORATORY FOR THE LAST THIRD STUDENTS' COURSES AT "ABDON CALDERON" MILITARY HIGH SCHOOL IN QUITO, DURING THE TWO FIRST TRIMESTERS**", developed by Nelson Ricardo Morales Garrido and Luis Antonio Molina Guamán who, have finished all the subjects in Applied Linguistics in English Program of the Army Polytechnic School, has been reviewed and found it apt for oral sustain.

_____ _____

Lic. Marcos Morales **Lic. Sonia Basantes**
DIRECTOR **CO-DIRECTOR**

ACKNOWLEDGEMENT

DEDICATION

This work is dedicated to God because he guided me and provided me with the wisdom and all the requirements to accomplish this project.

I would like to express a big thank to my wife and my children who with their love, did so much to complete this research.

<div align="right">

Nelson Ricardo Morales G.

</div>

It is mandatory for me to say, Thanks a lot God! to give me the opportunity to join the Army.

Special thanks to my mom for giving me the life and my dear wife and my lovely babies for their support and love that they have been giving me all the time.

Thanks to all of you, my teachers and thanks to Ana María who directly or not, trusted in me in order to carry out this personal goal.

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Luis Antonio Molina Guamán

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INTRODUCTION

Considering the last trends in the field of the teaching English language are focuses on the use of modern and effective techniques and equipments which permit students to reach an excellent percentage in the learning English as a second language, it is necessary for us to make use of these modern teaching tools which can be implanted in advanced language laboratories.

So we knew that the "Abdón Calderón" Military High School has an old fashion language laboratory which is difficult to use due to the lack of modern advanced technology that permits teachers to enhance the action and control field, likewise the students improve their language learning ratio, for reasons like that, it is mandatory for us to develop a new study in order to get a new and last generation laboratory in this institution.

The aim of our study is to reinforce the teachers and students' knowledge, taking advantages in the use of modern techniques such as: English on line through internet, multimedia courses in CDs, tape recorders and news in English. This project, which will help teachers and students to fulfill their goals and get satisfy in the teaching-learning process by means of the use of advanced equipment and programs.

Nowadays, the majority of teachers who are teaching in high schools need to develop not only the four skills already knew for everybody, but also viewing, comprehension and develop habits when they are taking a conversation.

This new laboratory will imply that all of the teachers will take not only advanced computation courses but also internet courses because they need to look into a lot of free English information such as grammar, vocabulary, reading and evaluations for their students, facilitating them in an easy way to improve their planed programs that are applying in this school, leaving the

teacher monitor and interact easily with the students and the students to develop grammatical, listening and oral exercises which complete their language learning, in a teacher-student communicative context.

Geographical Localization

This Military High School is located in the south of the Quito's city, surrounded by commercial sectors next to the school of services and specialists of the Army.

The No.10 "Abdón Calderón" Military High School in Quito was inaugurated the first time as an Infants Garden in the year of 1955, then In 1961 the First Grade of primary instruction was created, in the year of 1972 was created the complete Primary School thanks to the administration of the Mrs. Bachelor Aída Dueñas with the name of "Abdón Calderón. In 1984 the School was created by means of Ministerial Agreement Nº 1174 putting into operation in October of the same year with 90 students.

For disposition of the of Education department of the Terrestrial Force, the High School, the School and the Garden of Infants of the same name disappeared as independent units, appearing legally as Educational Unit "Abdón Calderón". Nowadays this prestigious educational Institution is located in "El Pintado" neighborhood, between Mariscal Sucre and Michelena avenues in the south of Quito's city. It has a good Human and physical infrastructure, and about 2642 students.

Here we find available specialties such as the following: Accounting, Commercialization and Informatics, Foreign Trade, Administrative and Countable management, besides Systems management and Informatics Applications. The Personal, Educational, and Planning Areas are looking for the improvement of this Educational Institution, in order to get a solid Institutional image, the personnel chart of this Institute (ANNEX 01).

PART I

1. RESEARCH PROBLEM

1.1. Problem Identification

The low ratio of the students in English language knowledge in the 3rd courses at "ABDON CALDERON" Military High School in Quito who did not take advantages during their studies from first to seven grades, considering that they took ten hours per week using the typical old teaching method; as a consequence of this they have a low level in: listening, reading, comprehension, speaking and writing skills development for an adequate English Language Communication.

1.2. Problem Setting

Through our research and considering the kind of this educational institution, our proposal goes on to solve the lack of a good laboratory at "Abdón Calderón" Military high school.

- The lacks of planning those schools are applying in their language learning process.

- The lack of teachers' practice through the use of a good material, and why not to mention the missing practice with foreigners.

- The lack of research from foreign cultures through magazines, books, programs, or current sources of information.

- Until now there were no programs like our proposal that permit teachers a good development of the teaching–learning skills in foreign languages.

- The lack of supporting material to overcome the misuse of the English language.

Considering the previous facts, it is important to create and implement a last technology English laboratory at "Abdón Calderón" Military high school.

1.3. Variable working out

Dependent Variable
a) Creation of a last generation English laboratory
b) Implementation of the laboratory, normative use

Independent Variable
a) Improvement of the teaching learning process

1.4. Objectives

1.4.1. General Objectives

To create a last Generation English Laboratory equipped with high quality equipment and programs, at "Abdón Calderón" Military High School.

To implement the general laboratory use normative at "Abdón Calderón" Military High School.

To inform teachers and students all the benefits they will obtain and how to improve and empower the teaching-learning process for an adequate English Language communication at "Abdón Calderón" Military High School.

1.4.2. Specific Objectives

To install and describe the necessary equipment to create a last Generation English Laboratory.

To charge and describe the best software compatible with the equipment of our new laboratory.

To design and inform the usage normative of the English Laboratory.

To train to all of the teachers in order to get the best advantages with the use of this advanced English laboratory.

To facilitate the process of teaching and learning English through the use of techniques and advise exercises.

To encourage teachers and students to reach personal goals and improve their skills in: listening, reading, comprehension, speaking and writing.

1.5. Justification

After the analysis carried out in this military high school, we could determine the main problem in learning English language is that most of students have problems in the communicative use of the language, the available tools for teaching and learning are not the

best due to the expired technology and the lack of investigation methods on the part of teachers and students, all of these problems are an important obstacle in the development of listening, reading, comprehension, speaking and writing skills.

There are foreign universities and educational institutions which based in past researches are applying innovations of proven effectiveness into the field of language teaching and learning process.

So that it is important to carry out an investigation project with the aim of contribution positively in the acquisition of these abilities of the language by means of the installation of an advanced laboratory with technology which will be quite effective and friendly as much with the students as with the professors. But sometimes they need to take enough time and flexibility in order to enhance their knowledge beyond the community, that is which is achieved with the use of the appropriate tools which allow them to get this flexibility. Thus, we would have the necessary flexibility with the development of this project.

The proposal is aimed to the teachers and students of the "Abdón Calderón" Military High School as the main beneficiaries; representing it for them a motivation in their development language training.

This research will constitute a new contribution, to the developments of teaching learning methods and techniques at "Abdón Calderon" Military high school by means of the use of equipments and programs which materialized in an advance laboratory facilitate the language training and supply the optimal tools to teachers and

students, besides there were not precedents of similar proposals with the same characteristics carried up before.

There is a great feasibility for doing this work due to the informatics and linguistics' knowledge of the researchers but also by the commitment of the authorities of this Military high school in order to carry out this project.

PART II

2. THEORETICAL FRAME

2.1. Theoretical and Conceptual focus

Our research is focused in the creation and implementation of a last generation English laboratory for the last third students' courses at "Abdón Calderón" Military High School in Quito, because of the lack of technology, equipments and appliances, which did not permit the students an adequate skills development, taking advantages of this kind of technology.

From our point of view, it is important to detail some weaknesses which caused disadvantages in our educational system; such as: lack of listening and interactive games where students are improving their English language through it.

Then it is better to know that this informatics' program will help students in English language listening processes by means of different abilities that they will be developing at least three times a week in their own schedule, also it is mandatory to emphasize that they will listen and repeat using a microphone where a computer according to their pronunciation allow or not to continue to the next exercise or activity.

This informatics' program demands a lot of training and dedication a long of the program that they will be applying according to the school planning between teachers and students. Therefore, it is fundamental to present a proposal for teachers and students training in order to get the best advantages of these new techniques and methods of learning–teaching that will be charged on the data

base assuring the most effective and efficient method in improving their lexicon of this foreign language by themselves.

2.2. Structure

2.2.1. Creation of a last generation English laboratory

2.2.1.1. English in the current world

English is not the most widely spoken language in the world in terms of the number of native speakers, there are many more Chinese speakers than native English speakers, but Chinese is spoken little outside of Chinese communities, so English is the most widespread language in the world. It is difficult to estimate exactly how many English speakers there are, but according to one estimated there are more than 350,000,000 native English speakers and more than 400,000,000 speakers of English as a second language (a language used in everyday life, even though it is not the native language) or foreign language (a language studied but not used much in everyday life).

However, even these numbers do not really indicate how important English is as a world language, because less than fifteen percent of the world population uses English. The importance of English is not just in how many people speak it but in what it is used for. English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is

not a native language. For instance, American popular cultures, primary movies and music that carries the English language throughout the world.

Perhaps the position of English can only be altered by major world-scale political and economical changes, such as increasing importance of the European Union or a coalition between Japan and China. Such powers might wish and be able to promote a language other than English, possibly a constructed language, for international communication.

2.2.1.1.1. The use of English language in the world

English Language as a global means of communication in numerous dialects, and the movement towards an international standard for the language. It is also referred to as Global English, World English, Common English, General English or Standard English. Sometimes these terms refer simply to the array of varieties of English spoken throughout the world.

Only a few centuries ago the English language was consisted of a collection of dialects spoken mainly by monolinguals and only within the shores of a small island. Now the English language includes such typologically distinct varieties as pidgins and creoles, 'new' Englishes, and a range of different standard and nonstandard varieties that are spoken on a regular basis in many different countries throughout the world. English is also, of course, the main language used for communication at an international level. The use of English in such a diverse range of social contexts around the world provides us with

a unique opportunity to analyze and document the linguistic variation and change that is occurring within a single language, on a far greater scale - as far as we know - than has ever happened in the world's linguistic history before. This volume is intended to give a comprehensive account of our current knowledge of variation in the use of the English language around the world. Overview papers, written by specialist authors, survey the social context in which English is spoken in those parts of the world where it is widely used. Case study papers then provide representative examples of the empirical research that has been carried out into the English that is spoken in that part of the world. The volume therefore contributes both to our understanding of the English language worldwide and to a more general understanding of language as it is used in its social context. It assesses the extent of our current knowledge of variation in the English language and points to gaps in our understanding which future research might set out to remedy.

2.2.1.1.2. English as a communication method

Everybody wants to be able to speak English like a native speaker, but English pronunciation is always a big problem to ESL learners.

Bad English pronunciation may confuse people even if you used advanced English grammar. Here teachers can use simple words and simple grammar structures that make people understand someone but without to use of "simple pronunciation".

On the other hand, good English pronunciation will make people understand somebody easily and be willing to listen to someone!

People say that we learn English just for communication, although we speak English with a strong accent, native speakers can understand us, that's enough. But you know it is not pleased to listen to the bad pronunciation!

Also, one will change the channel when a journalist covers a person who speaks English without good pronunciation, because that makes people feel uncomfortable although she can't pronounce English fluently as well.

So, how to speak English clearly and confidently? There are three ways: practice, practice and practice! First practice speaking each word clearly then practice speaking each sentence clearly.

As everybody knows teachers are nationally experienced in different universities or institutes qualified to teach English as a Foreign Language (EFL) using the Communicative Language Teaching method. The main aim of the communicative method is to equip the students to use and speak English in different situations, not just know about English. Learners will be encouraged to use English in the four main skills of listening, speaking, reading and writing. Teachers also reinforce teaching grammar because it is integrated into the four skills.

Research on second language acquisition has shown that maximum exposure to the second language is essential to the successful acquisition of that language. Therefore, English students will speak English and be taught in English from the first day by their teachers. Our proposal will help in teachers' methodology because we are sure that students need a comfortable and friendly environment to enhance their learning process.

These communication methods are various ways to help a child learn one or both of these languages. Most communication methods are ways to learn or represent English.

Considering In this method, that Listening is the primary means for learning language. Speech is the primary means of expressing language. The use of residual hearing is very important. Children are encouraged to wear hearing aids during their walking hours. For this method to be effective, aided hearing must be within a range where speech can be heard. If a child cannot hear speech, even with hearing aids, then a cochlear implant may be an option. In addition to listening, a child is encouraged to watch the speaker to get additional information from speech reading (lip-reading), facial expressions and gestures. Hearing through hearing aids or through a cochlear implant, even in the best of circumstances, is not the same as typical hearing. Early intervention will include specific strategies for increased emphasis on listening and communication.

2.2.1.1.3. English as a tool work

Language is the main vehicle for communicating between human beings. It seems, therefore, natural not only to associate it with exchanging ideas and points of view, but also to consider it a medium for achieving goals and getting a job done in a normal way.

