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"INFLUENCE OF THE COMPUTERIZED TECHNIQUES IN THE METHODS THAT ARE USED GENERALLY IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE."

IN FULFILLMENT OF THE REQUIREMENTS TO OBTAIN THE BACHELOR'S DEGREE IN APPLIED LINGUISTICS

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CERTIFICATION

We, Msc. Lic. Juan Donoso, Director, and Ing Myriam Noury, Co-director, duly certify that the thesis entitled: INFLUENCE OF THE COMPUTERIZED TECHNIQUES IN THE METHODS THAT ARE USED GENERALLY IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE, has been reviewed and found it apt for oral sustain.

Sincerely,

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DECLARATION

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RAUL ERNESTO MORAN CASTRO   MARIA SOLEDAD CABASCANGO PEREZ

DEDICATION

We specially dedicate this thesis work to the Lord and to our family, who have given us the support and love necessary to finish our professional career.

This research is also dedicated for everyone who analysis and seek in it a new way to improve the teaching learning process of English language.

Raul and Soledad.

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1. INTRODUCTION

Through the years, learning a new language have been something interesting and difficult to accomplish, specially if this language is foreign in Ecuador; for that reason the teaching – learning process in a EFL class should be comfortable and dynamic. Besides, there are many factors that participate during the teaching – learning process and two common of them are "Memory and Emotion", as Krashen (1985) and Stevide (1976) Pedagogic psychologists said: "The cognitive side of learning usually gets a great deal of attention, but the affective side of learning is also important". Just in this part, teachers should understand how brains work, with the purpose of creating a new atmosphere in the classroom which could develop the emotional learning of students.

Computer software offers an interactive and dynamic way to learn English. It encloses songs, verse, games, dialogs that help students to catch the use of the language in real situations.

The best way to teach English is probably a mix of techniques rather than any one technique exclusively. Traditional method is useful to analyze the English grammar structure in a divided way while Interactive methods (songs and verse, games, interactive CDs, among others) are useful to understand the grammar structure in real situation. Besides, interactive methods permit students to practice communication, which, is the principal goal of a language class.

Ecuadorian government has a budget distribution in which the educational area receives the 30% percent of the budget, but only 12% of this is received by public education institutions. This parameter can give us a reason why most of public schools in Ecuador don't use computers as a tool during English class.

The use of computers in EFL classes is difficult in our country because it requires a great deal of money to purchase the necessary equipment to implement computers and didactic software. Besides, teachers should have the appropriate training to do this work.

Schools that have implemented computer laboratories in their English class have accomplished it through self institutional invest or through some agreements with international foundations.

It is certain for everybody the computers influence in human life. We can see computers in every activity. Most of schools try to implements modern computers laboratories in order to give their students the best education. The traditional methods of teaching are leaving away and computers methods of teaching are been introduced very fast in schools. However, there is not a scientific study that demonstrates how the computers influence in the learning of English as a second language in Ecuador. For that reason, the main purpose of this thesis is to analyze and prove how the computers techniques can help students in their learning of English as a second language.

The results obtained in this evaluation will permit to verify what are the differences in the learning- teaching process between the students that learned from computers from those who learned by traditional method.

It is planned during this investigation to make a class preparation using the traditional method and the computer method of teaching. In this class, the teacher will use the same topic for both methods. The students will be divided into three different groups according to their age. That is, the eight to nine-years group, the ten to fifteen-years group and the twenty five to thirty five-years group. Each age group will be divided in half. The first part will take the traditional class and the second will take the computer class. After the class, the students will be evaluated. Finally, the results will permit us to conclude how the students were influenced by the computers during this process. To complement this information, you can refer to the point 2 "Field Research" of this document.

The purpose of this thesis is to investigate how the computers technology influences in the teaching – learning process in the EFL studies. At the end of this research, it is projected to give teachers some useful advises and recommendation of the ways that they can do more interactive, motivated and competitive classes using the computer tool with their students.

2. FIELD RESEARCH

In order to demonstrate how computer technology influences in the learning of English, it will be necessary to obtain information about the topic. For this reason, we propose to collect the data in the following way:

- Prepare a traditional class of grammar: The traditional class will consist in the use of the articles the/a/an.

- Prepare a computer class of grammar: The English teacher will use the computer lab to show the students the interactive CD "Curso Multimedia de Inglés- Welcome on Board – Unidad 2", which has a practical class of the use of the articles the/a/an.

- Eight students from 8 to 9 years old will be divided in two groups. The first group will take the traditional class while the other group will take the computer class.

- Make the same test for the traditional class as well as the computer class.

- Quantify the results: Each group will be evaluated in the same way.

- Compare the results obtained in both classes.

- Conclude about the experiment.

The same process will be done with students between 10 and 15 years old and with students between 25 and 35 year old. The students that will participate in this research would have some knowledge of English as a foreign language and also they will have a basic knowledge of computer. Whole student will participate in the evaluation of the class.

The evaluation was done from February 14th to February 28th, 2006.

An English teacher will be in charge of the traditional class preparation, and he/she will be also in charge of the management of the computer class.

The results obtained in this evaluation will be counted in order to obtain a statistical information of the advance obtained by the students that learned in the traditional way from those who learned from the computer way.

The analysis of the results will be presented in a graphical and descriptive way in Chapter III. Finally, the conclusions, recommendations and suggestion will be presented in Chapter IV.

3. OBJECTIVES

3.1.   Main Objective

− To find how computers influence during the ESL learning-teaching process in a case of study with Ecuadorian people from 8 to 35 years old who have a basic knowledge of computer.

3.2.   Specific Objectives

− Make a case of study to prove the theoretical frame during the learning-teaching process.

− To obtain some recommendation of the ways that teachers can do more interactive, motivated and competitive classes using the computer tool with their students.

− Study the main factors involved in the learning-teaching process.

− Compare through a case of study, which teaching process is the best in the teaching of English.

4. JUSTIFICATION

There is a need for English teachers to have the necessary knowledge to know all the elements that are implied in the learning process. Through this knowledge, teachers will help their students to learn in a useful way.

Students can love or hate a topic depending of the way the teacher transmit the knowledge. For this reason, teacher should find the best way to conduct their students to the most natural way of learning, avoiding the tiredness and increasing motivation in the learning process.

In fact, during the learning process, there are many factors that work together. Among these factors it can be mentioned the environment, the use of memory and the use of senses. The whole factors must be considered in order to get the best result in the teaching job. An adequate environment is essential to catch the attention of the students; and, the way in which memory can retain information longer depends on how the students use the senses in the learning process.

If the use of senses can help in the learning process, computer can be considered as a good resource to obtain a best result in this process. In fact, computers through the multimedia such as sounds and images can stimulate two of the human sense: eyes and ears. If computers can stimulate the senses, it could be possible to learn in a faster way using computer techniques in teaching process. For this reason, the main objective of this thesis is to prove how the computer techniques through the use of

multimedia can influence the learning of English as a second language though it motivation.

To demonstrate if computers techniques in learning process really influence the senses and help to learn English in a natural way, it is planned to make a case of study that permit us to demonstrate this hypothesis

Other of the specific objectives is to make a study of the functions of the brain in the learning process. In this way, this investigation will give teachers a theoretical frame of how the humans learn.

Finally, this project pretends to conclude how much the computer influenced the students. Also, after the analysis of the results obtained in the case of study, it will be possible to give some suggestion and recommendation to the English's teachers about the best way to manage an English class.

5. THEORETICAL FRAME

5.1.   Types of learning

Leslie Hart author of "Human Brain, Human Learning" [1] says that everyone can learn. In fact, the reality is that everyone does learn. Every person is born with a brain that functions as an immensely powerful processor. Traditional schooling, however, often inhibits learning by discouraging, ignoring, or punishing the brain's natural learning processes.

The core principles of brain-based learning state that:

- The brain is a parallel processor, meaning it can perform several activities at once, like tasting and smelling, watch and listen, talk and walk, etc.
- Learning engages the whole physiology. This means that learning process is not a pacific process. The movements, actions, reactions as well as all the senses are involved.
- The search for meaning is innate.
- The search for meaning comes through patterning.
- Emotions are critical to patterning.
- The brain processes wholes and parts simultaneously.
- Learning involves both focused attention and peripheral perception.
- Learning involves both conscious and unconscious processes.
- We have two types of memory: spatial and rote.

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[1] http://www.funderstanding.com/brain_based_learning.cfm

– We understand best when facts are embedded in natural, spatial memory.

– Learning is enhanced by challenge and inhibited by threat.

– Each brain is unique

Renate and Geoffrey Caine in their book "Making Connections: Teaching and the Human Brain" [2] affirm that the three instructional techniques associated with brain-based learning are:

- **Orchestrated immersion**: Creating learning environments that fully immerse students in an educational experience. Example: music, videos bulletins boards with some new vocabulary for students can help to create and adequate environment.

- **Relaxed alertness:** Trying to eliminate fear in learners, while maintaining a highly challenging environment. Example: teaching through games is a relaxing way of learning for students.

- **Active processing:** Allowing the learner to consolidate and internalize information by actively processing it. Example: Students must be invited during the class to give examples, to talk about their experiences and to work in group to be involved during the class.

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[2] http://www.funderstanding.com/brain_based_learning.cfm

Suggestion for Teachers

How the brain works has a significant impact on what kinds of learning activities are most effective. Educators need to help students have appropriate experiences and capitalize on those experiences. As Renate Caine illustrates on her book *Making Connections* [3], three interactive elements are essential to this process:

- Teachers must immerse learners in complex, interactive experiences that are both rich and real. One excellent example is immersing students in a foreign culture to teach them a second language. Educators must take advantage of the brain's ability to parallel process.

- Students must have a personally meaningful challenge. Such challenges stimulate a student's mind to the desired state of alertness.

- In order for a student to gain insight about a problem, there must be intensive analysis of the different ways to approach it, and about learning in general. This is what's known as the "active processing of experience."

A few other tenets of brain-based learning include:

– Feedback is best when it comes from reality, rather than from an authority figure.

– People learn best when solving realistic problems.

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[3] Renate Caine, Making Connections, p. 113

– The big picture can't be separated from the details.

– Because every brain is different, educators should allow learners to customize their own environments.

– The best problem solvers are those that laugh!

– Designers of educational tools must be artistic in their creation of brain-friendly environments. Instructors need to realize that the best way to learn is not through lecture, but by participation in realistic environments that let learners try new things safely.