It is important to mention Immigrants. Most of all, know exactly how important English is, not only to survive but to succeed in this country. Unless and until you've had a fear in the pit of your stomach [when] all you're trying to do is to go into the local McDonald's and order a burger, you have no idea how important English is."

The situations immigrants find themselves in are often complex, one Ecuadorian says:

"We have U.S. citizens who are married to undocumented immigrants who have U.S. citizen children," she/he says: "Whether we like it or not, these folks are here. They're already very well-integrated into the community. So now the question is, what do we do about that?"

English is important because it helped us to communicate here with foreigners and English is my second language. Our native language is Ecuadorian and we think it's necessary to learn different languages in order to be able to communicate easily with people from different cultures and countries.

Of course we though we should keep our native language alive.

English is very important. We can learn advanced sciences and advanced cultures through English. Learning English well not only means you will have a good job, but also we will make a big contribution to our country's development.

2.2.1.1.4. English for specific purposes

English for Specific Purposes (ESP) is a multidisciplinary approach that offers promising possibilities for an EFL educational environment. ESP is often mistaken as simply being the drilling of technical terms and grammatical structures for science and technology majors or the teaching of business English. ESP actually can offer a viable approach for enabling tertiary-level or adult language learners to efficiently acquire a sufficient level of mastery in the communicative forms of language required for their professional or occupational needs. When presented as an approach to observing and classifying such linguistic needs, ESP can also help equip students with the tools necessary to continue their linguistic development outside the classroom.

Almost every field has its own "jargon" or specialized words and phrases used in the course of everyday work. For certain fields, however, such as business, medicine, and various scientific and technical fields, this jargon can be both much more complicated and complex as well as

extremely important for clarity and sometimes even safety. In international business, clear and effective communication can be the key to obtaining and retaining important clients or vendors, and because English is so widespread, it is becoming more and more important for business people and others to learn English in order to compete in the global market.

So people take seminars, workshops, and even entire study programs and schools have popped up to focus on Business English, Medical English, and other types of "English for Specific Purposes" or "ESP".

2.2.1.2. Historical development of English laboratories

2.2.1.2.1. First English laboratories

We tried to get information about the first laboratories, but we couldn't get anything. However we were researching information in different places such as the Army Polytechnic School and others that had as a supposed laboratory a disc-player, it worked with acetates discs, after school and universities used to use tape-recorders, then a good master-cabin with head-phones for each student appeared, but teachers didn't take individual's control, and some schools are using it until now.

Nowadays, our proposal is the last technology laboratory that'll use CD's, Cassette, DVD player and internet through computer control, and the teacher can also control all of the students and order them to working pairs

and get information directly to the teacher, individually or in groups.

2.2.1.2.2. Development of new technologies.

New technologies are means of learning that are broadening educational horizons. Highly skilled students often struggle with problems of performance, for various reasons. For this collective the window onto the world that new technologies provide, gives them different and more open ways of tackling this problem. This task force will therefore discuss what new technologies can bring to pupils with high intellectual capacities.

Young people in the digital era seem to be smarter, more inquisitive, more assertive, more willing to accept diversity and have higher self-esteem. Or, on the contrary, boys live their lives in front of the screen, lose their attention capacity and suffer stress, vanity and even cruelty as a result of their interaction with the Web.

Should some kind of control mechanism, educational scheme or similar be brought into regulate the way in which young people use these technologies? Who?

In USA and in Japan, countries where the new technologies are much extended, a lot of phenomena of the Screensavers have been investigated. This is the name that is used in USA to refer to the adolescents among 10 and 20 years that many hours pass before the screens they are already on television, on video games, of the computer, of the mobile etc.

Internet appears nowadays as the only means to bring closer men and to break all ways of gates: Geographical, cultural, economic, technological, and social.

Who says information makes call to the new technologies? Who imposes them to the society thanks to their speed, efficiency and their power to cover all the surface of the globe?

So students are in contact with every advanced thing, it means that they need to use and work with the last new technology.

2.2.1.2.3. Current hardware and Software for advanced laboratories.

SOFTWARE:

A lot of software is available in the market, but this school is carrying on an educational program ordered by the Educational Department, because all of the Militaries High Schools are working with an international bilingual program.

HARDWARE:

Master cabin. With Programmable Recorders, headsets, software installation for handling of the class, where teachers can use materials, previously digitized in hard disk of the computer, in which teachers can program the

content of the class, organizing independent work groups and of interaction student professor and among students.

Play / record of cassette for professor.
That allow to the teacher carry out quick search of the tracks and recordings with high speed.

Amplifiers intercoms for students.
That allows regulation of the volume, call function and program selection.

Headphones with microphone
Speakers with subwoofer
Player dvd multizone
Computer compatible with laboratory of languages
Video projector.

Electronic board.
This board should allow to the teacher makes annotations, about presentations and run applications of computers in meetings and class living rooms. It should allow the user to operate or to score on any computer program that is projected in the board, from a computer connected in wireless form. It should provide a sufficiently big image on which his working and it should also offers an excellent level of precision at the moment that he is running programs at the same time the teacher will be able to add comments and annotations in the same presentations.

Wireless Bluetooth Technology

This system will allow teachers to work, either, with the incorporated wireless technology connected to a computer, or in serial interface for wired connection. This system will be installed directly on the wall; the rolling base will be optional. The workspace for this board will be made with a durable surface that is ideal for electronic writing or it stops writing with electronic markers.

2.2.1.2.4. The importance of the innovation

Everybody is talking about innovation but nobody knows about innovation so it is important to ask ourselves some questions such as:

Why do we have to innovate?

Advancing technology

Changing environment

Changing industrial structures and strategies

Evolving society

Evolving customer desires

Competitors improve their products, processes and services

Customers stop buying your old products and services so you need to replace them and add new products and services

Innovation happens in every industry

From new industries such as genetic engineering, electronics and telecommunications

Through automotive and aerospace

To old industries such as shipbuilding and mining

What happens if you don't innovate?

Customers stop buying your products, processes and services

Sales drop

Revenues drop

Shareholder returns drop

Stock price drops

Key employees leave

More customers stop buying your products, processes and services

Sales drop

Why innovation is becoming more important?

Technology is changing fast, new products come from new competitors

Fast changing environment, product lifetimes shorter, need to replace products sooner

Products are increasingly difficult to differentiate

Customers are more sophisticated, segmented and demanding, and expect more in terms of customization, newness, quality and price

Customers have more choice

New technologies no-one understands

Apparently separate technologies come together

Markets forming and changing fast

With markets and technology changing fast, and good ideas quickly copied, there is continual pressure to devise new and better products, processes and services faster

Innovation is a positive message

Tell people you are going to cut headcount - and lose their support

Tell people you are going to downsize - and lose their support

Tell people you are going to reengineer - and 80% won't cooperate
Tell people you are going to be innovative - and win their enthusiastic support

Innovation as your corporate strategy

Poor implementation of many recent corporate initiatives - such as ERP implementation, ISO 9000 implementation, reengineering, and downsizing - hasn't resulted in fast growth. Often it's led to a reduction in quality levels and stagnation in sales Innovation leads to faster growth, increased market share and better corporate positioning Innovation is the prime strategy for the first decade of the twenty-first century.

2.2.1.2.5. Relationship between techniques and skill

For establishing these differences, is mandatory to answer ourselves:

What is Technique?

Using the same example, techniques are the basic movements of any sport or event a block start in a 100 meter race is a technique. We combine a number of techniques into a pattern of movement, triple jump - running and then the hop, skip and jump phases.
What is a skill?

Skill is an athlete's ability to choose and perform the right techniques at the right time, successfully, regularly and with a minimum of effort. For example, athletes use their skill to achieve athletic objectives, sprinting a 10.0 second 100 meters. Skill is acquired and therefore has to be learned:

Types of skills

- Cognitive - involves thought processes
- Perceptual - involves interpretation of information
- Motor - involves movement

Psychologists have categorized human behavior into three broad domains:
- Cognitive skill (knowing) - know and understand the vital aspects of the sport

- Affective behavior (feeling) - success at the sport depends on mental attitude and developing psychological skills to cope with stress.
- Psychomotor skill (doing) - excellence in sport requires the execution of precise, fluent and effective movement patterns which require the combination of perceptual and motor skills

2.2.1.3. Technical description of the laboratory

The laboratory that we are proposing has different equipments with their descriptions as follow:

- Centralizing with software
  With Programmable Recording, earphones, software installation for handling of the class, where you can use materials, previously digitized in hard disk of the computer, in which you can program the content of the class, organizing work groups, independent and of interaction, of teachers and students and among students.
- Amplifiers intercoms for students.
  Those allow volume regulation, call function and program selection.
- Individual computer for each student, including screen flat panel, keyboard and optical mouse.
- Headphones with microphone
- Speakers with subwoofer
- Computer for the teacher compatible with the languages laboratory.
- Video projector.
- Electronic board.

This board should allow to the teacher makes annotations, about presentations and run applications of computers in meetings and class living rooms. It should allow the user to operate or to score on any computer program that is projected in the board, from a computer connected in wireless form. It should provide a sufficiently big image on which his working and it should also offers an excellent level of precision at the moment that he is running programs at the same time the teacher will be able to add comments and annotations in the same presentations.

This system will allow teachers to work, either, with the incorporated wireless technology connected to a computer, or in serial interface for wired connection. This system will be installed directly on the wall; the rolling base will be optional. The workspace for this board is made with a durable surface that is ideal for electronic writing or it stops writing with electronic markers.

Programmable Soft keys to quickly launch your favorite application.

Rigid Construction with Glare Resistant Surface.

2.2.1.3.1. Technical description of hardware and installation of equipments

Considering the last tendencies in the field of the English language, focused in the use of techniques and modern materials; so effective that allow students to reach an excellent percentage in English's learning as a second language, so that it is necessary for us to make use of these modern and advanced instruction tools, which will be implemented in the English laboratory, helping at the same time teachers and the students to reach their goals and improve the teaching-learning process with the use of new technology, so we have the following equipment to be used:

Centralizing with software

General characteristics:
With Programmable Recording, earphones, software installation for handling of the class, where you can use materials, previously digitized in hard disk of the computer, in which you can program the content of the class, organizing work groups, independent and of interaction, of teachers and students and among students.

Technical Specifications:
-   It allows creating a minimum of 4 Work Groups using different sources like VHS, DVD, TV, HOME THEATER, and PROJECTOR OF VIDEO AND DATA
-   Internal amplifier for internal and external speakers' connection
-   Capacity for conference

- It includes control software
- Software for handling of the class, with material of the recording ones and digitized in the hard disk material
- It allows communication professor student and among students
- Automatic students' Monitor
- Capacity for 40 students
- Diversity in ways of students' evaluation
- Function of study in pair of students.

AUDIOVISUAL SOURCES: VIDEO SWITCH

General characteristics:
This allows interconnection with other devices, audio and video sequences digitalization.

Technical Specifications:
- 4 compound sources, 1USB, 1 TV
- Connection module, cables
- Control software
- capture and digitalization module

AMPLIFIERS INTERCOMS FOR STUDENTS

General characteristics:
They allow volume regulation, call function and program selection.

Technical Specifications:
- With volume control from the master cabin and individual for the students
- Teacher – student call function

- Program selection (software, cd, video and cassette)

HEADPHONES WITH MICROPHONE

Technical Specifications:
- Robust and Durable
- Connector phone type
- Microphone switchable ON/OFF
- Microphone of high sensibility

CABLES AND CONNECTORS

Technical Specifications:
- Shielded and durable cable

FOUR LIVING ROOM SPEAKERS AND ONE SUBWOOFER

Technical Specifications:
- Wall assembly
- Minimum power of 30W each one
- Frequency Answer 80-20000Hz.
- Compact 2 roads, bass - reflex

TEACHER COMPUTER COMPATIBLE WITH THE LANGUAGES LABORATORY

Technical Specifications:
- Main board Intel
- Processor Intel Pentium IV 3.4GHZ Non Celeron
- Hard disk of 250 Gb
- RAM Memory of 512 MB

- Floppy 1.44
- DVD-WRITER
- Monitor LCD of 17 SVGA
- Windows XP
- Net Card of 10/100 Mbps
- DLINK Fax/MODEM Card

INSTRUCTOR FURNITURE INCLUDED A SEAT

Technical Specifications:
- Humidity resistant board
- Thickness 19mm
- Metallic structure, Color to Choose

INDIVIDUAL CABINS FOR STUDENTS INCLUDED SEATS

Technical Specifications:
- Humidity resistant board
- Thickness 19mm
- Transparent frontal of plastic fiber
- Metallic seats Lined of leather, Color to Choose

VIDEO PROJECTOR.

Technical Specifications:
- 2000 lumens with fixation base

ELECTRONIC BOARD.

General characteristics:

It allows to the teacher makes annotations, about presentations and run applications of computers in meetings and class living rooms. It should allow the user to operate or to score on any computer program that is projected in the board, from a computer connected in wireless form.

Technical Specifications:

- School board 77''
- Wireless module with Bluetooth technology

The laboratory will provide communication between teachers and students, facilitating so the interaction and students work groups.

All the equipments are provided with ground connections, Voltage regulations and one UPS in order to secure the continuous functioning of this laboratory.

2.2.1.3.2. Technical description for the programs and software installation.

The software provided will facilitate English's evaluation as well as support in the English language teaching-learning process; these programs will work in windows environment and also will allow carrying out pursuits to students.

The programs will allow to outline exercises as much to teachers as to students.

The software will includes teacher's license and digital reproduction of audio and video key

The teacher has access to a detailed list of orientations that allows him to choose the activities or exercises in function of his pedagogic objectives and the available time.

Orientations can be used:
- Before the class, using an exercise or a recording as introduction to grammar's notion, lexicon or culture that it will be studied in class.
- As complement of the class, to illustrate a talkative function, grammar's notion, of vocabulary or of culture already studied.
- After the class, to evaluate that taught.

- So that the students can review during the whole year.
- As method of the students' evaluation.

The teacher can:

- Make Impression of the content with or without the solutions (in format notebook of exercises).
- Creation of pedagogic orientations and adjust of parameters of the activities.
- Each student's detailed pursuit with progression chart.
- Administration of the groups of students.
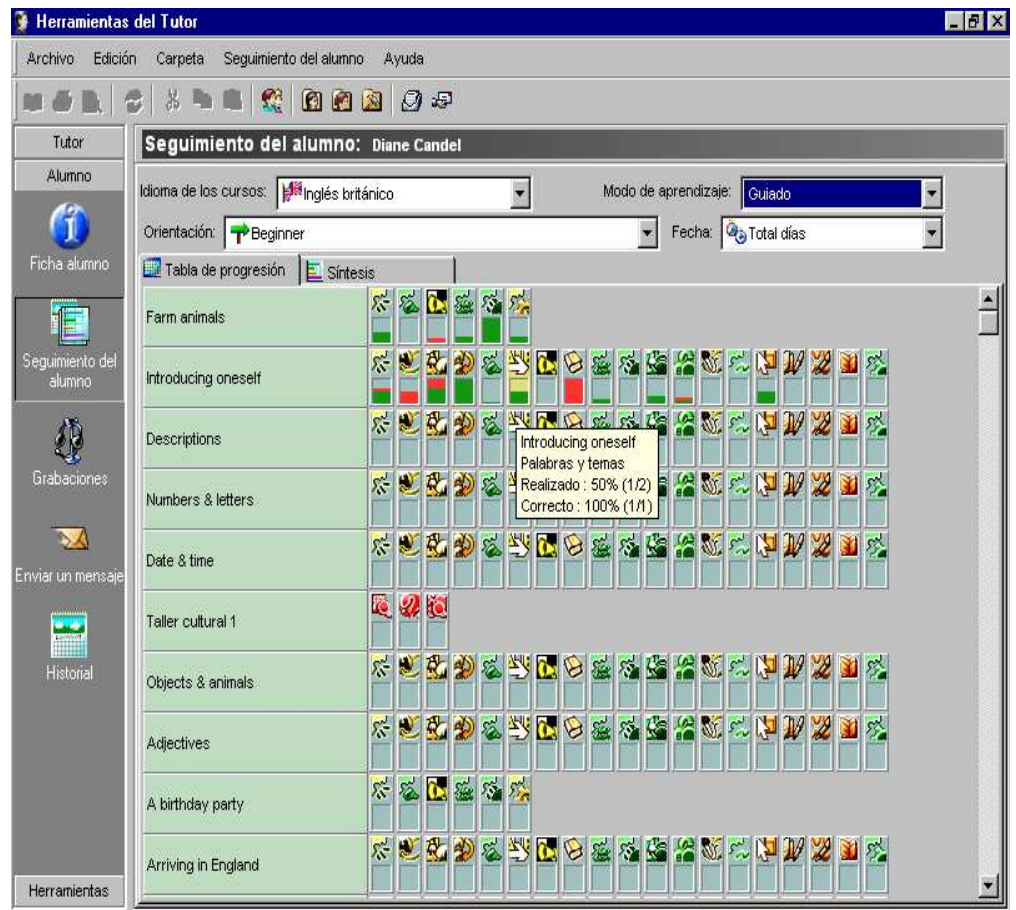
Wide and varied pedagogic content:

- 250 hours of learning for level

- Content distributed in 6 Spaces, included the cultural Space
- 35 types of different activities
- More than 1.200 exercises
- Grammar rules classified by levels and categories
- Lexicon of 10.000 words classified by levels and topics
- Possibility to study in total immersion

System of piloting and integrated supervision
- The piloting and supervision intuitive of pupil computers.
- Communication in real time with pupils via headset or via electronic messages (numeric and analogical system).
- Diffusion of pictures and the sound on all or part of the stations of a class.
- Laboratory of numeric languages, audio/video active and comparative.

2.2.1.3.3. Technical design.

As described in (ANNEX 04) the technical design is shown the internal physical space in which will be installed the advance laboratory, this can seat forty students, it possesses a single entrance door, and it shows the exact location of the piping for data cables and location of the electricity for the laboratory. The front region of the laboratory will have the master cabin and the electronic board, the communication teacher-students will be by means of network connections.

Server   Piloting and
          control
          screen

Electronic
case

Headphone
micro
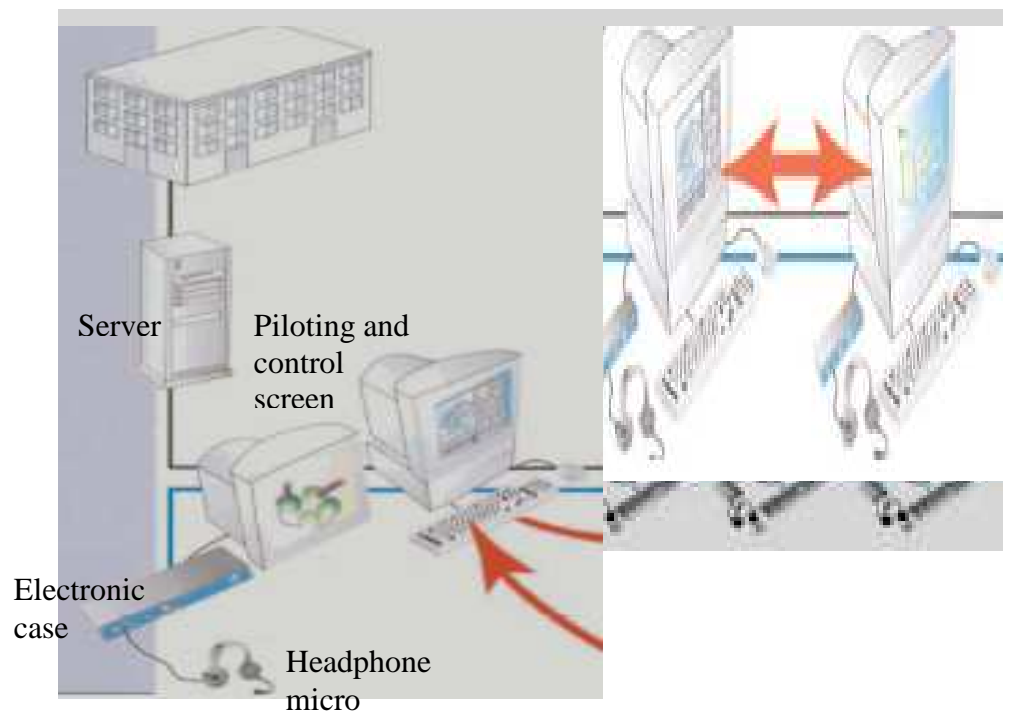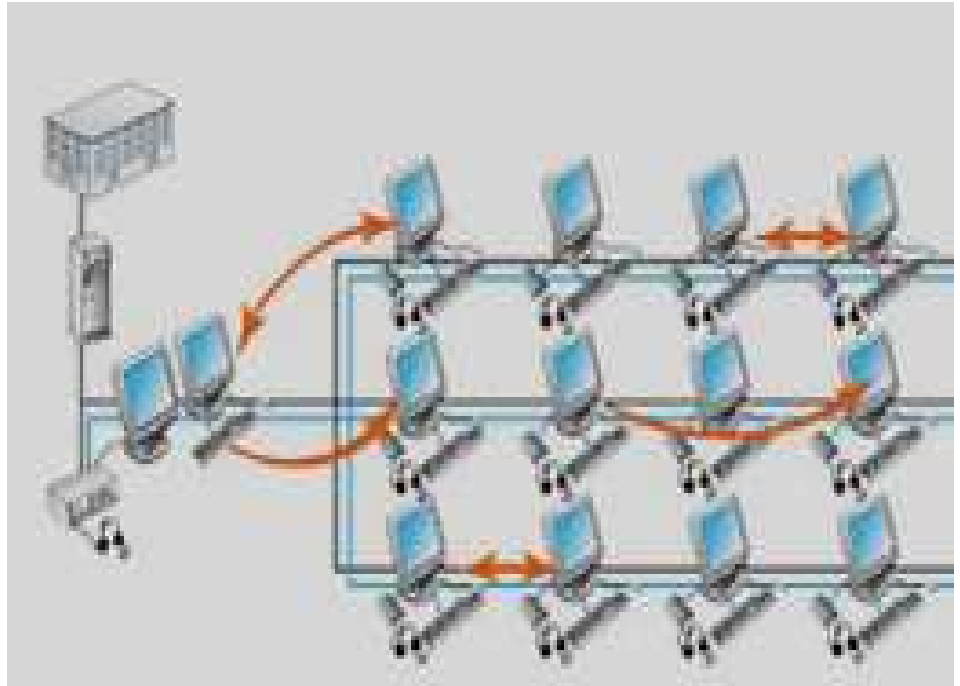
2.2.2. Implementation of the laboratory normative use

This section is focused on the usage laboratory training, so as to the usage normative establishment, so that we have a

description of the main policies and procedures that will be applied for the use of this laboratory, taking into account that will exists a responsible for the same as well as different professors and students that will make use of this. Therefore all the necessary usage steps will be full documented as well as the restrictions that should be taken into account.

2.2.2.1. Application techniques

It is important for us to take into account the current techniques which are being used, but also give the reasons in order to change all this and modernize with the new technology, but to reach this we have certain training and equipment requirements that we will detail.

2.2.2.1.1. Current techniques

Currently the techniques are not used in all the fields of language teaching and learning, it is so due to the lack of enough knowledge on behalf of teachers and students, so as managers of educational institutions, the lack of investigation, and the lack of resources, for example we have tape players or simple recordings which allow just to guide the classes toward a single group, also the works assigned with these don't allow monitoring neither to verifying the advances of the process of teaching learning. It is common for us to see basic laboratories without the advantages we could have with the use of advance tools like advance console control, electronic boards, internet, monitoring tools, likewise as the use of advanced software with new options and facilities especially for the professor who take advantage of them, allowing him or

her to create interactive classes and work assignments in groups or individually. Anything of this can be gotten if we don't modernize the equipment of our laboratories and if we don't qualify our professors in the use of these and the new technology, now we have the teacher portfolio reflecting effective uses of technology.

2.2.2.1.2. Reasons to use new techniques

The main reason for us to use new teaching and learning techniques is to reach the excellence in getting different skills and combination of the same in second language acquisition, so that we need make use of modern software and equipments which requires following basic execution steps of precise, fluent and effective results.

In order to get the excellence we have many roads but if we have the correct tools to arrive, we can optimize the resources and to obtain better results, being ours goal when making use of this current technology that is also used with magnificent results.

The best results can be evident when we see a list of fruits obtained after the implementation of these new techniques provided by the usage of new technology, so we have the following advantages:

- Technology as a tool provides unlimited resources for students and teachers.
- Technology as a tool provides a means of engagement for higher-order thinking skills.

- Technology as a tool provides new resources: virtual field trips, online simulations, and connections to professional experts.
- Assessment can be ongoing, performance-based, and generative.
- Technology allows students to explore and exchange ideas with a global audience.
- Technology allows for opportunities to do public speaking via multimedia presentations.
- Technology allows the student to make learning connections using his or her native language.
- Working collaboratively and providing immersion in authentic language experiences.
- Technology provides visualization for making learning connections.
- Resources to learn about new culture.
- Technology will allow to apply a methodology that encourage the vocabulary development (Lexical approach)
- The Development of talkative competitions in English based on a methodology centered in the student (Student-centered approach).
- To Develop the talkative competitions in English based on a teaching, based on contents and a learning focused toward the execution of activities(Content-based instruction + Task-based learning)
- To Select study texts adapted for the development of the four linguistic abilities (understanding reader, auditory, oral and written ability)
- To Link English with the different areas of the knowledge through appropriate texts provided by

each School incorporated to the bibliography of the respective study programs

- To Work in laboratory with software of English learning for the development of the auditory understanding

2.2.2.1.3. Training requirements

This new laboratory imply that all the teachers will need to take training in basic and advanced informatics' courses, Internet courses, and training in the equipment use of the laboratory so that they can discharge information, directly of language related sources specially in grammar, vocabulary, reading and English evaluations for their students, in such a way to increase teachers and student's knowledge.