Marrianne Celce-Muricia and Saron Hilles [4] suggest some techniques and resources combination among songs, poetry, games and activities that could be used in grammar lessons to maintain an active process in learners.

5.1.1. Songs

Music and poetry in an ESL class can give a fresh perspective on the language we are teaching. Through them, the language we have been dissecting into a series of structural points becomes whole again. It has been our experience that songs and poetry in the ESL classroom can revive our love and respect for English and can bring

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[4] Marrianne Celce-Muricia and Saron Hilles, Techniques and resources in Teaching Grammar, pag 116

to mind again the joy and exquisite beauty of the language we have chosen to teach, in a way that many of us have long forgotten.

Hulquist (1984), in an unpublished handbook of activities for adult ESL students, suggest that song – in conjunction with other grammar presentation activities – can be effective in five different ways by:

- Adding variety as well as enjoyment to language learning (all skills)

- Presenting authentic language, as well as introducing students to various dialects spoken in the United States

- Allowing students to practice a previously studied, contrasting structure along with a new structure.

- Providing and opportunity to apply language skills to real – life situations by extending the pattern in the song.

- Helping to develop culture awareness, both of the present and the past.

Pomeroy (1974) maintains that, "There is indeed and American music, a music which reveals and reflects the culture of the American people. By loking at the kind of songs Americans sing and the periods in which they sang them, we can see that the songs reflect the mood of the time. This can help us to understand the American themselves" Further, Pomeroy says that the repetition that naturally occurs in songs can make drill work easier and more pleasant and points out that songs which contain

repetition or substitution can be helpful in teaching and expanding grammatical patterns.

According to Gaser and Waldman (1979), songs provide and enjoyable way to introduce or review vocabulary and idiomatic expressions, teach pronunciation, introduce various aspects of American culture, and present or review structures and sentence patterns in a novel way. Song provide a context for interesting and effective focused grammar practice, but we suggest that before beginning a lesson that includes songs, teachers make the benefits clear to students. For example, the teacher could explain, "We are going to practice the present perfect as well as learn a few idioms with this song. We are also going to work on pronunciation."

5.1.1.1. Teaching Procedure

Gasser and Waldman suggest the following procedure for using songs in the classroom[5]:

Begin by introducing the song. Tell a little about it, the period of American history during which it was written, who wrote it, etc.

Make the lyrics available to students, either by writing them on the board for students to copy, handing out mimeographed copies of the words, or providing lyrics with key words or structures missing (a modified cloze exercise) that students must listen for and fill in. This provides recognition practice as well.

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[5] Marrianne Celce-Muricia and Saron Hilles, Techniques and resources in Teaching Grammar, pag 118

Sing or play the song once and allow students to listen and enjoy it. It's not necessary to be a competent singer yourself. You can play a recording of the song, ask a musically talented student to prepare ahead of time and perform the song, use a videotape, or play a musical instrument.

Go through the lyrics with students aloud and check comprehension, understanding of lexical items, etc.

Go through the song one verse at a time, letting students listen before they sing. If there is a chorus, let students practice it first.

Sing the entire song with the class several times. Once or twice is not enough. Give students ample opportunity to practice, and remember that they are dealing with a tune, rhythm, and language all at once.

5.1.2. Poetry

Another interesting way to contextualize a grammar lesson is through poetry[6]. Povey (1979) points out that "one of the most difficult things about teaching poetry to foreign students is handling the teacher's deeply wrought unhappiness with verse, the result of experiences he or she has suffered." Indeed, may of us fear that our own attempts to teach poetry to our students will be met with the same sniggers and lack of cooperation that plagued our high school teachers; however, such behavior has not occurred in our experience with ESL students. Invariably, they have greeted poetry with remarkable enthusiasm, in as ESL class; there is need to open with and apology.

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[6] Marrianne Celce-Muricia and Saron Hilles, Techniques and resources in Teaching Grammar, pag 122

Poetry is a particularly effective tool for practicing a particular grammatical structure because its very nature demands that it be spoken, repeated, wrestled with, and considered. With each repetition and consideration the structure becomes more deeply internalized. Therefore, poetry is an excellent resource for structured practice of grammar and an appropriate basis for review. If a poem that exemplifies a particular structure is also a good poem, it engages the eye, ear, and tongue simultaneously while also stimulating and moving us; this polymorphic effect makes poetry easier to memorize than other things for many students.

5.1.2.1. Teaching Procedures

Once the poem has been selected, the teacher might introduce it to the class by enthusiastically saying something like, "Listen to this! This is America poetry. Listen for the music that the poet manages to create with words." The poem can then be read aloud to students several times. Some may choose to close their eyes. You will probably be surprised at how much they enjoy listening as you read. After the poem has been read at least twice, elicit a discussion of students' initial response. Then distribute the poem to students and read it again aloud while they follow along.

The second step is to point out that poetry often has rather unusual syntax. Students can then paraphrase the poem in normal syntax. For example, the first line of Robert Frost's "Stopping by Wood on a Snowy Evening" would be paraphrased as "I think I know whose woods these are". The poem should be paraphrased, sentence by sentence, with unknown words being defined as the class works through the poem. The paraphrased version is written on the board as it is elicited so students understand

al least the surface meaning of the poem by the time they have worked thought it. In this way, the first Povey "hump" of linguistic difficulty is minimized. After the poem has been paraphrased, read it again to weld it back together. Obviously, all of these readings reinforce the grammatical structure under consideration.

The third step is to ask question about content. In the case of the Frost poem, one might pose questions such as "Why won't the owner of the wood see the individual stopping?" "Why does he stop?" "Why does the horse shake its harness bells" "What time of year and time of days is it". These questions and any additional information the teacher can provide help lower the second Povey "hump" of cultural difficulty. For example, the teacher can share his experience with the subject matter - in this case, with snow and the woods – and perhaps even provide some pictures. Such touches are particularly helpful f your class is located in an area where snow is scarce or nonexistent. The important thing is to motivate students to report their experiences. The goal is to make the cultural content of the poem as real and vivid to students as possible.

The fourth step is to review the plot of the poem again and ask students if the poem might refer to something besides a frustrated desire to watch snow fall in the woods. Responses may not pour forth immediately, but if asked as sufficient number of artful questions will eventually begin to discover deeper meaning. Avoid telling students what the poem "means". If it is to become special to them, each must discover his or her own meaning. Once students have begun to grasp some of the depth of the poem, assist them in relating that meaning to their own lives and experiences.

During the discussions, no error corrections should take place. The teacher's aim throughout should be to provide support for the students in their efforts to understand the poem and make it relevant to their lives. For the next several days, the grammar lesson can be reinforced with a few minute's practice. If due care has been given to the process outlined above, and if the poem was an appropriate choice to begin with, students will enjoy challenge.

5.1.3. Games and problem-solving activities.

When using games or problem-solving activities, the ESL teacher must be sure that students are familiar with the words and structures needed to carry out the task. [7]

Following Maley (1981), we are grouping games and problem solving activities together because we believe they are similar in many aspects. As Johnson(1973) indicates, games have a goal, are organized according to rules, and are meant to be enjoyable. Problem-solving activities also have goal (i.e., the solution of the problem), and although they rarely have elaborate game-type rules, the problem themselves may be structured so as to require unique and creative solutions.

When using games or problem-solving activities, the ESL teacher must be sure that students are familiar with the words and structures needed to carry out the task. Quick drills or exercises should usually be done before students play the game or solve the problem.

Because games and problem-solving activities are open-ended and complex, they are best suited to students beyond the beginning level who have mastered sufficient

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[7] Marianne Celce-Murcia, Sharion Hilles, <u>Techniques and resources in Teachin Gramar</u>, pag 132-

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vocabulary and grammar to be able to carry them out. Usually, students will use the structure they have been studying, particularly if the teacher request that they do so. Therefore, this exercise could be used for communicative practice, but students must be told the precise objective(s) of the exercise.

Once the task is understood and students – in pairs or groups or as individuals – are ready to proceed, the teacher must carefully but unobtrusively monitor the class to check on comprehension and to see that the task is progressing. Any problem, questions, or conflicts that arise must be resolved while students are carrying out the task.

To promote communication and spontaneity during the game or problem, the teacher should correct as little as possible, intervening only when there is a factual misunderstanding or when communication breaks down. The teacher should note errors while the activity is in progress and then discuss the errors either with individuals or with the whole class after the activity is over.

5.1.4. Text – based exercises and activities

While most grammar instruction in the ESL classroom focuses on the sentences level, reading and writing activities engage the students at the "text" level (i.e. a semantically coherent piece of spoken or written discourse). Thus, if we want to teach grammar in a way that will facilitate transfer to our student's reading and writing we must teach it at the text level, not just the sentence level. The primary technique is the comprehension and generation or manipulation of texts, and we start with the texts themselves as resources for creating a variety of activities.

Text Replication

The most traditional text-based grammar exercises are dictation and dicto-comp. Both of these techniques can be presented visually or aurally. If used aurally, the teacher will read the passage once at normal speed, then a second time by reading one phrase at a time with pauses to allow for writing, and a third time by reading at normal speed by with pauses to allow correction. If used visually, the passage is presented on the overhead projector and the class is instructed to read it all the way through. The passage is the visually presented phrase by phrase, but each phrase is removed from view as the class writes it down. Finally, the passage is shown once again in its entirety (students may only read, not write), after which students should be given a few minutes to make their final corrections.

Text Completion

There are two different kinds of text completion exercises: the cloze passage and the gapped text. In a cloze passage, the blank spaces represent single words that have been deleted; in a gapped text, one or more words are needed to fill each blank.

Gapped text completion exercises typically are more difficult than cloze exercises, since students are required o supply more language. Enough text must be given to establish the context.

Text Manipulation and Imitation

Dykstra (1966) and Paulston (1972) used exercises such as the following:

-   Students are instructed to rewrite a past-tense narrative in the present tense.

-   Students rewrite a passage about someone named Lee. In the original, Lee is a girl. The task is then to rewrite the passage assuming that Lee is actually a boy.

-   Students must make a slight change of topic, such as writing about another place or another season. However, they should be instructed to retain the style and structure of the original passage as much as possible.

-   The writer is asked to reorder the sentences and combine them into a coherent and cohesive text.

-   Another exercise involves using a transcribed conversation to elicit indirect speech

Grammaticality Judgments

There are certain times during an ESL lesson when the teacher may reasonably ask students to make grammaticality judgments; that is, the teacher can ask whether a

sentence is grammatically correct and if not why. Chaudron (1983) reminds us, however, that only as learners become more advanced do they become better at this type of activity; beginners are rather weak at making grammaticality judgments. Thus, the ESL teacher should probably emphasize explicit error correction activities with intermediate and advanced rather than beginning students. Chaudron also remind us that intermediate students can best recognize and correct their own errors, while more advanced ESL students can effectively correct the errors of other learners in addition to correcting their own. Also, spending too much time on error correction with beginning students can be counterproductive, since beginners tend to correct erroneously.

5.2.   Use of senses in learning

Our experience of the world, our 'reality', comes through our senses. People with hearing and/or visual impairments, in a sense, have a different 'reality'. They don't experience the world in the same way as sighted hearing people but with gaps; their whole knowledge and experience of the world are different.

5.2.1. Distance and close senses

Sight and hearing are often called the *distance senses* because they give us information about what is happening around us. Touch, taste and the balance are close senses, giving information only about what is happening now, within arm's reach.

Smell gives some distance information, but is much less useful to us than sight and hearing. Sight and hearing provide most of the information we use to learn and function.

Very young babies mainly use touch, taste and smell, but even from birth they get some information from sight and hearing. Over time, they develop visual and auditory skills which enable them to get better-quality information and interpret it more usefully.

Suggestion

Sensory enrichment can include both the equipment/supplies surrounding the learner and the activities that will invite students to use their senses. A variety of intriguing materials can foster student curiosity.

Language stimulation should involve a wide span of print materials and oral language including song, conversations, debates, and dialogues (Fogarty, 1997).

5.3. Types of memories

According to the Canadian Institute of Health Research [8], memory and learning are so closely connected that people often confuse them with each other. But the specialists who study them consider them two distinct phenomena.

These specialists define **learning** as a process that will modify a subsequent behavior.

Memory, on the other hand, is the ability to remember past experiences.

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[8] http://www.thebrain.mcgill.ca/flash/d/d_07/d_07_p/d_07_p_tra/d_07_p_tra.html

You learn a new language by studying it, but you then speak it by using your memory to retrieve the words that you have learned.

Memory is essential to all learning; because it lets you store and retrieve the information that you learn. Memory is basically nothing more than the record left by a learning process.

Thus, memory depends on learning. But learning also depends on memory, because the knowledge stored in your memory provides the framework to which you link new knowledge, by association. The more extensive your framework of existing knowledge is the more easily you can link new knowledge to it.

5.3.1. Sensory, Short-Term and Long-Term Memory

Human memory is not a unitary process. Research suggests that, at the psychological level, various types of memory are at work in human beings. It also seems increasingly likely that these various systems bring different parts of the brain into play.

Types of memory can be classified in a number of ways, depending on the criterion used. With duration as the criterion, at least three different types of memory can be distinguished: sensory memory, short-term memory, and long-term memory.

SENSORY MEMORY

Takes the information provided by the senses and retains it accurately but very briefly. Sensory memory lasts such a short time (from a few hundred milliseconds to one or

two seconds) that it is often considered part of the process of perception. Nevertheless, it represents an essential step for storing information in short-term memory.

Visual

Visual learners find it easier to take in new information through pictures, diagrams, charts, films, etc.

Auditory

Verbal learners find it easier to take in new information through the spoken word.

Kinesthetic

Kinesthetic learners find it easier to take in new information through copying demonstrations and getting physically involved.

Chart 1. Learning Preferentes

Visual Learners	Auditory Learners	Kinesthetic Learners
Use phrases such as: "I see what you mean" "I get the picture" "That looks right"	Use phrases such as: "That sounds right" "I hear what you are saying" "That rings a bell"	Use phrases such as: "That feels right" "I found it easy to handle" "That touched a nerve"
When relaxing, prefer to watch a film or video, go to the theatre or read a book	When relaxing, prefer to listen to music or radio	When relaxing, prefer to play games and sport
Prefer to talk to people face to face	Prefer to talk to people on the phone	Prefer to talk to people whilst doing something else
Fast talkers, dislike listening to others	Enjoy listening to others, but impatient to talk; talk in a rhythmic voice	Slow talkers, use gestures and expressions

Forget names, remember faces	Forget faces, remember names	Shake hands with people they meet
If lost or need directions, prefer a map	If lost or need directions. prefer to be told	If lost or need directions, prefer to be shown the way
When inactive, tend to doodle or watch someone or something	When inactive. tend to talk to themselves or others	When inactive, fidget
When angry, are silent and seethe	When angry. express themselves in outbursts	When angry, clench their fists, grit their teeth and storm off
Reward people with a note, letter or card	Reward people with oral praise	Reward people with a pat on the back
Well dressed, tidy and organised	Do not like reading books or instruction manuals	Cannot sit still for long periods of time

Source: Learner's Pocketbook

SHORT-TERM MEMORY

Temporarily records the succession of events in our lives. It may register a face that we see in the street, or a telephone number that we overhear someone giving out, but this information will quickly disappear forever unless we make a conscious effort to retain it. Short-term memory has a storage capacity of only about seven items and lasts only a few dozen seconds. Just as sensory memory is a necessary step for short-term memory, short-term memory is a necessary step toward the next stage of retention, long-term memory.

LONG-TERM MEMORY

Not only stores all the significant events that mark our lives, it lets us retain the meanings of words and the physical skills that we have learned. Its capacity seems unlimited, and it can last days, months, years, or even an entire lifetime! But it is far

from infallible. It sometimes distorts the facts, and it tends to become less reliable as we age.

5.4. General methods of teaching

In general, methods of teaching English as a second language are beginning to converge, and that traditional teaching methods are in some instances being abandoned or modified in favor of a resource-based approach which no longer emphasizes the teacher as the main source of knowledge.

5.5. Computers and motivation

According to Mark Warschauer, the benefit of computer-assisted instruction is that it increases student motivation. [9] Student motivation has to do with student's desire to learn English.

In Hong Kong, Taiwan, and the U.S. it was found that the students overall had a positive attitude toward using computers and that this attitude was consistent across a number of variables, including gender, typing skill, and access to a computer at home.

Language learning involves numerous social, psychological, and cognitive aspects which are not present in other types of learning, and what motivates a language

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[9] Mary Susy Aguilar Garcia, <u>Design, Applicacion and evaluation of a new proposal about motivational strategies for teaching and evaluation of English language on the eight basic year of "San Carlos" high schho in San Carlos town Orellana Province during the second term of the school year 2002 – 2003,</u> Sangolqui , 2003

learner using computers might be very different than for learners studying other subjects.

Most research regarding the motivating affects of computer assisted instruction is outdated. New technologies popularized the last five years--in particular multimedia programs and computer-mediated communication--allow new ways of using computers in the classroom, and thus new ways of motivating students.

Marshall (1987) reported that teachers who used strategies that encouraged students to take greater responsibility for their own learning had greater success in enhancing student motivation. [10]

There exists a significant body of empirical research in the area of motivation. Within this body are a number of theoretical approaches attempting to determine what motivation is and how it is produced or developed.

Computer-mediated communication (CMC), like word processing, also involves the use of the computer as a tool, rather than as a deliverer of instructional material.

5.6.   Ecuadorian educational situation

5.6.1. ECUADOR: General data

[11]The Ecuadorian population is about 13 million, 61% living in urban centers In this percentage we can find mestizos, indigenous and black population most of this people

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10 http://www.k12.nf.ca/mountainfield/msmith/

is literate. But also we can find a percentage of kids that do not enter to school because they need to work.

Some indicators of the overall education problem had detected an average length of schooling: 6.7 years in 1990 and 7.5 years in 2000, adult illiteracy rate (15 years and above): between 8% and 11%, combined gross primary, secondary and tertiary enrolment: 72%, enrolment rates: 41% en pre-primary education, 90% in primary, 51% in secondary and 15% in higher (1999). The 64% of the population has complete primary education, and 29% complete secondary (1999). Nine out of ten children under 6 years old have no access to preschool education and/or day care. One out of ten children repeats first grade. One out of three children fails to complete primary education. Nine out of ten children from the rural sector do not go on to secondary education.

The learning outcomes (Spanish and mathematics) are low, as shown by the Aprendo tests[12]: pupils of the 2nd, 6th and 9th year scored much lower than the minimum (13 out of 20 marks) in the Language and Mathematics tests; test results worsened between 1996 and 2000.

In the "bilingual intercultural" schools, 40% of the teachers are monolingual and barely 6.1% of boys and girls with special education needs receive specialized assistance.

Other educational problems are the infrastructure and basic service in the public system: two out of ten schools have neither electricity nor clean water, three out of ten

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[11] Sources: ECLAC, OCDE, SIISE, UNDP, UNESCO, UNICEF, Torres 2004.

[12] Aprendo Test is the test that evaluates the learning outcomes in Comprehensive lecture and mathematics

schools lack plumbing, and four out of ten have neither telephone nor fax. The situation is worse in rural areas: five out of ten single-teacher schools suffers of lack of electricity, and nine out of ten are without telephone access or other means of communication.

Ecuador has one of the lowest levels of connectivity in the region—less than 5% of homes has computer and Internet access—and great inequality both between urban and rural areas and between provinces, in terms of availability of telecommunication infrastructure (UNDP 2003).

Nearly half of Ecuador's teachers live in homes listed as poor or vulnerable (ECLAC). The average monthly pay of teachers in 2002 was US$ 350, in a country with a dollarized economy and one of the most expensive in Latin America.

Fall in public spending on education between 1980 (30% of the State budget) and 2002 (12%). It is estimated that in the last 15 years students in the public system have lost on average one month of classes per year, owing to recurrent strikes by the teachers' union (UNE).

Public education is subsidized by the poor. In 2001 the monthly cost to parents for an urban school, excluding books, was put at US$ 10.

Public education is very much out of favor. The more education parents have, the likelier they are to send their children to private schools (Ponce, Bedi, Vos 2002).

5.6.2. Ecuadorian's education compared with others countries' education

This percentage of illiteracy is below the Latin American average and that of the Andean sub region. Together with Jamaica, Peru, Mexico, Colombia, Panama, Venezuela, Paraguay and Surinam, Ecuador is situated as a country with an average illiteracy rate, at between 7% and 15%. Haiti, Guatemala, Nicaragua, Honduras, El Salvador, the Dominican Republic, Bolivia and Brazil have high illiteracy rates, between 16% and 53%. Meanwhile, eight countries of the region - Argentina, the Bahamas, Chile, Costa Rica, Cuba, Guyana, Trinidad and Tobago, and Uruguay – have low illiteracy rates, at under 5%.