2.2.2.2. Normative description

The present normative is given to govern the different procedures of usage, restrictions in profit of the laboratory care and necessary supervision on the part of teachers and the responsible of the laboratory.

2.2.2.2.1. Usage procedures

As we know a correct organization allow us to make a rotation of functions, and this is what is achieved when we have correctly defined processes in strategic areas as the English laboratory, and much more when it is about procedures for the use of an advanced laboratory, in

which we are aware that there will be many users and that all of them will have different general and specific functions and processes to accomplish so we have the professors, students, laboratory administrators, for whom it should be established clear and visible procedures.

If personnel's change exists, just they will have to follow the established procedures.

These procedures should exist in written form and they can be related with use schedules, forms of use and care, of attitude in cases of unexpected situations, etc.

2.2.2.2.2. Restrictions

Restrictions are given in function of the laboratory care; the correct use of equipments, as well as for the behavior inside the laboratory, these restrictions can be changed or increased in profit of the laboratory care, so we have the following restrictions:

- It is forbidden to use the laboratory without the corresponding authorization.
- It is forbidden to smoke inside the laboratory
- It is forbidden to consume foods or drinks inside the laboratory.
- It is forbidden to cause scandals or rackets inside the laboratory.

2.2.2.2.3. Supervision

It is very important to define a person which will be the main responsible for the laboratory care; this person will have the laboratory entrance key, will carry out the daily cleaning of the place and he or she will take note of the novelties raised during the day in order to inform any novelty so that the respective preventive or corrective actions are taken.

In the same way the teachers will be responsible for the correct use of the laboratory during the class hours, therefore they will give the respective use instructions and they will supervise that the equipment are given the best use and care on behalf of the students, or people who enter to the laboratory, in the same way they will write down the novelties, in order to take the preventive or corrective actions which correspond.

2.2.2.3. Technical and methodological steps on the use of this advance laboratory

2.2.2.3.1. Introducing to the new equipments

Before to use the laboratory, it is mandatory to follow the following procedures in order to protect the equipments:

- Verify that the electric power this given for the entire laboratory.
- Verify that novelties don't exist with the equipment before being used, if so communicate it immediately.

- The equipment cables should be correctly connected and they should not be peeled or broken.
- Turn on the voltage regulators the same as the units of continuous energy supplies.
- Turn on the screen of the computer
- Turn on the central process unit

2.2.2.3.2. Introducing to the new software

In the same way like with the hardware, the software should be checked and informed in front of any novelty, it is mandatory to follow the following procedures in order to protect the software:

- Enter his or her password in order to get the user authorization.
- Execute the programs in order to start to work
- If you don't know how the program works, then asks for advice.
- Please don't enter information in magnetic means which can infect the computer with informatics viruses.

2.2.2.3.3. Practicing with the new tools

The best way of getting the best results in the laboratory is to put into practice the equipments and programs that are available in the laboratory, then you have to follow the established steps in order to use it and work in hard form with a lot of exercises preset for students to learn the English language or for professors to improve or perfect its pedagogic ability and skills.

2.2.2.3.4. Using all the resources

Not only the laboratory equipments can help you in the English language teaching learning process, because you can also make use of other tools like the internet, video conferences, news of the foreign press, movies in English, music in English, different authors' books., just you have to chose what best fit with you.

2.2.2.3.5. Planning complete exercises

The exercises can be established by the teacher or collected from the English programs installed in the computer, taking into account that exit certain exercises which guided to the development of certain language skills you specify, with what we can outline complete exercises selecting options of the system to improve a certain area that we need you practice and according to the complexity level and students' knowledge.

2.2.3. Improvement of the teaching learning process

2.2.3.1. Skills to be developed

The average college students at "Abdón Calderón" Military High School spends about 10 hours per week in class listening (or perhaps I should say "hearing"--there is a difference!) to lectures. So, here I have some advices in order to improve the student's listening skills following some of the strategies below:

Maintain eyes contact with the instructor. Of course you will need to look at your notebook to write your notes, but eyes contact keeps you focused on the job at hand and keeps you involved in the lecture.

Focus on content, not delivery. Have you ever counted the number of times a teacher clears his/her throat in a fifteen minute period? If so, you weren't focusing on content.

Avoid emotional involvement. When you are too emotionally involved in listening, you tend to hear what you want to hear not what is actually being said. Try to remain objective and open-minded.

Avoid distractions. Don't let your mind wander or be distracted by the person shuffling papers near you. If the classroom is too hot or too cold try to remedy that situation if you can. The solution may require that you dress more appropriately to the room temperature.

Treat listening as a challenging mental task. Listening to an academic lecture is not a passive act, at least it shouldn't be. You need to concentrate on what is said so that you can process the information into your notes.

Stay active by asking mental questions. Active listening keeps you on your toes. Here are some questions you can ask yourself as you listen. What key point is the professor making? How does this fit with what I know from previous lectures? How is this lecture organized? Use the gap between the rate of speech and your rate of thought. You can think faster than the lecturer can talk. That's one reason your

mind may tend to wander. All the above suggestions will help you keep your mind occupied and focused on what is being said. You can actually begin to anticipate what the professor is going to say as a way to keep your mind from straying. Your mind does have the capacity to listen, think, write and ponder at the same time, but it does take practice.

2.2.3.1.1. Games and development of skills and micro-skills

In order to increase the student's knowledge we propose some tips and ideas on the best ways to learn English faster:

My cat speaks English.

Sometimes my cat comes to me and tells me that she is hungry. Or that her leg hurts. How does my cat tell me these things? I don't speak pussy-cat language.

a) You are like a new baby

Babies learn their language slowly.

First they learn to listen.

Then they learn to talk.

Finally, they can read and write.

b) Listen to English every day

Listen to English radio.

Watch English TV.

Go to English movies.

Use online lessons.

c) Listen to English every day

Listen to English radio.

Watch English TV.

Go to English movies.

Use online lessons.

d) Make an English/ESL friend

Make up conversations.

Practice dialogues.

Use beginner textbooks.

e) Read English stories

start with children's storybooks.

Try ESL readers.

Read advertisements, signs and labels.

Try electronics sites for Young Learners.

f) Write down new words

Start a vocabulary (new word) notebook.

Write words in alphabetical order (A...B...C...).

Make example sentences.

Always use an English-English dictionary first.

g) Keep an English diary

Start with one sentence.

How do you feel?

How is the weather?

What did you do today?

Write another sentence tomorrow.

h) Visit an English speaking country

Learn English more quickly.

Stay with an English family.

Hear native speakers talk.

Have a fun experience.

2.2.3.1.2. Doing basic exercises

Our proposals in order to increase the student's learning knowledge are the following ones:

Short conversations

Vocabulary

Crossword

Post-cards

Basic Grammar

2.2.3.2. What teachers and students can mostly get from advanced laboratories?

Advantages:

As you know we are working just with beginners and our useful proposal is from beginning to low-intermediate.

With this laboratory, teachers can reinforce through the use of "News Stories" because this section offers viewing options (full text or story outline) and interactive follow-up activities to reinforce vocabulary and test comprehension.

Speakers (American or British) the students will read from newspaper articles to create short conversations and they can use audio (and some video) materials.

"Family, into this community, and Work" section offers fewer post-task activities with audio questions; "ESL Connection Online" section offers a few support materials for the *Connect with English* video series.

It is mandatory to say that the Last generation English laboratory has been designed for ESL students and can be used for self-study.

2.2.3.2.1. Self training.

There are programs that come on Compact disks to help student's pronunciation. For instance Pronunciation Power is simply the best pronunciation program anywhere in the world. That is why we are working for getting this laboratory. We have tested some programs fully and we know that it can help our students to speak more clearly. But the advantage of learning good pronunciation is not only that it helps them to speak it also helps them to listen and understand.

Pronunciation Programs are used by thousands of universities and schools around the world for one reason, it's the best. It comes in some different levels. For instance If the student's level in English is beginner the next will be intermediate, so we suggest them to get: basic, intermediate and advanced. Because when we learn a language, there are four skills that we need for a good and complete communication. When we learn our

native language, we usually learn to listen first, then to speak, then to read, and finally to write. These are called the four "language skills":

We suggest to the students and everybody who are learning English to listen to radio news in English on your computer. In some internet pages, student's can get instant access to English language radio news programmes wherever they are in the world, without a radio. That is perfect for them to listening practice.

2.2.3.2.2. Forming Habits

From our point of view there are a lot of language learning programs that use thousands of real-life images, written text and voices of native speakers to teach you like a native learner. With Dynamic Immersion, you'll acquire everyday proficiency in all key language skills: listening comprehension, reading comprehension, speaking and writing. It's the natural way to learn and it works fast.

The exercises developed are designed to help the students to discover the language by themselves. This "natural language acquisition" method more closely reflects the way children in every culture learn their own language. With this approach, they will build the foundational experience, attitudes, habits, skills and learning strategies that make rapid, efficient progress possible.

The students will take to them a home study course that gives them thorough, solid, practical training in English. they will learn many practical expressions, such as: how

to order food in a restaurant, how to fill out school registration forms, how to handle yourself in a job interview, how to purchase stamps at the post office, how to calculate American money, how to describe health symptoms at the doctor's office, how to ask for and give directions, and much, much more! This home study training is an intermediate-level course for people with some English knowledge. Everything they need is included.

Students will receive comprehensive texts and study materials according to the "Abdón Calderón" program, for increasing their knowledge in the convenience of home, at their own pace.

With this resource students can take advantages practicing their listening, reading, writing and even speaking, following these steps:

Reviewing vocabulary and reading the cloze passage.

Playing the news report and trying to fill in the blanks.

Answering the comprehension questions by writing full sentences.

Using the discussion question for writing essays or discussing the stories with other students.

Pretend to be a news anchor by reading each story out loud.

Also we suggest some activities for listening to the news: lectures, movies, British and American English, and conversations.

Languages have many tapes for improving listening and pronunciation skills in the Learning Resource Center.

2.2.3.2.3. Acquiring Rules

Considering that this is an expensive laboratory we want to create some rules for people who will use it, therefore we have set up our rules and guidelines that we would like anyone who uses these services to follow.

We reserve the right to ban anyone from using these services at any time and for any reason, this includes, but is not limited to:

- Abusive language.
- Incitement to hatred.
- Intolerance.
- Swearing - Even masked profanity!
- The use of inappropriate nicknames such as Hot Babe!
- Disrespecting other visitors.
- Advertising products or services.
- Causing a disturbance.
- Purposefully annoying other visitors.

GUIDELINES:

- Be nice.
- We recommend that only students and teacher should use these services.
- Native speakers are welcome, please do take part in the reading or speaking sessions, it is great to listen to other accents. However, please refrain from answering questions that are obviously for the ESL/EFL students.

- Some people online may be dangerous. They may not be who you think they are. In order to protect yourself you should not tell them your real name, address or give them any personal or contact details or anything.

- Only English should be spoken (it doesn't matter how good or bad you are).

- Courtesy should be given to others.

- Respect should be shown to others.

- No Profanity! The use of vulgar or sexual language or references to such will not be tolerated.

- We realize some people are shy and therefore using a microphone in the conversation group is not compulsory, but do follow the topic when typing in the chat window.

- We recommend that you do not use your cell phone.

- Adult sites are not permitted.

Just remember - "If you can't say anything nice, don't say anything at all".

GENERAL RULES:

- The students should use English as Communication.
- In some cases, the Center is reserved the right of modifying the schedule of the present classes.
- The Center/Service alone Managers will receive students in the schedule specified for it.
- It is the student's responsibility to be there on time and concluded all the classes programmed trough the all exercises multimedia. This way, the whole

work will be revised and carried out by the student along the course.

NORMS OF THE LABORATORY MULTIMEDIA

- Free access. It is not necessary to reserve the laboratory.
- It is not allowed to leave the programmed classes.
- The CD-ROM is property of the School and the students need to carry on according to the program.
- It is the student's responsibility to keep the extra material in order to go there.
- The student should make sure of expecting the necessary time so that the data is recorded in the hard disc.
- It is forbidden to smoke, to eat, to drink, to use motives, to read books or magazines etc.
- To subtract or to deteriorate any material in this laboratory will be sanctioned and paid by the student.

2.2.3.2.4. Preparing for a real communication.

According with the curricular program that "Abdón Calderón" are carrying on, the students will communicate at the end of this, it means after 12 yeas, but according with our culture to get it is a little impossible because students are doing everything in English but just in their schools and why not to mention according with their schedule, the big problem is when they finish classes, all of us and our students continue doing everything in Spanish as we can see it is due to our culture.

There are some institutions that are helping to the students specially *Teenagers in order to be successful* in the real world, where popularity contests fade and skill-based assets move to the forefront. Using the student handbook, video, and teacher's guide, you'll help your students learn the people, communication, and networking skills they must have to succeed outside of school.