Illustration 1: Estimated World illiteracy rates, by region and by gender, 2000

Estimated world illiteracy rates, by region and by gender, 2000
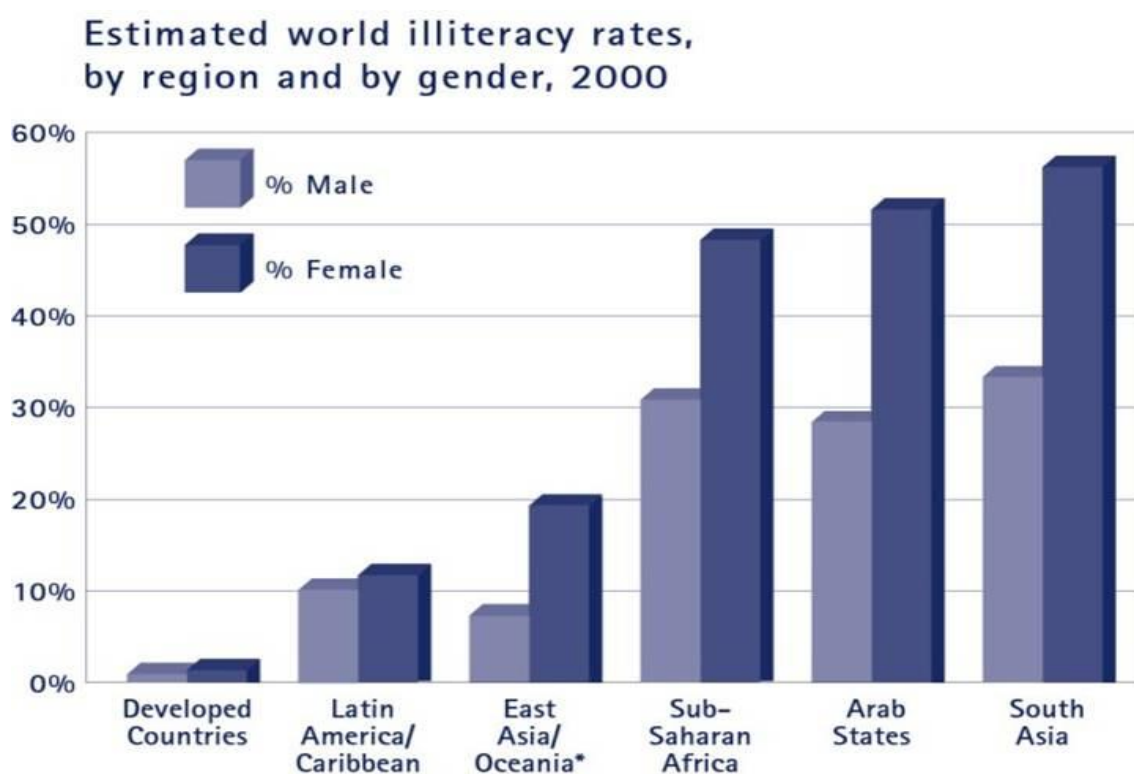
Source: UNESCO Institute for Statistics
*Not including Japan, Australia and New Zealand

5.6.3. Management and financing of literacy education

Within the already low education budget (the Constitution requires 30% of the budget to go to education), literacy and basic education for young people and adults, together with **bilingual intercultural education**, tend to fare worst. It also needs remembering that what is planned annually in the budget pro forma, and even what is officially earmarked, does not necessarily materialize. For example, the budget (sought in 2003 at the start of the present government term) for the National Minga (Task Force) for an Ecuador that Reads and Writes was never actually allocated, although appearing in the education budget for 2004 (Table 6). The break-up of the ruling alliance and lack of continuity in the Ministry of Education caused that Minga to be abandoned and replaced by an announced "Minga of Hope", under an agreement with UNE, the teachers' union. Political, economic and union pressures (in this case the possibility of a subsidy for teachers other than via a pay increase) result in education policy and budgets that depart from any rational planning and calculation.

Chart 2:   Education Budget 2004

PROGRAMME	Codified budget 12-2003	Initial budget 2004	% Nominal growth	% Share of total
EDUCATION	**31,209,485.00**	**47,999,600.00**	**54%**	**12%**
Bilingual Intercultural Education	200,000.00	200,000.00	0%	0.05%
Basic Education	nd	4,494,000.00	nd	1.09%

Secondary Education	404,560.00	401,000.00	-1%	0.10%
MEC decentralization and deconcentration	350,000.00	350,000.00	0%	0.08%
National Minga for an Ecuador that Reads and Writes	**500,000.00**	**2,100,000.00**	**320%**	**0.51%**
School Feeding Programme –PAE	17,041,555.00	30,654,600.00	80%	7.43%
Autonomous Rural School Networks	11,118,370.00	10,000,000.00	-10%	2.42%

Source: Fiscal Policy Observatory 2004

6. EVALUATION PLANNING

6.1. Basic knowledge of computers

For the insertion of the computers in the classes, the students must need to know how the computer works.

Key words

Cursor: Is the object lighted that appears when you click the mouse.

Copy , cut and paste

Copy: Pressing the key Control plus the key C produces a duplicate of the selected element or group of elements and places it on the clipboard.

Cut: Pressing the key Control plus the key X removes the selected element or group of elements to the clipboard.

Paste: Pressing the key Control plus the key V pastes the selected element or group of elements to the clipboard.

Computer Keys used to move among characters.

Enter: The cursor moves to the following line.

Home: the cursor moves to the beginning of the line.

End: the cursor moves to the end of the line.

Space Bar: the cursor moves one space.

Page Up: the cursor goes up one page.

Page Down: the cursor goes down one page.

↑　　　The cursor goes up one line.

↓　　　The cursor goes down one line.

⟶　　　The cursor goes right one space.

⟵　　　The cursor goes left one space.

**Computer Keys used to delete characters.**

Delete: Eliminates characters that are to the right of the cursor.

BackSpace: (←) Eliminates characters that are to the left of the cursor.

6.2. Class planning

In this section, the topic "Undefined and Defined Articles" will be presented in two forms: using computer and using the traditional method.

6.2.1. Using Computer Methodology

A copy of the CD number 2 of the program: "CURSO **MULTIMEDIA** DE INGLES. WELCOME ON BOARD. UNIDAD 2 – MAKING FRIENDS", Editorial Sol 90 will be given to the students. They will have to practice by themselves. Students will be given the following recommendations[13]:

Insert the CD into the computer. A main menu will appear (Illustration 2)

Illustration 2. Main Menu – CD2 – Curso Multimedia de Ingles

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[13] http://www.englishclub.com/esl-exams/ets-toeic-tips.htm
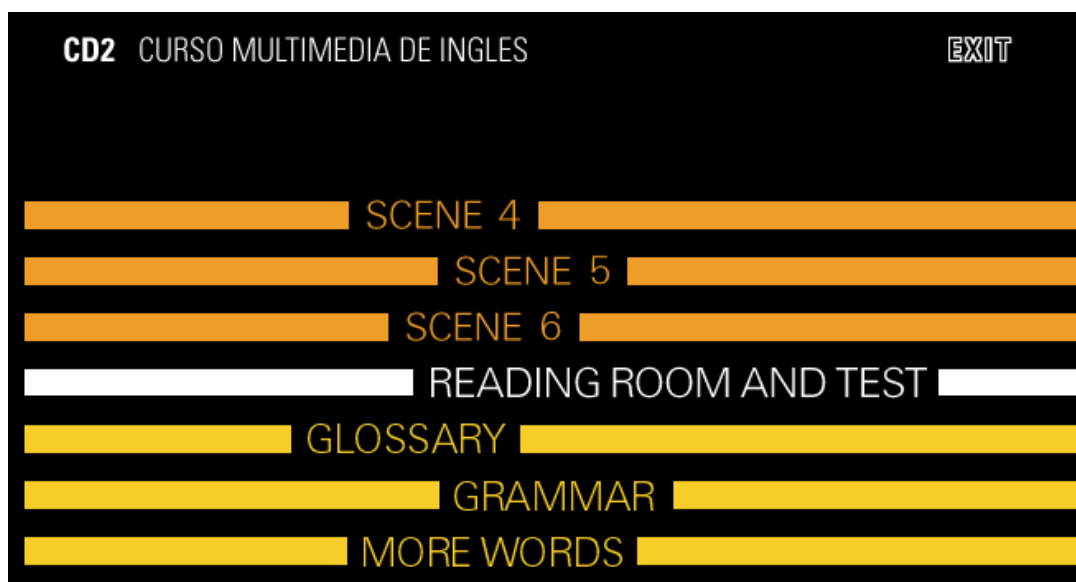
This action will show the Scene 4 that contains a dialog that can be read and listened and also a picture related with the dialog. Besides, it is possible to find some control such as:

 This control permits us to continue the dialog.

 This control permits us to begin the dialog.

 This control permits us to stop the dialog.

 This control permits us to active the option step by step

 This control permits us to go one step backwards.

 This control permits us to go one step forward.

 This control permits us to record our voice
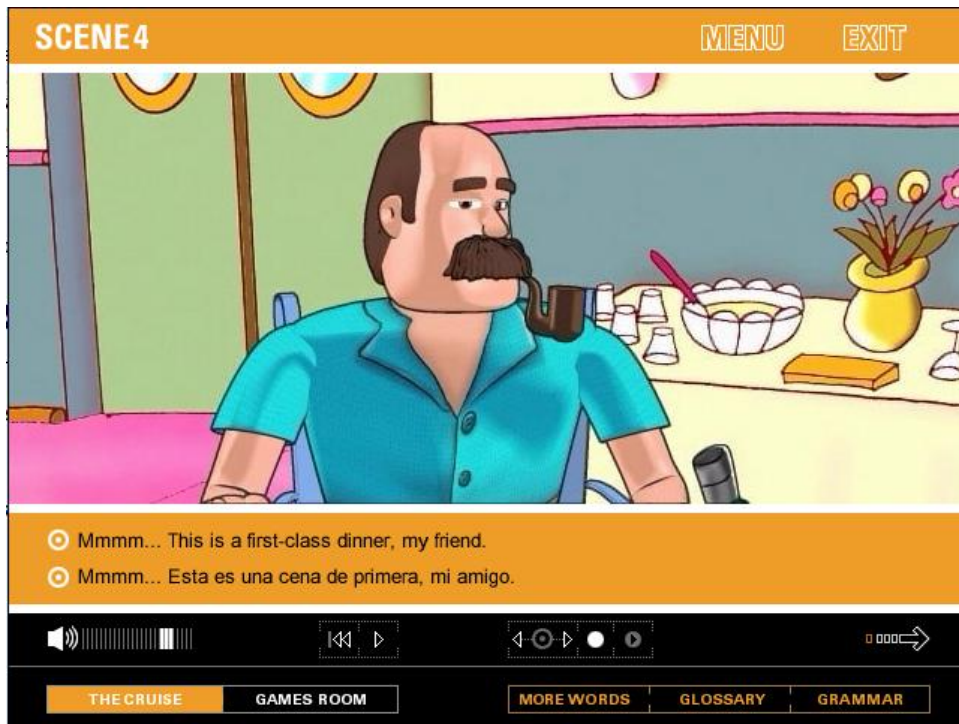
 This control permits us to listen what we record.