The general lack of real-world applicability in the textbooks and approaches used to teach the subject. Based on many employers' concerns that students are not getting the kind of real-world preparation they need in the area of communication, some articles suggests some practical solutions and effective pedagogical techniques that will make the course more real-world oriented and, therefore, more useful for today's business graduate. It also suggests ways to prepare students more realistically and specifically for the kinds of communication tasks they will be expected to do in a corporate setting in their first jobs after graduation.

From our point of view we can tell you that the best way in order to improve our English is using the language and living in the same environment. Here in Ecuador is possible to take advantages of foreigners because there are lots of American people walking on the streets and there are some American churches too, or religious people who want to share their religion.

2.2.3.2.5. Current teachers' role

The course that is carried on at "Abdón Calderón" Military High School has been designed for Teachers and Learning support students assistants wishing to embrace fully the implications of how students learn in the class room context. It will provide participants with the confidence and solutions to meet the changing needs of the Teacher Assistant in the classroom. It will address the skills essential to develop and support students and bring coherence to the classroom role. It will focus on the issues of how students learn, getting to know students learning preferences, improving memory and understanding, questioning, oral and written feedback, self assessment, developing learning skills, planning and working with staff and dealing with difficult situations, A framework will be used to help Teacher Assistants identify how to work with students to help them learn and improve, here we have some rules to follow:

- Provide a detailed look at the core role of a Teacher Assistant
- Provide a clear rationale for how the role fits into the school context
- Establish a clear context when working with students based around how students learn and their learning preferences
- Emphasise some of the successful strategies when working with students
- Provide examples of how to involve students, provide constructive feedback, question students and encourage self reflection

- Explore how to develop students' personal skills for learning
- Explain how to work with classroom teachers
- Highlight the essential skills of the Teacher Assistant

An extensive high quality will contain a wide range of support material, case studies from recent research, activities and resources for use with colleagues as well as a summary of the key points from the day. It is important to mention that some teachers are leaders but my view is that all of them need to follow theses advices:

- Sustain a high level of professional knowledge
- Demonstrate practices that reflect current educational directions
- Develop and document library resource centre policies, set goals and objectives and evaluate according to changing school needs
- Contribute to the professional development of staff
- Function as a member of the school leadership and/or curriculum team
- Participate in the on-going development of the school's Information and Communication Technology plan
- Facilitate knowledge management processes
- Advocate the need for students to be information literate

2.2.3.3. Assessment process

Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.

This article covers educational assessment including the work of institutional researchers, but the term applies to other fields as well including health and finance. Assessments can be classified in many different ways. The most important distinctions are:

a) Formative and summative
b) Objective and subjective
c) Criterion-referenced and norm-referenced; and
d) Informal and formal.

People who teach English as a second language to adults might be tempted to avoid teaching pronunciation since the Critical Period Hypothesis suggests that adults won't be able to achieve native-like fluency. This is reinforced by the current language learning methodology, namely Communicative Language teaching, failing to know what to do with the teaching of pronunciation.

While adult students may never be able to pass as native-speakers, improving pronunciation can improve learners' confidence and motivation. Adults stand to improve their fluency and comprehension levels in both the segmental and supra-segmental areas of pronunciation as well as learn to self-monitor and self-correct. After all, one of the major advantages adult students possess is the ability to self examine how they learn. We must also take into account the importance of handling both sound and meaning in the pursuit of the linguistic goals of our students.

2.2.3.3.1. Evaluation methods

The evaluation methods are the most important characteristic for any successful evaluation method is validity - whether a test or procedure measures what it purports to measure. It becomes inappropriate, meaningless, and useless to make specific inferences from invalid measurements. Evidence of validity must be accumulated to support inferences made from evaluation results.

Successful evaluation methods also must be reliable, effective, and efficient.

Reliability means consistency, an evaluation always must give similar scores, ranking, or ratings for similar tests, regardless of the evaluator or the evaluated. Effectiveness implies that the evaluation provides results in their most useful format. Summative evaluation yields a teacher performance score or rank that does not have to be interpreted to be used for accountability.

Formative evaluation initiates the improvement of weak areas.
Efficiency refers to spending time and money for evaluation training, materials, and procedure to ensure the desired results.
Present evaluation programs consist of varying combinations of the following components.

Teachers' interview. This one-to-one is used to hire new teachers and communicate evaluation results to

experienced teachers. An updated, formalized version, the Teacher Perceiver Interview, reduces possible interviewer bias. An interview disadvantage is the low correlation between highly rated interviews and subsequent evaluations of teacher effectiveness.

When we are talking about evaluation, it is compulsory for us to carry on the next steps:

a) Papers, examinations, and other assignments in courses

b) Portfolios - We have asked graduating students to provide several written assignments from their major courses. These papers are then placed in portfolios and distributed to the courses, who evaluate them according to several criteria for coherence, unity, rhetoric, and other compositional qualities, and for evidence of analytical skills in reading, identifying premises, and arguing.

c) We have designed a more ambitious procedure, which would involve comparing writing done by graduating students in their last semester as majors with their writing in English.

d) Senior Exit Surveys - Those students who fill out the standard form given to all graduating seniors express a high degree of satisfaction with the major. Many do not respond, however, and the information provided is not detailed.

e) Alumni Surveys - We have anecdotal evidence that suggests that English majors have become increasingly competitive for admission to graduate and professional programs, and have secured interesting

works based on skills acquired as majors. It would be valuable to discover how graduates assess their experience as majors from a distance.

f) Surveys of students in English - We have asked majors taking English at "Abdón Calderón", the one course required of all majors, to respond to a set of questions about their own goals as English majors, and their experience in the majors.

So now we can suggest the next steps as Evaluation Methods considering that they are working in order to finish the First Certificate in English:

a) Class Assignments - All composition courses feature many (four or more) papers per course, most written with extensive feedback from the instructor as well as from fellow students. Papers are graded on all criteria mentioned in the course and program objectives.

b) Proficiency Examination for Exemption - This is a three-hour essay exam, each exam evaluated by at least two English faculties on content, organization, and correctness of grammar and other language features.

c) Proficiency Portfolio for - This procedure consists of a portfolio of four or more papers written by the student, largely from courses in the student's major, plus a two-hour proctored writing sample. Portfolios are evaluated by the director of composition on content, organization, and correctness of grammar and other language features.

2.2.3.3.2. Teachers and students self evaluation

Through this laboratory a method for teaching writing encourages self-improvement while downplaying competition. The instrument is a scoring grid which classifies and tabulates errors, then assigns values in each of several pertinent categories, based on the student's performance in that category relative to his classmates. Individual and group evaluation is facilitated.

Now teachers and students can practice American or British English self-evaluation tests with automatic scoring. Levels of difficulty range from Elementary to Advanced. If they are students or teachers, there are printable copies (red links) with automatic answers are also available. So they can start practising and enjoying exams, through the wonderful advantages that this laboratory is given.

2.2.3.3.3. Teachers' final evaluation

The public views teacher evaluation as a major problem in the school system today, aware of the concern, wants to mandate more effective evaluation. Common methods for evaluating teachers, such as measurement tests of teacher characteristics, student achievement test scores, and ratings of teachers' classroom performance, have been ineffective. Some research has been done to improve the evaluation process, but teacher assessment, in general, remains unorganized. This digest provides information about evaluation types, criteria, methods, procedure, and successful evaluation strategies.

Types of evaluation

There are two evaluation types formative and summative. Formative evaluation is a tool used to improve instruction. Summative evaluation is a tool used to make personnel decisions.

Both evaluation uses have received much attention in recent literature as the teaching profession considers evaluation an integral part of staff development and the administration looks to evaluation data as evidence in accountability debates.

It is important o mention some strategies that teachers need to carry out such as:

- Aptitude in his/her potential for acquiring abilities or developing competencies
- Ability, in the present or potential capacity of a teacher to perform a task or to use skills, including ones that are intellectual and physical.
- Performance (Teacher), depends upon the teacher's competence, abilities, and talents as well as upon the context within which the teacher works.
- Competency (Teaching) the knowledge, skill, ability, personal quality, experience, or other characteristic that is applicable to the profession of teaching.
- Skills the ability to use knowledge in a practical manner.
- Talent the unusually high level of proficiency in performing a task or using a skill. Talent can be in the affective, cognitive, and psychomotor domains.

PART III

3. METHODOLOGICAL DESIGN

3.1. Research type and design

Our research project used Descriptive and Explorative research methods, describing the technology that was been used in the English language laboratory, and analysis of data obtained from surveys applied to teachers and students about the actual situation of the linguistic area.

The data was gathered using questionnaires about the wishes and opinions for improving the English language knowledge by means of an advance laboratory, for that we included selection questions; finally we tabulated the results of the different questions in graphical form.

3.2. Population and sample

3.2.1. Population.

The population researched at "Abdón Calderón" Military High School has the following elements of observation:

Authorities	2
Management	60
Teachers	155
Students	2642
English Teachers	31
TOTAL:	2890

Then the Sample to this research work is composed by 40 students that means with a population of 120 students of the last 3rd students' courses at "Abdón Calderón" military high school in Quito; distributed as follow:

POPULATION	NUMBER	SAMPLE
First Course	40	13
Second Course	40	13
Third Course	40	14
TOTAL	**120**	**40**

Experts: 12 teachers from "Abdón Calderón" military high school in Quito

Instruments: Interview (selection questions)

3.2.2. Sample

The sample is defined as the number of elements taken for a universe which is representative for all the population. It depends on:

- Sample's error
- Coefficient of error
- And the kind of population (finite: less than 100.000 elements or infinite: more than 100.000 elements)

For a population of more than 100.000 elements we apply the following formulae:

$$n = \frac{K^2 \times PQ}{E^2}$$

For a population of less than 100.000 elements we apply the following formulae:

$$n = \frac{K^2 \times PQ \times N}{E^2(N-1) + K^2 \times PQ}$$

We have less that 100.000 elements, and our population is finite.

Where:

n   **=**   Sample

P/Q   **=**   Constant of probability of occurrence and no occurrence

N   **=**   Population

E   **=**   Permitted error

K   **=**   Coefficient of error

P/Q   **=**   50/50

N   **=**   120

E   **=**   13%

K   **=**   2

$$n = \frac{K^2 \times PQ \times N}{E^2(N-1) + K^2 \times PQ}$$

$$n = \frac{2^2 \times 50 \times 50 \times 120}{13^2(120-1) + 2^2 \times 50 \times 50}$$

$$n = \frac{1200000}{30111} = 39.85$$

Once we have made the respective mathematical operations we can determine that the real sample will be 40 students at "Abdón Calderón" military high school.

3.3. Fielding

This work will be applied at "Abdón Calderón" Military High School, doing observations to all the community of this educational institution.

3.4. Instruments for data collection

Teachers and students' survey

The instrument used in this investigation to collect data was a survey to teachers and students. A survey adapted to respond or deny our hypotheses was used as an instrument for fielding (ANNEX 02 and ANNEX 03). They were adapted by the researchers and based both on the topic of the investigation and also to verify or deny the hypotheses. In the survey were questions leading students to write about "The English's knowledge in the teaching-learning process" of students at the last third students' courses at "ABDON CALDERON" military high school in Quito.

The questionnaire was necessary in our investigation because it allowed us to check the hypotheses. The information provided us the necessary information, with the aim of measuring the wish of teachers and students that were participating, for improve the English knowledge by means of a new and advance laboratory.

Teachers and students were given a survey, with the instruction that they should give complete answers and that all information was completely confidential. The survey contained selection questions (ANNEX 02 and ANNEX 03). We regarded that the questionnaire contained 7 and 8 questions, and then they spent no more than 5 minutes on it.

Validity and reliability of the instrument

For our research we have considered the validity and reliability of the instrument based on the next principles:

Validity
Good validity occurs when:
a)   test-taking conditions are good;
b)   motivation is high;
c)   test items are clearly written and the question structure is easily understood

Reliability
It occurs when:
a)   there is consistency of results
b)   The same result would be obtained if the survey or observation occurred again.

3.5. Processing and analysis

Once the information was correctly classified, organized, and computerized, we started the formal analysis, classifying and organizing the results by means of a table of frequency, and afterward we computerized the data In order to show the results in graphical form. With the results, we confirm or deny the hypotheses.

PART IV

4. SURVEY RESULTS

4.1. Graphical exposition of results

Questions of the survey applied to the last third students' courses at "ABDON CALDERON" Military High School.

Question 1:

Have you listened something about English?

KEY TO Q.1	FRECUENCY	PERCENTAGE
Always	30	75 %
Sometimes	8	20 %
Never	2	05 %
TOTAL:	**40**	**100 %**

TABLE.01 STUDENT'S DATA RESULTS SURVEY (Q.1)

1. Have you listened something about English?
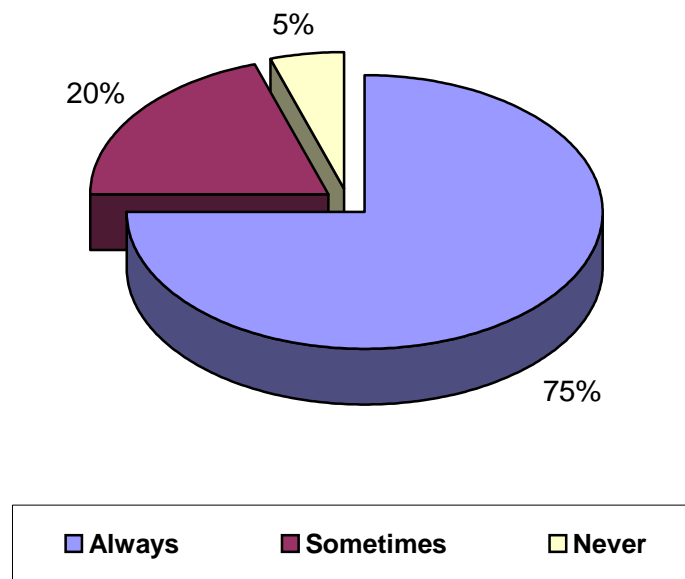
FIGURE.01 1ST QUESTION IN THE STUDENT'S SURVEY

Question 2:

Have you felt curiosity for learning English?

KEY TO Q.2	FRECUENCY	PERCENTAGE
Always	32	80 %
Sometimes	6	15 %
Never	2	05 %
TOTAL:	**40**	**100 %**

TABLE.02 STUDENT'S DATA RESULTS SURVEY (Q.2)

2. Have you felt curiosity for learning English?
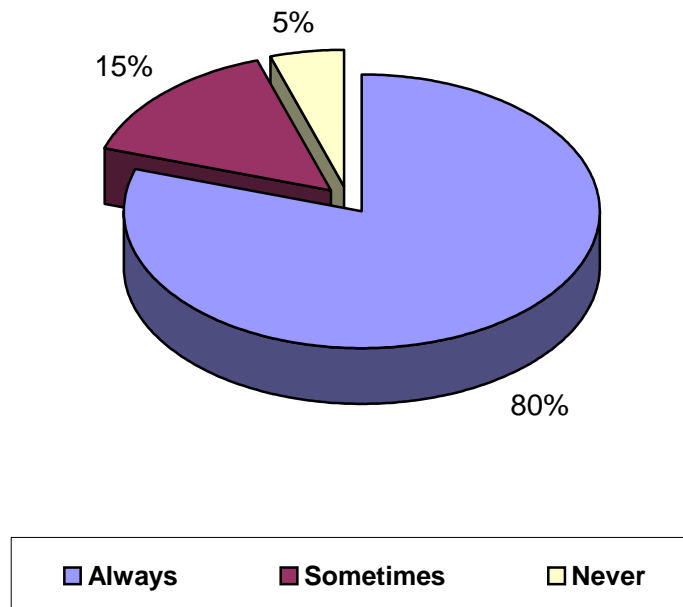
FIGURE.02 2nd QUESTION IN THE STUDENT'S SURVEY

Question 3:

Do you believe that English is important nowadays?

KEY TO Q.3	FRECUENCY	PERCENTAGE
Always	30	75 %
Sometimes	10	25 %
Never	0	0 %
TOTAL:	**40**	**100 %**

TABLE.03 STUDENT'S DATA RESULTS SURVEY (Q.3)

3. Do you believe that English is important nowadays?
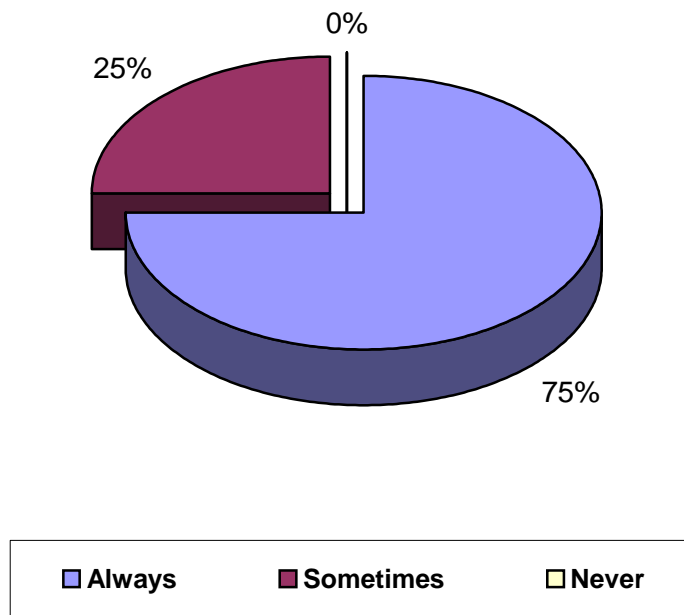
FIGURE.03 3rd QUESTION IN THE STUDENT'S SURVEY

Question 4:

Do you believe that the English language learning is within reach of everybody?

KEY TO Q.4	FRECUENCY	PERCENTAGE
Always	35	87 %
Sometimes	5	13 %
Never	0	0 %
TOTAL:	**40**	**100 %**

TABLE.04 STUDENT'S DATA RESULTS SURVEY (Q.4)

4. Do you believe that the English language learning is within reach of everybody?
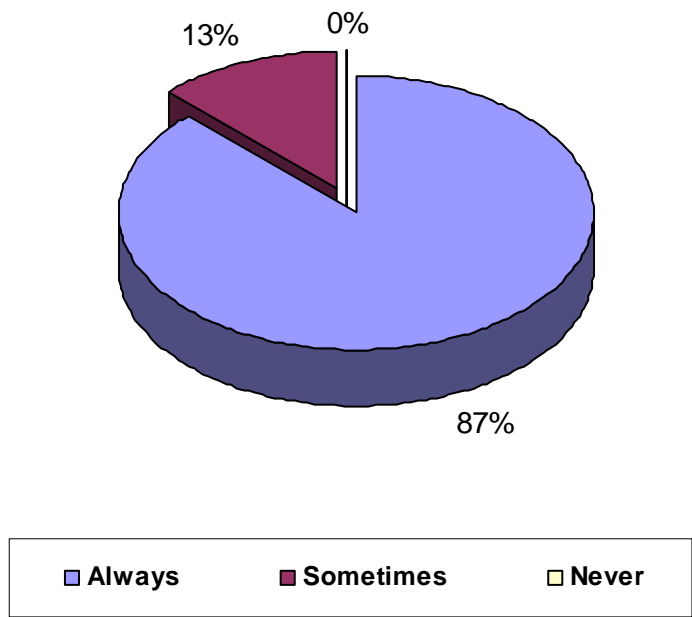
FIGURE.04 4th QUESTION IN THE STUDENT'S SURVEY

Question 5

Do you believe that English language would you open the doors when trying to get a job?

KEY TO Q.5	FRECUENCY	PERCENTAGE
Always	36	90 %
Sometimes	4	10 %
Never	0	0 %
TOTAL:	**40**	**100 %**

TABLE.05 STUDENT'S DATA RESULTS SURVEY (Q.5)

5. Do you believe that the English language would you open the doors when trying to get a job?
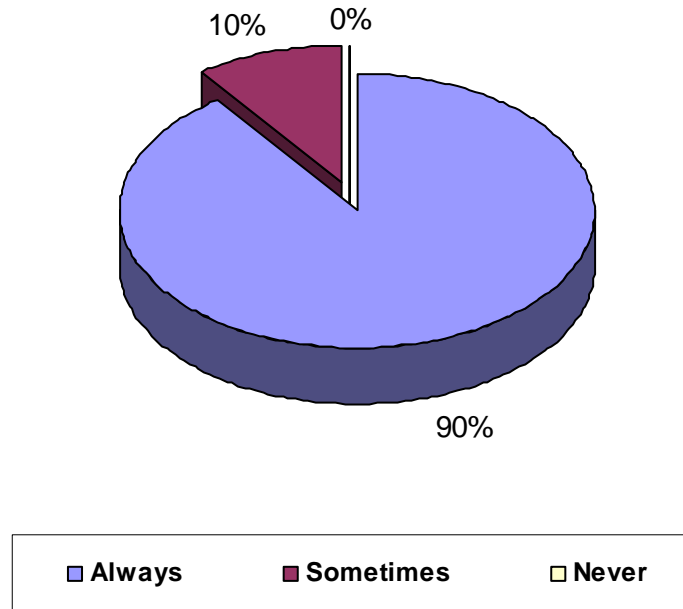
FIGURE.05 5th QUESTION IN THE STUDENT'S SURVEY

Question 6

Do you believe that the implementation of a laboratory is necessary for a good teaching of the English language?

KEY TO Q.6	FRECUENCY	PERCENTAGE
Always	38	95 %
Sometimes	2	5 %
Never	0	0 %
TOTAL:	**40**	**100 %**

TABLE.06 STUDENT'S DATA RESULTS SURVEY (Q.6)

6. Do you believe that the implementation of a laboratory is necessary for a good teaching of the English language?

5% 0%

95%

☐ **Always**   ■ **Sometimes**   ☐ **Never**
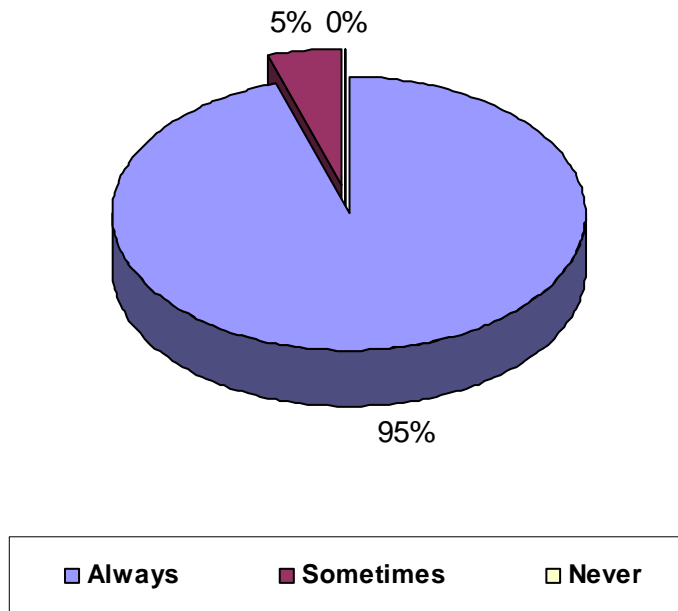
FIGURE.06 6th QUESTION IN THE STUDENT'S SURVEY

Question 7

Considering that this is a Particular High School of prestige. Do you believe that a last generation laboratory should be installed?

KEY TO Q.7	FRECUENCY	PERCENTAGE
Always	40	100 %
Sometimes	0	0 %
Never	0	0 %
TOTAL:	**40**	**100 %**

TABLE.07STUDENT'S DATA RESULTS SURVEY (Q.7

**7. Considering that this is a Particular School of prestige.
Do you believe that a laboratory last generation should
be installed?**

0%

100%

☐ **Always**   ■ **Sometimes**   ☐ **Never**
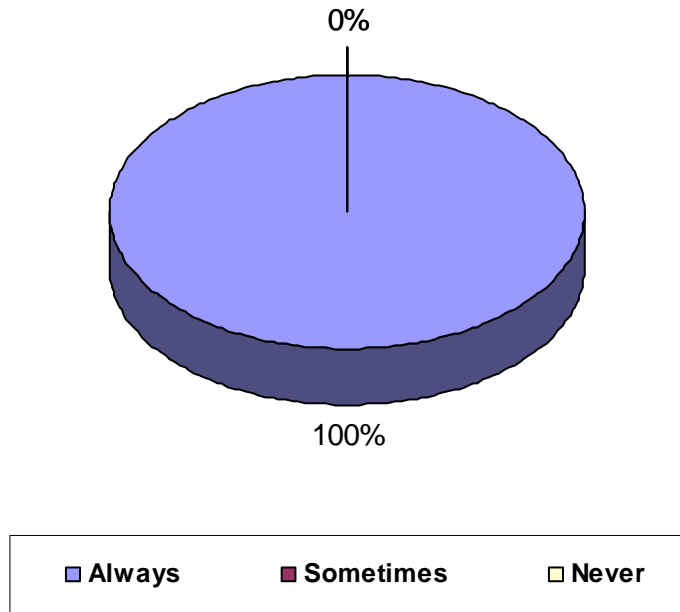
FIGURE.07 7th QUESTION IN THE STUDENT'S SURVEY

Questions of the survey applied to managements and teachers at "ABDON CALDERON" Military High School.

Question 1:

Have you listened something about English?