 This control permits us to change the picture and go to the next dialog.

▣))▎▎▎▎▎▎▎▎▎▎▎▎ ▌▌ This control permits us to up or down the volume.

The explained controls are showed in the Illustration 3.

Illustration 3: Use of controls - CD2 – Curso Multimedia de Ingles

Surfing the CD is a great way to practice the reading and listening.

When the pupils are studying, must avoid repeating the CD, then they must continue listening until the end of the dialog.

Reading aloud will help students to develop listening and reading comprehension skills.

In order to comprehend English more quickly, it is important that students understand the rhythm of the language. Students should read the text presented in the CD. They might want to record themselves and listen how they sound.

Translating vocabulary and sentences wastes a lot of time. If the student doesn't know a word, they should look at the context of the sentence and the words around it.

Students should apply this advises to get the best results in the learning process through the CD.

After that, students can consult the meaning of new words through the menu GLOSSARY that appears on the bottom of the screen.   This action will help the students with the sound and meaning of a word chosen by clicking on it.   An example is showed in the Illustration 4.

Illustration 4. Glossary

Previous the test the students must check the GRAMMAR part. It can be found in the bottom of the screen.   A new menu appears as showed in the illustration 5. Students

must chose the option ARTICLES. This action displays on the screen the grammatical use for the indefinite articles and definite articles in a summarized way.

Students should study by themselves this part. They must try to understand the use of these articles considering the examples given in the interactive CD.

Illustration 5: Grammar
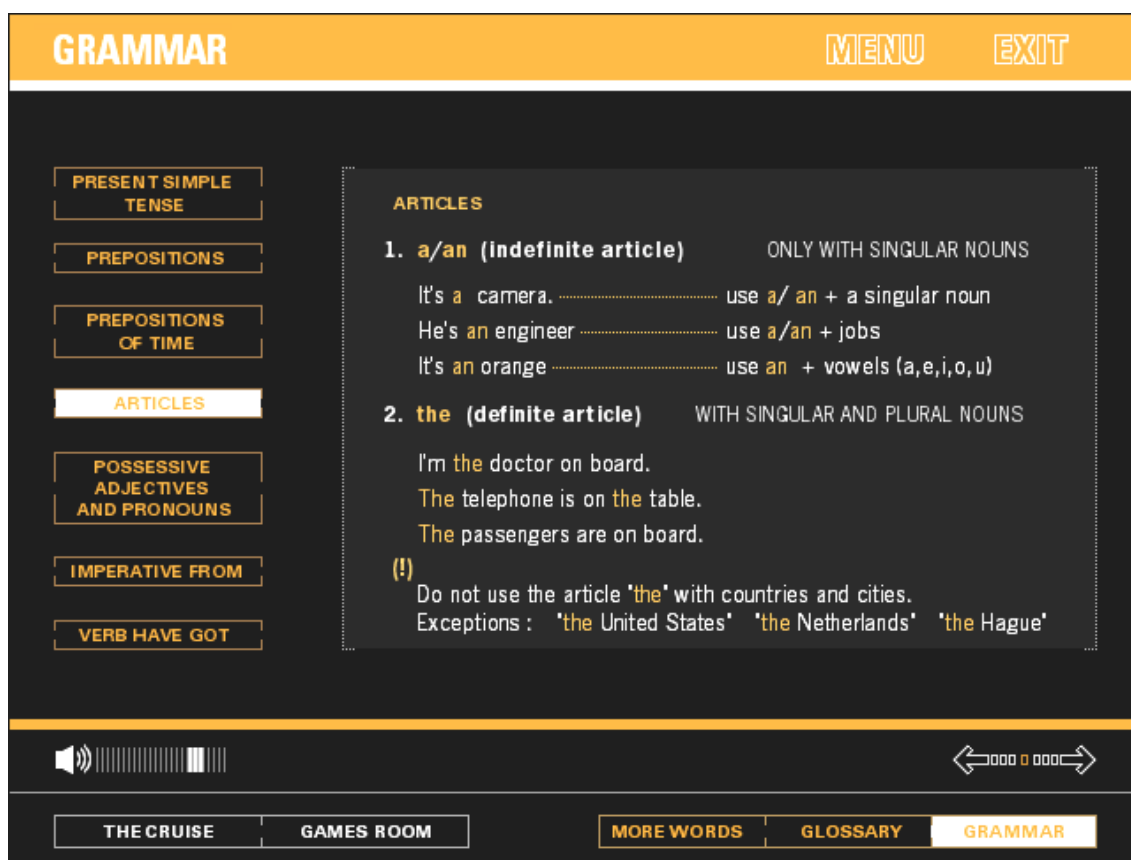
This interactive CD includes some motivational activities such as GAMES. Through this option students have the opportunity to check their knowledge in a funny way. Some activities used in this part are:

- True and false options. (Illustration 6)

- Multiple choice (Illustration 7)

- Sentences completion (Illustration 8)

- Match words. (Illustration 9)

- Sentence creation (Illustration 10)

- Recognizing the dialog (Illustration 11)

Illustration 6. True/False game
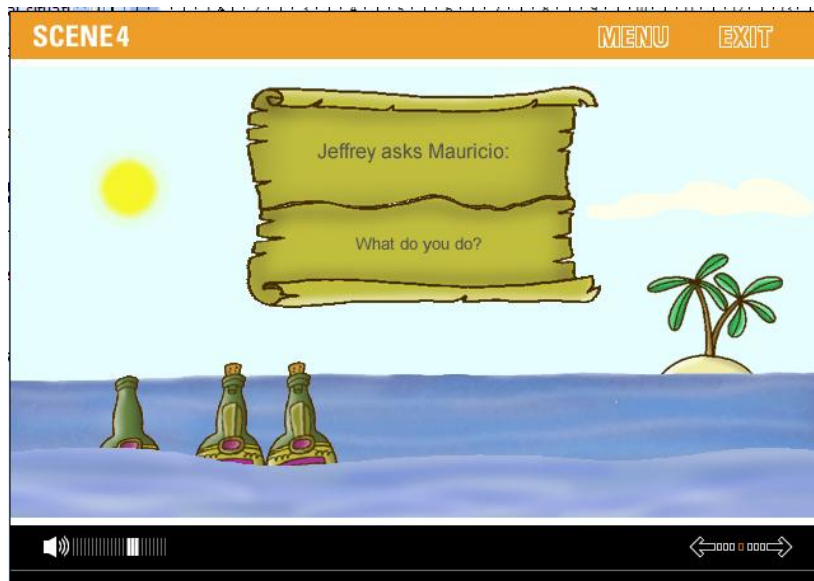
Illustration 7. Multiple choice
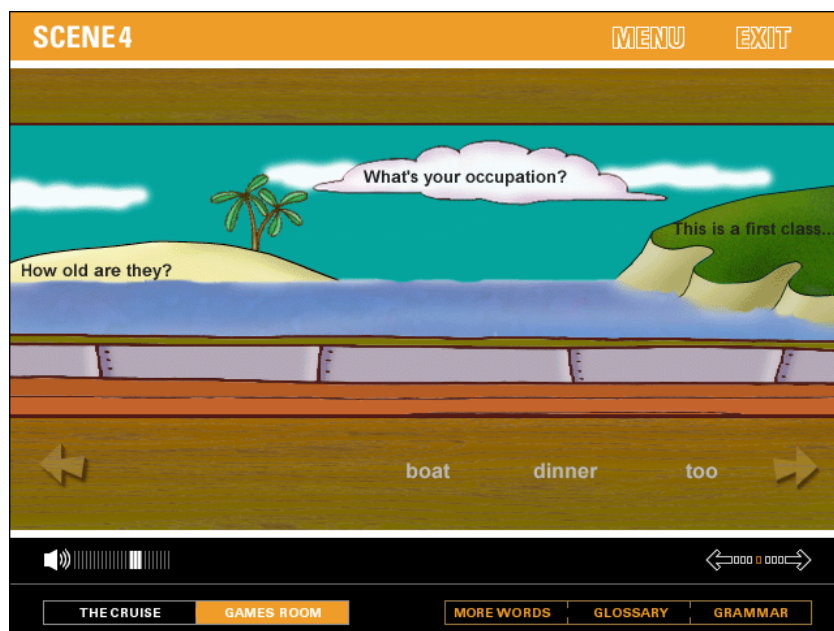

Illustration 8. Sentence completion

Illustration 9. Match

Illustration 10. Sentence creation.

Illustration 11. Recognize the dialog.

6.2.1.1. Structure

We will use for the computer class the CD number 2 of the program. "CURSO **MULTIMEDIA** DE INGLES. WELCOME ON BOARD. UNIDAD 2 – MAKING FRIENDS", Editorial Sol 90.

This CD contains a film that will permit the student to identify some things like: pronunciation, use of the grammar, use of expressions and also, it includes the translation of the sentences.

The sentence: "This is **a** first-class dinner, my friend" presents the use of the article **a** in a real situation.

This screen shows some options that can be applied by the student in order to reinforce the learning; such as: repeat the dialog, record the student voice, check vocabulary, check the glossary and review the grammar used in the dialog.

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The sentence: "I'm **a** doctor, **a** general practitioner" presents the use of the article **a** in a real situation. (Illustration 12)

Illustration 12. Use of the article a in the dialog of the SCENE 4
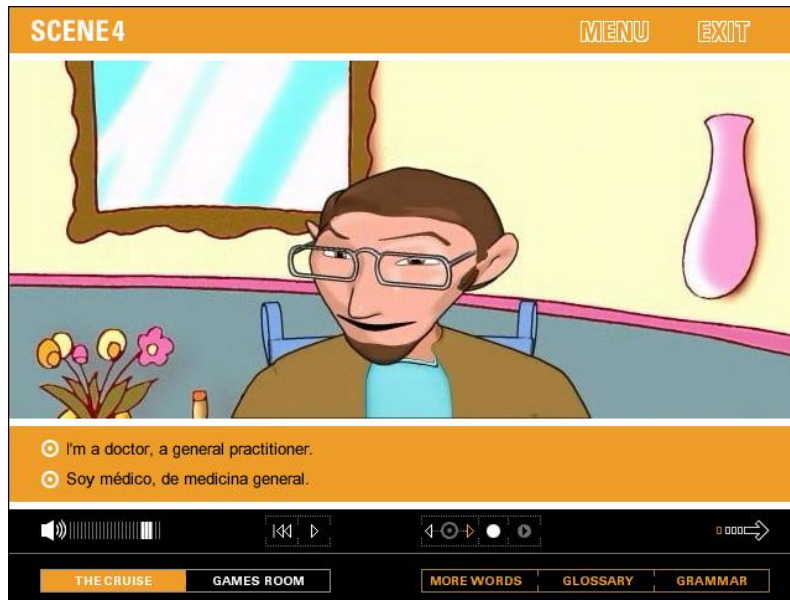
The sentence: "She's got two children but she hasn't got **a** husband!" presents the use of the article **a** in a real situation.

Illustration 13. Use of the article a in the dialog of the SCENE 4

45
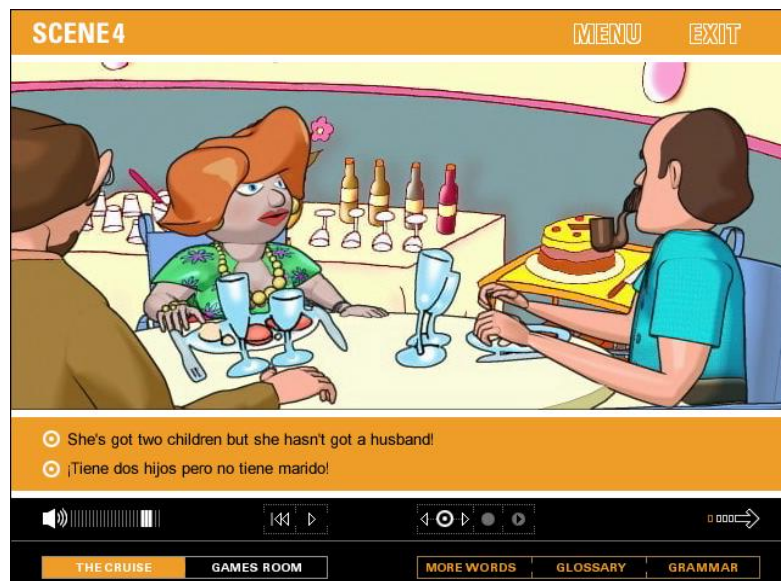
The sentence: "Katherine is **an** architect too and… you know what…" presents the use of the article **an** in a real situation. (Illustration 14)

Illustration 14. Use of the article an in the dialog of the SCENE 4

The sentence: "**An** attractive woman" presents the use of the article **an** in a real situation. (Illustration 15)

Illustration 15. Use of the article an in the dialog of the SCENE 4
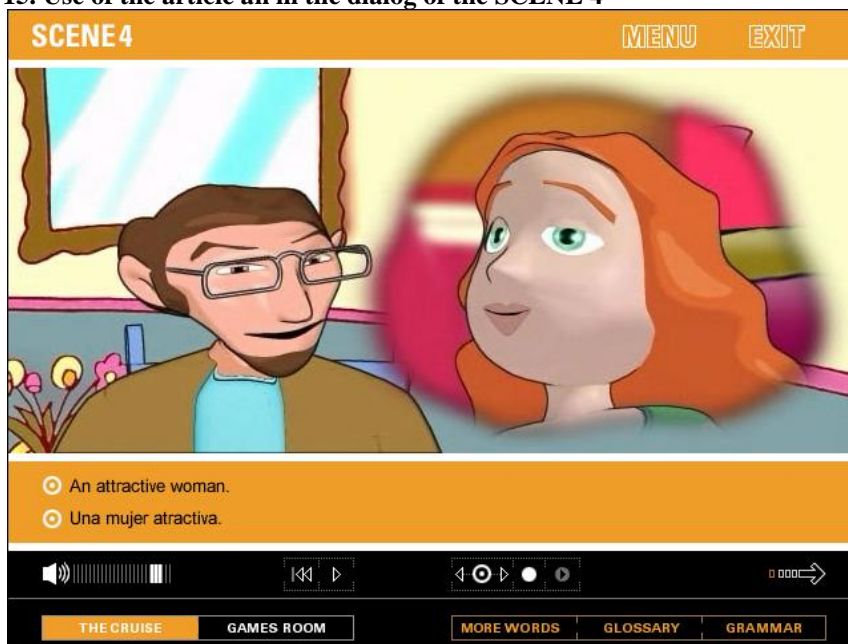
Students will work in the following exercise: SCENE 4- GRAMMAR – ARTICLES. (Illustration 16)

Illustration 16. Grammar lesson
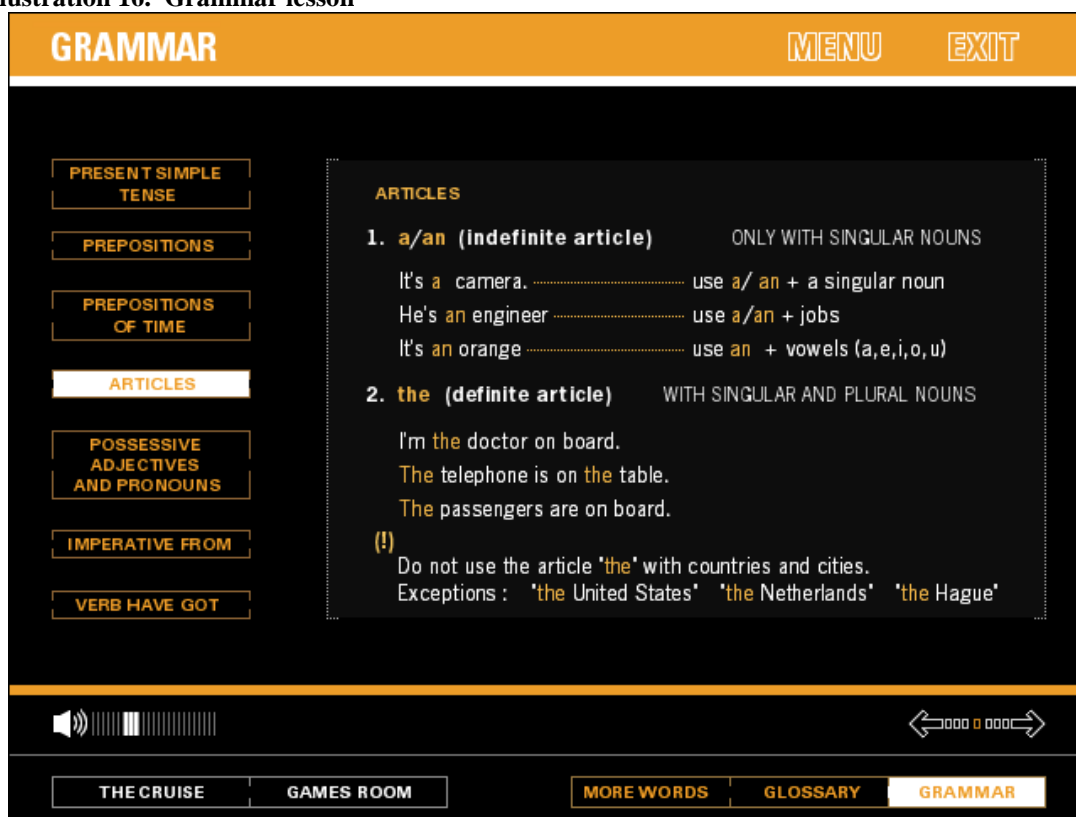
6.2.2. Using traditional method

Classroom procedures vary according to the level of the class[14], but procedures at any level aim to move from controlled to freer practice of structures and from oral use of sentence patterns to their automatic use in speech, reading, and writing. Pittman gives an example of a typical lesson plan:

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[14] Jack C. Richards and Theodore S., "Approaches and methods in language teaching", second edition, 2001.

The first part of the lesson will be stress and intonation practice. The main body of the lesson should then follow. The lesson consists of the teaching of a structure. And it would then consist of five parts:

- pronunciation

- revision (to prepare for new work if necessary)

- presentation of new structure or vocabulary

- oral practice (drilling)

- reading of material on the new structure, or written exercises

The sequence of activities proposed by Davis et al. consists of the following:

<u>Listening practice</u> in which the teacher obtains his student's attention and repeats an example of the patterns or a word in isolation clearly, several times, probably saying it slowly at least once (Open… **a**….. window), separating the words.

<u>Choral imitation</u> in which students all together or in large groups repeat what the teacher has said. This works best if the teacher gives a clear instruction like "Repeat" or "Everybody" and hand signals to mark time and stress.

<u>Individual imitation</u> in which the teacher asks several individual students to repeat the model he/she has given in order to check their pronunciation.

<u>Isolation</u>, in which the teacher isolates sounds, words or groups of words which case trouble and goes through techniques 1-3 with them before replacing them in context.

<u>Building up to a new model</u>, in which the teacher gets students to ask and answer questions using patterns they already know in order to bring about the information necessary to introduce the new model.

<u>Elicitation</u>, in which the teacher, using mime, prompt words, gestures, etc, gets students to ask questions, make statements, or give new examples of the pattern.

<u>Substitution drilling</u> in which the teacher uses cue words (words, pictures, numbers, names, etc.) to get individual students to mix e examples of the new patterns.

<u>Question-answer drilling</u> in which the teacher gets one student to ask a question and another to answer until most students in the class have practiced asking and answering the new question form.

<u>Correction</u>, in which the teacher indicates by shaking his head, repeating the error, etc, that there is a mistake and invites the student or a different student to correct it. Where possible the teacher does not simply correct the mistake himself. He/She gets student to correct themselves so they will be encouraged to listen to each other carefully.

This procedure will be used for the teacher to present the lesson "Indefinite Articles"

6.2.2.1. Structure

<u>Indefinite Articles</u>

There are two indefinite articles: **a** and **an.** Both means "un" o "una".

These articles don't have plural, so, if there are more than one object or person, the article is not used. In this case, the word **some** "algunos" is used.