KEY TO Q.1	FRECUENCY	PERCENTAGE
Always	10	83%
Sometimes	2	17 %
Never	0	0 %
TOTAL:	**12**	**100 %**

TABLE.08TEACHING STAFF'S ANSWERS SURVEY (Q.1)

1. Have you listened something about English?

17%   0%

83%

☐ **Always**   ■ **Sometimes**   ☐ **Never**
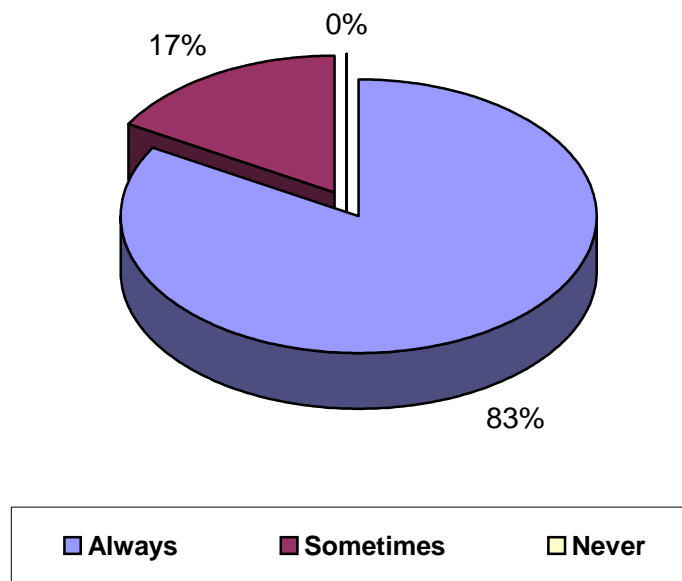
FIGURE.08 1ST QUESTION IN THE TEACHING STAFF'S SURVEY

Question 2:

Have you felt curiosity for learning English?

KEY TO Q.2	FRECUENCY	PERCENTAGE
Always	9	75 %
Sometimes	3	25 %
Never	0	0 %
TOTAL:	**12**	**100 %**

TABLE.09TEACHING STAFF'S ANSWERS SURVEY (Q.2)

2. Have you felt curiosity for learning English?
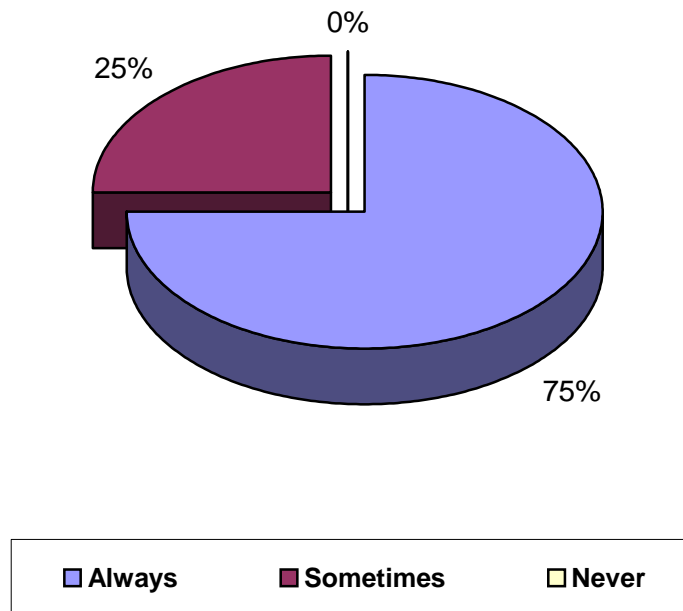
FIGURE.09 2nd QUESTION IN THE TEACHING STAFF'S
SURVEY

Question 3:

Do you believe that English is important nowadays?

KEY TO Q.3	FRECUENCY	PERCENTAGE
Always	11	92 %
Sometimes	1	8 %
Never	0	0 %
TOTAL:	**12**	**100 %**

TABLE.10TEACHING STAFF'S ANSWERS SURVEY (Q.3)

3. Do you believe that English is important nowadays?
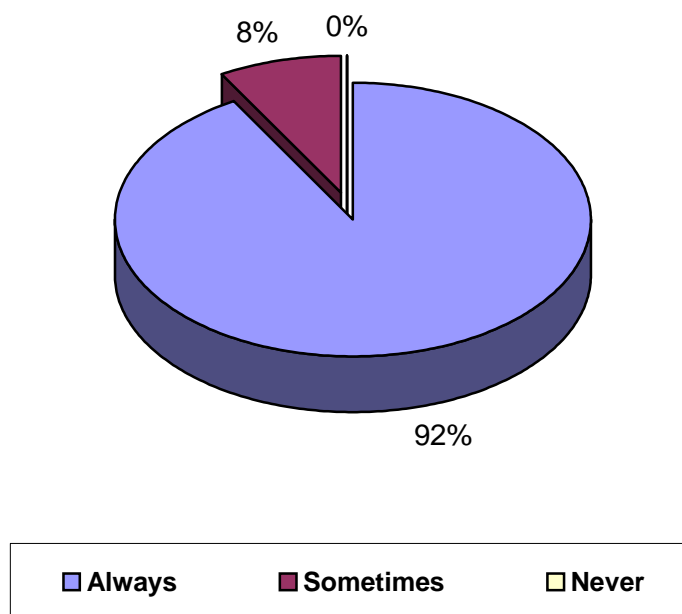
FIGURE.10 3rd QUESTION IN THE TEACHING STAFF'S SURVEY

Question 4:

Do you believe that the English language learning is within reach of everybody?

KEY TO Q.4	FRECUENCY	PERCENTAGE
Always	12	100 %
Sometimes	0	0 %
Never	0	0 %
TOTAL:	**12**	**100 %**

TABLE.11TEACHING STAFF'S ANSWERS SURVEY (Q.4)

**4. Do you believe that the English language learning is
within reach of everybody?**

0%

100%

| □ Always | ■ Sometimes | □ Never |
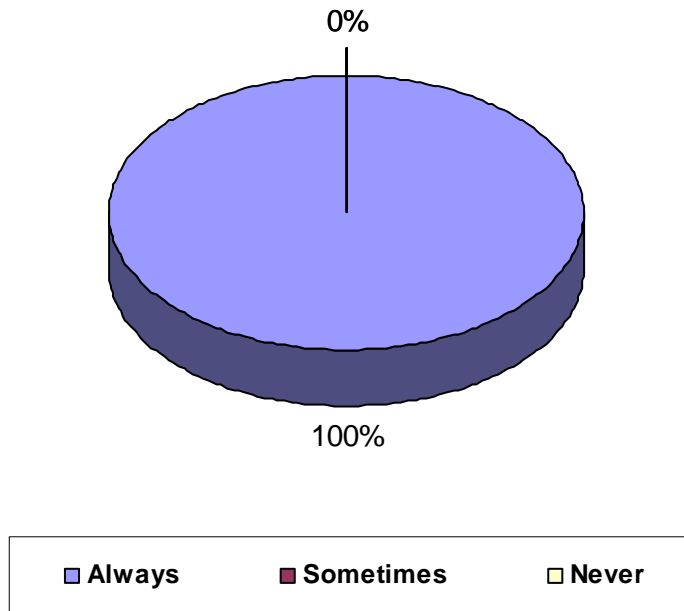
FIGURE.11 4th QUESTION IN THE TEACHING STAFF'S
SURVEY

Question 5

Do you believe that English language would you open the doors
when trying to get a job?

KEY TO Q.5	FRECUENCY	PERCENTAGE
Always	10	83 %
Sometimes	2	17 %
Never	0	0 %
TOTAL:	12	100 %

TABLE.12TEACHING STAFF'S ANSWERS SURVEY (Q.5)

5. Do you believe that the English language would you open the doors when trying to get a job?
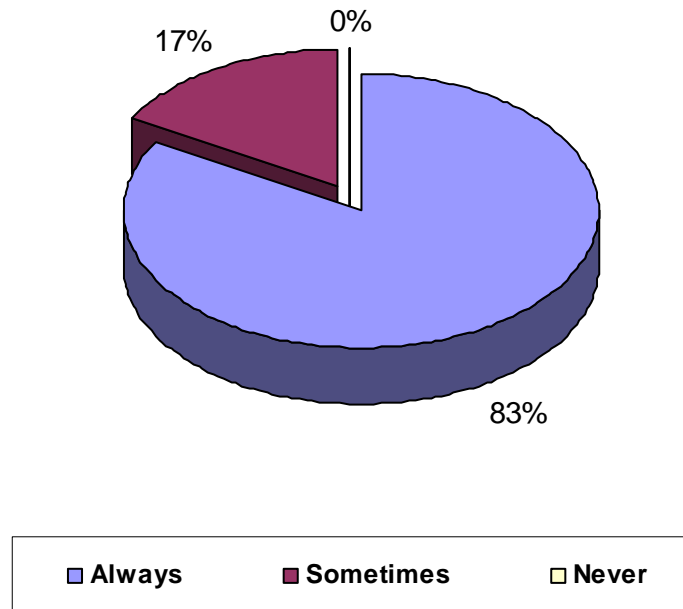
FIGURE.12 5th QUESTION IN THE TEACHING STAFF'S SURVEY

Question 6

Do you believe that it is necessary in English language teaching, the use of magazines and newspapers such as: Newsweek, Miami Herald, Selections, etc.?

KEY TO Q.6	FRECUENCY	PERCENTAGE
Always	4	33 %
Sometimes	8	67 %
Never	0	0 %
TOTAL:	**12**	**100 %**

TABLE.13TEACHING STAFF'S ANSWERS SURVEY (Q.6

6. Do you believe that it is necessary in English language teaching, the use of magazines and newspapers such as: Newsweek, Miami Herald, Selections, etc.?

| Always | Sometimes | Never |
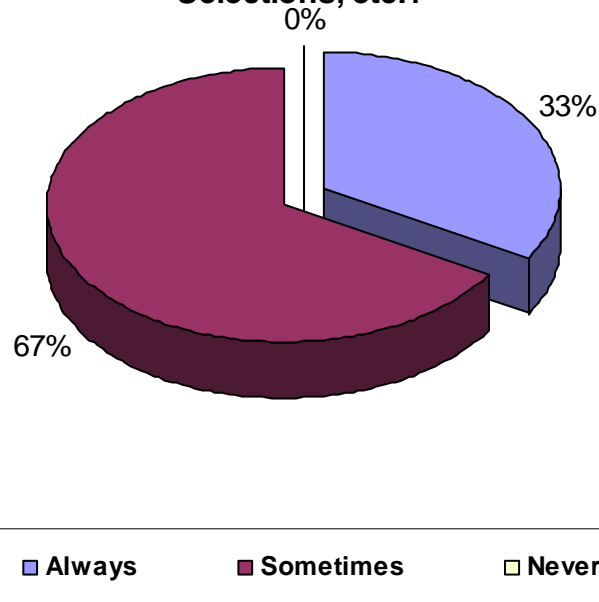
FIGURE.13 6th QUESTION IN THE TEACHING STAFF'S SURVEY

Question 7

Do you believe that the implementation of a laboratory is necessary for a good teaching of English language?

KEY TO Q.7	FRECUENCY	PERCENTAGE
Always	12	100 %
Sometimes	0	0 %
Never	0	0 %
TOTAL:	**12**	**100 %**

TABLE.14TEACHING STAFF'S ANSWERS SURVEY (Q.7)

7. Do you believe that the implementation of a laboratory is necessary for a good teaching of the English language?

0%

100%

☐ **Always**   ☐ **Sometimes**   ☐ **Never**
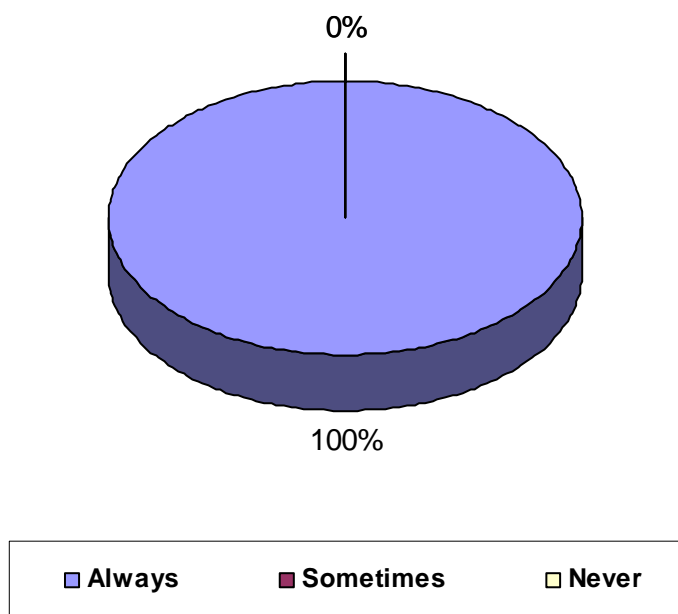
FIGURE.14 7th QUESTION IN THE TEACHING STAFF'S SURVEY

Question 8

Considering that this is a Particular High School of prestige. Do you believe that a last generation laboratory should be installed?