Examples:

Open **a** window, please → we use **a** when the sentences is referred to an object of a set.

He's got **a** pen → we use **a** when we talk about something or someone for the first time.

He's **a** fireman →we use **a** when we talk about a profession.

<u>Definite Article</u>

The definite Article **the,** has just one valid form in singular, plural, masculine and feminine "el-la-los-las".

Examples:

The hotel is nice → we use **the** when we refer something that was mentioned before.

The Earth is a planet → we use **the** when we refer an element that is unique.

The rich → we use **the** when an adjective is not following by and noun.

The army and **the** police → we use **the** when we refer to institutions.

Exceptions:

There are some cases where the name has no article. Example, when we talk about a sport, we say: I play tennis.

Another exception occurs when we talk about a language. Example: I speak English

However, when we talk about an instrument we use the article **the**. Example: I play **the** piano.

6.2.3. Test used to measure the English lesson comprehension

English Test.

Articles.

Name:_____ Date: 8-02-2006 Grade:_____

School: ISM INTERNATIONAL ACADEMY

Fill the spaces with the article a/an.

I've got……………………………….. orange in my bag.

Our little village hasn't got……………………………… hospital.

What's he like? He's…………………………. honest man.

My friend George's got……………………………… ugly wife.

Is your brother……………………..general manager?

Write the correct article a/an/some/the.

There are………………………plants on………………….……balcony.

There's…………………………..computer in…………………… study.

There are……………………….chairs in …………………………… living room.

There's……………………………. armchair in…………………… room.

There are………………………birds on …………………………..roof.

Listen to scene 4 from the CD and fill the sentences with a/an.

This is………………………..first dinner.

I'm………………………...doctor, a general practitioner.

Katherine is……………………..architect, too.

She hasn't got..…………………………………husband.

7. APPLICATION CASE

7.1. Proposal

Many studies show us that motivation is essential in the learning- teaching process.

Some authors (Claxton, 187; Pozo, 996) have said that reasons to learn should be sufficiently powerful to overcome apathy to do not learn, which results more comfortable, less strengthen and questionable. Learning always has cognitive and emotional aspects for the students. Without sufficient motivation, even individuals with the best abilities cannot accomplish long- term goals.

Since motivation is related with enthusiasm, it is necessary to combine grammar studies with some enjoyable but nonetheless effective technique-resource combinations: song, poetry, games, exercises based on text.

Such activities encourage the learner to match grammar with discourse in the context of the game, song, poetry or exercises based on text. Indeed, teachers can develop during class capsules of grammar topics that will be deeply understood by students with the activities mentioned before. In other words, traditional method is useful to analyze the English grammar structure in a divided way while Interactive methods (songs and verse, games, interactive CDs, among others) are useful to understand the grammar structure in real situation

Thus, repetition that naturally occurs in SONGS can make drill work easier and more pleasant. Songs which contain repetition or substitution can be helpful in teaching and expanding grammatical patterns. Songs reveals and reflects the culture of the American people, these can help us to understand the American themselves. Songs provide and enjoyable way to introduce or review vocabulary. Also, songs introduce idiomatic expressions, pronunciation, various aspects of American culture, and present or review structures and sentence patterns in a novel way.

POETRY is an excellent resource for structured practice of grammar and an appropriate basis for review. Poetry is a particularly effective tool for practicing a particular grammatical structure because its very nature demands that it be spoken, repeated, wrestled with, and considered. With each repetition and consideration the structure becomes more deeply internalized. If a poem that exemplifies a particular structure is also a good poem, it engages the eye, ear, and tongue simultaneously while also stimulating and moving us; this polymorphic effect makes poetry easier to memorize than other things for many students. The goal is to make the cultural content of the poem as real and vivid to students as possible**.**

By the other hand, "PROBLEMS AND GAMES help reinforce a form-discourse match, since the form(s) targeted for attention occur naturally within the larger discourse context created by the game or the problem". Well-planned games can teach and reinforce grammar points very successfully if the activities are geared to student's proficiency, age, and experience and are not presented condescendingly. When using games or problem-solving activities, the ESL teacher must be sure that students are

familiar with the words and structures needed to carry out the task. Usually, students will use the structure they have been studying, particularly if the teacher request that they do so.

Since READING AND WRITING are text-based skills, grammar will transfer only if it is also practiced at the text level an not simply at the sentence level. Activities that permit us to practice English as a text level:

- <u>Text Replication</u>. The teacher will read a passage then students should be given a few minutes to make their own essay.

- <u>Text Completion</u>. In a cloze passage, the blank spaces represent single words that have been deleted; in a gapped text, one or more words are needed to fill each blank

- <u>Text Manipulation and Imitation</u>. Students should be instructed to retain the style and structure of the original passage to construct a new essay

- <u>Grammaticality Judgments</u>. Teacher may reasonably ask students to make grammaticality judgments

All the activities mentioned before can help teacher to motivate their students during the learning process.

It is possible to see that most of these activities can be found in computerized techniques such as interactive CD's, virtual classrooms, chats and forums. Interactive CD's contains games, text completion exercises, vocabulary, sounds that can be

repeated every time students like. Chats, forums and virtual classrooms permit students maintain real dialogs and learn idiomatic expression used by spoken-English people.

INTERACTIVE CD's integrate multimedia (sounds, images, animation). The combinations of these resources help students to reinforce their knowledge in a funny way. The CD can be repeated many times helping students with each repetition and consideration the structure becomes more deeply internalized. Another good characteristic in some CD's is the possibility to record voices in order to check the pronunciation. In addition, CD's contains text activities in which students have to fill the gaps with the correct answer. The program will correct any mistake immediately so students can recognize their errors.

To summarize, the best way to teach English is probably a mix of techniques rather than any one technique exclusively. One of the techniques is the traditional method that consists in the teaching of small pieces of the grammar structure. While, other kinds of techniques such as songs, poetry, games, and so on help students to catch the use of this small pieces of grammar in real situations. Although, those techniques require the presences of a teacher, there are other activities that can be handled without the presence of a teacher such as the activities found in interactive CDs, chats, virtual classrooms and forums.

7.2.   Practical case selection

The case selection consisted in 6 groups:

In the first group we had 12 children from 8 to 9 years old. Among this group there were 6 girls and 6 boys,   all of them with previous knowledge of English. This group took the Traditional Method class

In the second group we had 4 teenagers from 10 to 15 years old. Among this group there were 2 girls and 2 boys,   all of them with previous knowledge of English. This group took the Traditional Method class

In the third group we had 4 adults from 25 to 35 years old. Among this group there were 2 women and 2 men,   all of them with previous knowledge of English. This group took the Traditional Method class

In the fourth group we had 12 children from 8 to 9 years old. Among this group there were 6 girls and 6 boys,   all of them with previous knowledge of English. This group received a copy of the CD number 2 of the program: "CURSO **MULTIMEDIA** DE INGLES. WELCOME ON BOARD. UNIDAD 2 – MAKING FRIENDS", Editorial Sol 90 will be given to the students. They had to practice by themselves.

In the fifth group we had 4 teenagers from 10 to 15 years old. Among this group there were 2 girls and 2 boys,   all of them with previous knowledge of English. This group received a copy of the CD number 2 of the program: "CURSO **MULTIMEDIA** DE INGLES. WELCOME ON BOARD. UNIDAD 2 – MAKING FRIENDS", Editorial Sol 90 will be given to the students. They had to practice by themselves.

In the sixth group we had 4 adults from 25 to 35 years old. Among this group there were 2 women and 2 men,   all of them with previous knowledge of English. This

group received a copy of the CD number 2 of the program: "CURSO **MULTIMEDIA** DE INGLES. WELCOME ON BOARD. UNIDAD 2 – MAKING FRIENDS", Editorial Sol 90 will be given to the students. They had to practice by themselves.

7.3. Application of the class planning

To obtain the data it was used the class planning exposed in the chapter 6.2.

The teacher who gave the class conducted the grammar topic (Undefined and Defined Articles) presenting the new structure explaining this through reading material and writing exercises. After the explanation, teacher gave some examples according to the class planning.

The students could make their own examples and teacher could correct their mistakes. In that way, the students made the oral practice. Finally, the students listened to the CD number 2 of the program: "CURSO **MULTIMEDIA** DE INGLES. WELCOME ON BOARD - UNIDAD 2 – MAKING FRIENDS", Editorial Sol 90.

7.4. Results Analysis

This section presents the results for the English test taken by students of different ages.

The test consisted in 3 points. Each point was evaluated through the traditional method and the computer method.

The first point pretended to analyze the student's understanding in the grammatical use of the article a/an.

The second point verifies the comprehension for the use of the articles: a/an/some/the.

The last point tests through the listen exercise the use of the article a/an.

Chart 3 shows the results for the first point.   Illustration 17 shows in a graphical way the results for the test using traditional method.   Illustration 18 shows in a graphical way the results for the test using computer method.

Chart 4 shows the results for the second point. .   Illustration 19 shows in a graphical way the results for the test using traditional method.   Illustration 20 shows in a graphical way the results for the test using computer method.

Chart 5 shows the results for the third point. Illustration 21 shows in a graphical way the results for the test using traditional method.   Illustration 22 shows in a graphical way the results for the test using computer method.