KEY TO Q.8	FRECUENCY	PERCENTAGE
Always	12	100 %
Sometimes	0	0 %
Never	0	0 %
TOTAL:	12	**100 %**

TABLE.15TEACHING STAFF'S ANSWERS SURVEY (Q.8

**8. Considering that this is a Particular School of prestige.
Do you believe that a laboratory last generation should
be installed?**

0%

100%

| ☐ Always | ■ Sometimes | ☐ Never |
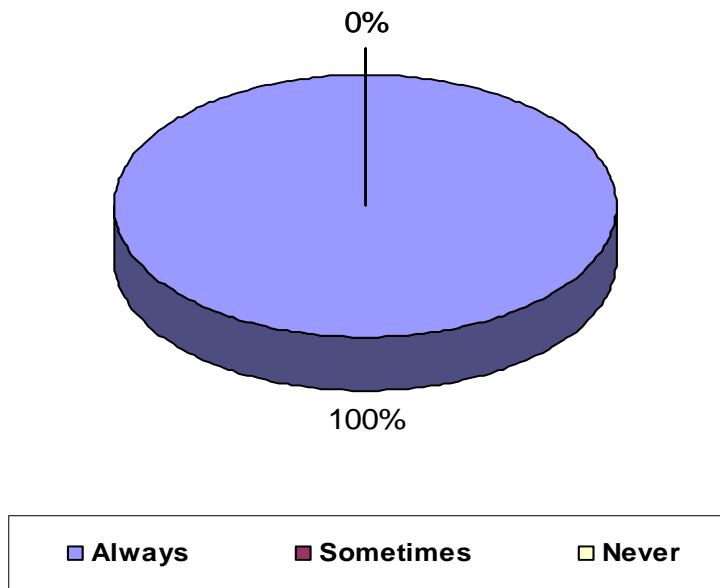
FIGURE.15 8th QUESTION IN THE TEACHING STAFF'S

SURVEY

FOR STUDENT SURVEY QUSTIONNARIE	ALWAYS	SOMETIMES	NEVER	TOTAL
1.- Have you listened something about English?	30	8	2	40
2.- Have you felt curiosity for learning English?	32	6	2	40
3.- Do you believe that English is important nowadays?	30	10		40
4.- Do you believe that the English language learning is within reach of everybody?	35	5		40
5.- Do you believe that English language would you open the doors when trying to get a job?	36	4		40
6.- Do you believe that the implementation of a laboratory is necessary for a good teaching of the English language?	38	2		40
7.- Considering that this is a Particular High School of prestige. Do you believe that a last generation laboratory should be installed?	40			40

TABLE.16 FOR STUDENTS SURVEY QUESTIONNARIE

| FOR TEACHING STAFF SURVEY QUSTIONNARIE	ALWAYS	SOMETIMES	NEVER	TOTAL
1.- Have you listened something about English?	10	2		12
2.- Have you felt curiosity for learning English?	9	3		12
3.- Do you believe that English is important nowadays?	11	1		12
4.- Do you believe that the English language learning is within reach of everybody?	12			12
5.- Do you believe that English language would you open the doors when trying to get a job?	10	2		12
6.- Do you believe that it is necessary in English language teaching, the use of magazines and newspapers such as: Newsweek, Miami Herald, Selections, etc.?	4	8		12
7.- Do you believe that the implementation of a laboratory is necessary for a good teaching of the English language?	12			12
8.- Considering that this is a Particular High School of prestige. Do you believe that a last generation laboratory should be installed?	12			12

TABLE.17 FOR TEACHING STAFF SURVEY QUESTIONNARIE

4.2. Analysis of results

Students' survey Question 1
Analysis:

- 75% of the subjects (more than half of examined students) affirm that always listen something about English.
- 20% of the subjects on the other side affirm that just sometimes they listen something about English.
- 5% of the subjects affirm that never they have listened something about English.

Interpretation:

Our deduction is that almost all the students are going to listen something about English because every day this is important in the people's life, not only related with studies but also with their professional development and pleasure activities.

Students' survey Question 2
Analysis:

- 32% of the subjects (more than half of examined students) affirm that always they have felt curiosity for learning English.
- 6% of the subjects on the other side affirm that just sometimes they have felt curiosity for learning English.
- 2% of the subjects affirm that they have never felt curiosity for learning English.

Interpretation:

Our deduction is that almost most all the students have felt curiosity for learning English; it means that all of them are encouraged to learn a foreign language. There are few students that aren't interested in it.

Students' survey Question 3

- 30% of the subjects (more than half of examined students) affirm that always they have felt curiosity for learning English.
- 10 % of the subjects on the other side affirm that just sometimes they have felt curiosity for learning English.

Interpretation:

Our deduction is that almost all the students have felt curiosity for learning English; it means that all of them are encouraged to learn a foreign language. There are few students that aren't interested in it.

Students' survey Question 4
Analysis:

- 35% of the subjects (more than half of examined students) affirm that English is always available to them.
- 5% of the subjects on the other side affirm that just sometimes they can find something about English.

Interpretation:

Our deduction is that almost all the students are in agreeing with the importance of English, so most of them are learning English because it is available for everybody in their schools or institutions, and of course it isn't only related just to the students if not to the professionals too.

Students' survey Question 5
Analysis:

- 36% of the subjects (more than half of examined students) affirm that always English can help them in it.
- 4% of the subjects on the other side affirm that just sometimes English can help them.

Interpretation:

Our deduction is that almost all the students are thinking that learning English can open a variety of jobs not only here if not around the world, because English is the most spoken en every place.

Students' survey Question 6
Analysis:

- 38% of the subjects (almost all of examined students) affirm that always a good laboratory could be helpful in learning English.
- 2% of the subjects on the other side affirm that just sometimes a laboratory can help them in learning English.

Interpretation:

Our deduction is that almost all the students are convinced that a good laboratory can help them in improving their English language, because every day schools or institutions are improving their way of teaching English.

Students' survey Question 7
Analysis:

- 40% of the subjects (all of the examined students) affirm that every school or institution will have a last technology English laboratory.

Interpretation:

Our deduction is that all the students hope to have a god and a wonderful laboratory en every school or institution where they are

studding, because it guarantees their security in the process of learning English.

Teachers' survey Question 1
Analysis:

- 10 % of the subjects (more than half of examined teachers) affirm that always listen something about English.
- 2 % of the subjects on the other side affirm that just sometimes they listen something about English.

Interpretation:

Our deduction is that almost all the teachers are going to listen something about English because every day this is more important in the people's life, not only related with studies but also with their professional development and pleasure activities.

Teachers' survey Question 2
Analysis:

- 3 % of the subjects (more than half of examined teachers) affirm that always they had curiosity about English.
- 3 % of the subjects on the other side affirm that just sometimes they listen something about English.

Interpretation:

Our deduction is that almost all the teachers want to listen something about English because every day this is more important in the people's life, not only related with studies but also with their professional development and pleasure activities.

Teachers' survey Question 3
Analysis:

- 11 % of the subjects (more than half of examined teachers) affirm that English is important.
- 1 % of the subjects on the other side affirm that just sometimes English is important.

Interpretation:

Our deduction is that almost all the teachers' thing that English is important because every day this is more important in the people's life, and of course in heir professional activities.

Teachers' survey Question 4
Analysis:

- 12 % of the subjects (more than half of examined teachers) affirm that learning English is so important because or their jobs and everything that they are doing.

Interpretation:

Our deduction is that almost all the teachers are going to learn English because every day this is more important in the people's life and specially in their jobs or activities that they are carrying on.

Teachers' survey Question 5
Analysis:

- 10 % of the subjects (more than half of examined teachers) affirm that English will help them.

- 2 % of the subjects on the other side affirm that just sometimes tit will help them.

Interpretation:

Our deduction is that almost all the teachers think that English will open good places for working. And most of them are interested in learning English no only in their school but also in different institutions.

Teachers' survey Question 6
Analysis:

- 4 % of the subjects (more than half of examined teachers) affirm that learning English in that ay is better.
- 8 % of the subjects on the other side affirm that just sometimes it will helps them.

Interpretation:

Our deduction is that almost all the teachers think that learning English in a school is good but mot of them said that learning English through the use of different magazines is better because always they are looking for in the dictionary some new words.

Teachers' survey Question 7
Analysis:

- 12 % of the subjects (more than half of examined teachers) affirm that always is better to use a good laboratory.

Interpretation:

Our deduction is that all the teachers are convinced that English is good if we have a good laboratory and we are taking advantages about this technology.

Teachers' survey Question 8
Analysis:

- 12% of the subjects (more than half of examined teachers) affirm that a new last technology laboratory is mandatory.

Interpretation:

Our deduction is that all the teachers want to take advantages about a good English laboratory, so it is important to get the last technology laboratory for this school, because it will help not only in learning English but also when they are developing listening, speaking, writing or when they are taking quizzes.

4.3. Conclusions

- After the investigations carried out few educational establishments are taking advantage of the benefits of having advanced English laboratories, so Technology enables to these students to learn in different ways not previously possible, and so we confirm that the use of an adequate advanced technological laboratory will help to increase a high level in: listening, reading, comprehension, speaking and writing skills and development for an adequate English Language Communication.

- The use of new technology of equipments and teaching-learning software will define the improvement of the English language communication but also the development of different skills.

- Almost all teachers and students agree with the necessity for installing an advanced English Language Laboratory.

- All the teachers and students believe that a last generation English language laboratory should be installed in the "Abdón Calderón" Military High School.

4.4. Recommendations

- To take advantage of the benefits that the technology offers us, since for something most developed countries are using and developing new innovations, which although late, come as already tested tools.

- Create and apply a complete normative and procedures for the use of the laboratory.

- Teachers should always be trying to look for new techniques in order to increase their skills, and students' skills giving the opportunity to demonstrate the advance in different ways.

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www.fixgroup.ec

GLOSSARY

UPS: Unit Power Supply, it gives electric power
                        when normal supply doesn't exist.

CPU: Central Process Unit, it the main part of a
                        computer, to which the entrance an exit
                        devices are connected, composed by several
                        internal elements, it contains the stored
                        information.

NET: Set of communication equipments
                        interconnected by means of interfaces or in
                        wireless form which allow to send and receive
                        information

ESL: English as Second Language, teaching
                        learning of English as foreign language.

EFL: English as Fluent Language

CDs: Compact disks, they are means of storage
                        information.

HARDWARE: It is the hard part of the equipment, for
                        example the screen, the mouse, the CPU with
                        its internal parts, keyboard, and entrance and
                        exit devices.

SOFTWARE: It is the soft part of the equipment, for example
                        we have the system operating, English or other
                        Programs or systems, etc.

PASSWORD: Set of symbols, letters or numbers which
                        conform to the key access to the laboratory
                        equipment.

ANNEX 01 : PERSONNEL DISTRIBUTION

"Abdón Calderón" Military High School PERSONNEL DISTRIBUTION			
PERSONNEL	**DIURNAL QUANTITY**	**NOCTURNAL QUANTITY**	**TOTAL**
Authorities	1	1	2
Management	47	13	60
Teachers	113	42	155
Students	1824	818	2642
English Teachers	24	7	31

ANNEX 02 : TEACHERS' SURVEY

ESCUELA POLITECNICA DEL EJÉRCITO

DEPARTAMENTO DE LENGUAS

Encuesta para: Directivos, Maestros, y Padres de Familia.

OBJETIVOS: Examinar el conocimiento de inglés en el proceso de en enseñanza aprendizaje.

Examinar si la asignatura del inglés forma parte del proceso de enseñanza aprendizaje en el Colegio Militar "ABDÓN CALDERÓN".

NOMBRE: ………………………………………..

CARGO: ……………......................................

Instrucciones: Señale con una X en el espacio correspondiente de acuerdo a lo señalado.

Alternativas \ Situaciones	Siempre	A veces	Nunca
1.- A escuchado usted algo sobre el Inglés.			
2.- A sentido curiosidad por aprender inglés.			
3.- Cree usted que el inglés sea importante hoy en día.			
4.- Cree usted que el aprendizaje del idioma inglés está al alcance de todos.			
5.- Cree usted que el idioma inglés le abriría las puertas al tratar de conseguir un trabajo.			
6.- Cree que sea necesario en la enseñanza del idioma inglés, el uso de revistas y periódicos tales como: (Newsweek, Miami Herald, Selections, etc.).			
7.- Cree que sea necesario la implementación de un laboratorio para una buena enseñanza del idioma inglés.			
8.- Considerando que este es un Colegio Particular de prestigio. Cree usted, que se debería instalar un laboratorio última generación.			

ANNEX 03 : STUDENTS' SURVEY

ESCUELA POLITECNICA DEL EJÉRCITO

DEPARTAMENTO DE LENGUAS

Encuesta para: Estudiantes.

NOMBRE: …………………………………..

SEXO: Masculino   :……….

              Femenino   :………..

Instrucciones: Señale con una X en el espacio correspondiente de acuerdo a lo señalado.

Alternativas / Situaciones	Siempre	A veces	Nunca
1.- A escuchado usted algo sobre el Inglés.			
2.- A sentido curiosidad por aprender inglés.			
3.- Cree usted que el inglés sea importante hoy en día.			
4.- Cree usted que el aprendizaje del idioma inglés está al alcance de todos.			
5.- Cree usted que el idioma inglés le abriría las puertas al tratar de conseguir un trabajo.			
6.- Cree que sea necesario la implementación de un laboratorio para una buena enseñanza del idioma inglés.			
7.- Considerando que este es un Colegio Particular de prestigio. Cree usted, que se debería instalar un laboratorio última generación.			

ANNEX 04 : ENGLISH LANGUAGE LABORATORY DESIGN

ENGLISH LANGUAGE LABORATORY DESIGN

MILITARY HIGH SCHOOL No. 10
"ABDON CALDERON"