Chart 3: Results for: "Fill the spaces with the article a/an"

	Age	Traditional Method		Computer Method	
		Right Answers	Wrong Answers	Right Answers	Wrong Answers
1a. I've got **an** orange in my bag	8 to 9 years	100%	0%	33%	67%
	10 to 15 years	100%	0%	100%	0%
	25 to 35 years	100%	0%	50%	50%
1b. Our little village hasn't got **a** hospital	8 to 9 years	83%	17%	50%	50%
	10 to 15 years	100%	0%	100%	0%
	25 to 35 years	100%	0%	50%	50%
1c. What's he like? He's **an** honest man	8 to 9 years	83%	17%	67%	33%
	10 to 15 years	100%	0%	50%	50%
	25 to 35 years	100%	0%	25%	25%
1d. My friend George's got **an** ugly wife	8 to 9 years	100%	0%	17%	83%
	10 to 15 years	100%	0%	100%	0%
	25 to 35 years	100%	0%	50%	50%
1e. Is your brother **a** general manager	8 to 9 years	100%	0%	83%	17%
	10 to 15 years	100%	0%	100%	0%
	25 to 35 years	100%	0%	100%	0%

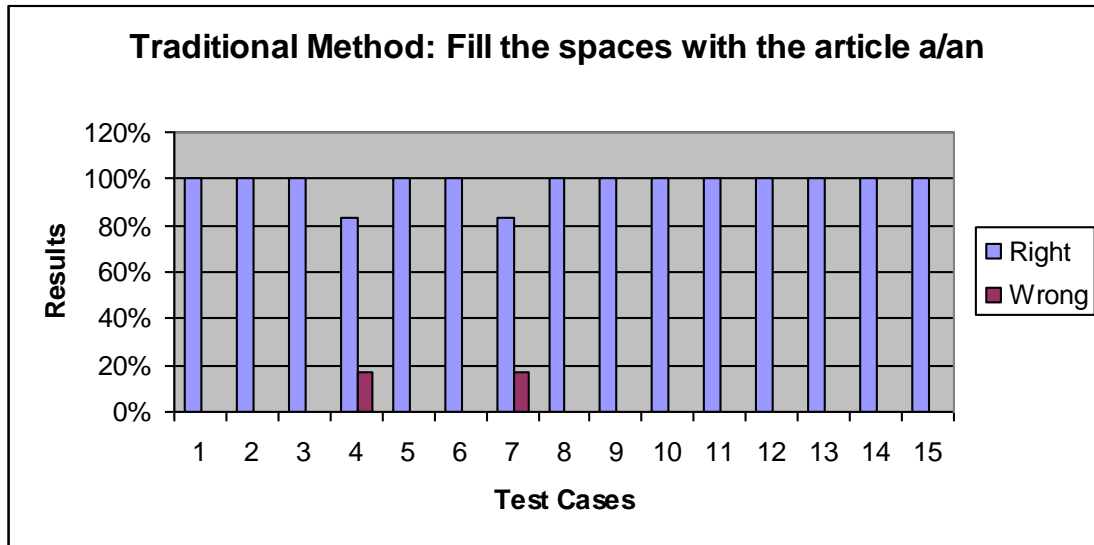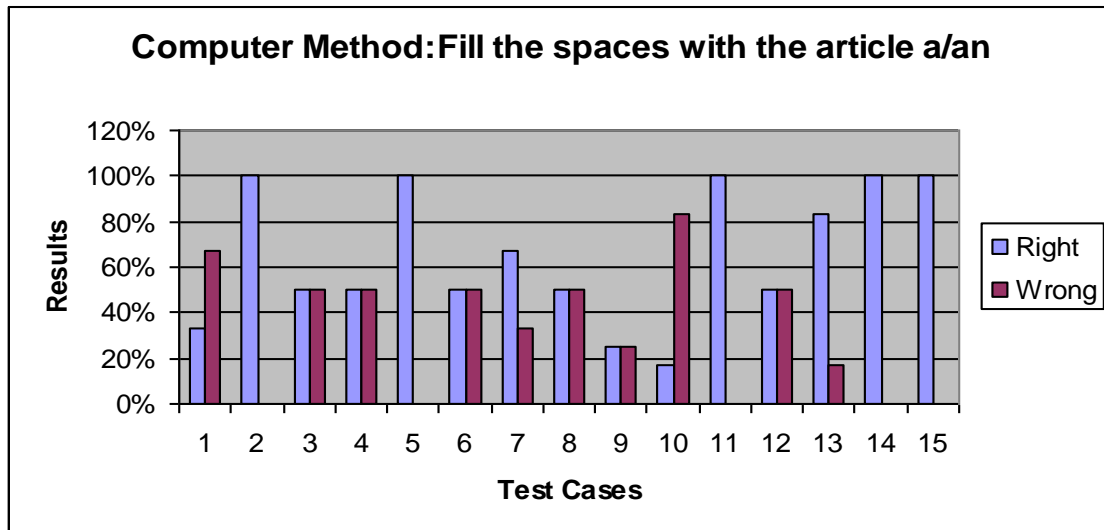**Illustration 17. Tradicional Method: Fill the spaces with the article a/an**

Illustration 18: Computer Method: Fill the spaces with the article a/an

Comparing Illustration 17 and Illustration 18 it is possible to see that students had more difficulties with the Computer Method. There are more wrong answers in this method than in the Traditional Method.

Chart 4. Results for: "Write the correct article a/an/some/the"

	Age	Traditional Method		Computer Method	
		Right Answers	**Wrong Answers**	**Right Answers**	**Wrong Answers**
2a1. There are **some** plants on **the** balcony.	8 to 9 years	100%	0%	83%	17%
	10 to 15 years	100%	0%	100%	0%
	25 to 35 years	100%	0%	100%	0%
2a2. There are **some** plants on **the** balcony.	8 to 9 years	50%	50%	17%	83%
	10 to 15 years	100%	0%	50%	50%
	25 to 35 years	100%	0%	50%	50%
2b1. There's **a** computer in **the** study.	8 to 9 years	100%	0%	83%	17%
	10 to 15 years	100%	0%	50%	50%
	25 to 35 years	100%	0%	50%	50%
2b2. There's **a** computer in **the** study.	8 to 9 years	83%	17%	17%	83%
	10 to 15 years	100%	0%	50%	50%
	25 to 35 years	100%	0%	0%	100%
2c1. There are **some** chairs in **the** living room.	8 to 9 years	100%	0%	17%	83%
	10 to 15 years	100%	0%	50%	50%
	25 to 35 years	100%	0%	50%	50%
2c2.	10 to 15 years	83%	17%	17%	83%

There are **some** chairs in **the** living room.	10 to 15 years	50%	50%	50%	50%
	25 to 35 years	50%	50%	50%	50%
2d1. There's **an** armchair in **the** room.	8 to 9 years	83%	17%	50%	50%
	10 to 15 years	50%	50%	0%	100%
	25 to 35 years	100%	0%	50%	50%
2d2. There's **an** armchair in **the** room.	8 to 9 years	50%	50%	33%	67%
	10 to 15 years	50%	50%	0%	100%
	25 to 35 years	50%	50%	50%	50%
2e1. There are **some** birds on **the** roof.	8 to 9 years	100%	0%	50%	50%
	10 to 15 years	100%	0%	50%	50%
	25 to 35 years	100%	0%	100%	100%
2e2. There are **some** birds on **the** roof.	8 to 9 years	83%	17%	17%	83%
	10 to 15 years	100%	0%	100%	0%
	25 to 35 years	100%	0%	50%	50%

Illustration 19. Tradicional Method: write the correct article /an/some/the

Traditional Method:Write the correct article a/an/some/the

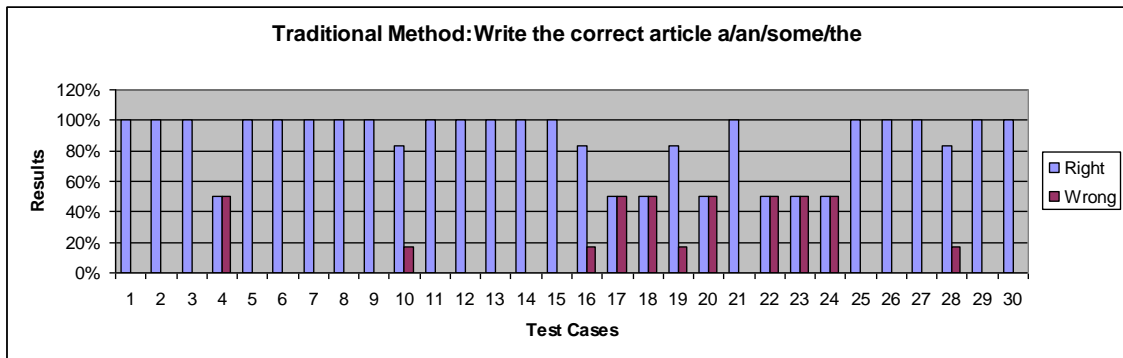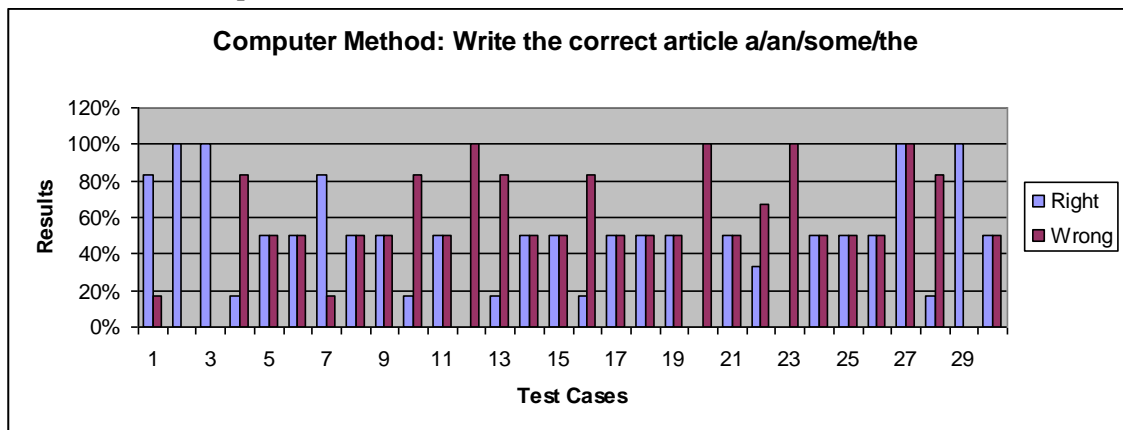**Illustration 20. Computer Method: Write the correct article a/an/some/the**

Computer Method: Write the correct article a/an/some/the

Comparing Illustration 19 and Illustration 20 it is possible to see that students had more difficulties with the Computer Method. There are more wrong answers in this method than in the Traditional Method.

Chart 5. Results for: "Listen to scene 4 from the CD and fill the sentences with a/an"

		Traditional Method		Computer Method	
	Age	Right Answers	Wrong Answers	Right Answers	Wrong Answers
3a. I've got **an** orange in my bag	8 to 9 years	100%	0%	83%	17%
	10 to 15 years	50%	50%	100%	0%
	25 to 35 years	100%	0%	50%	50%
3b. Our little village hasn't got **a** hospital	8 to 9 years	100%	0%	50%	50%
	10 to 15 years	100%	0%	50%	50%
	25 to 35 years	100%	0%	100%	0%
3c. What's he like? He's **an** honest man	8 to 9 years	100%	0%	83%	17%
	10 to 15 years	100%	0%	100%	0%
	25 to 35 years	100%	0%	50%	50%
3d. My friend George's got **an** ugly wife	8 to 9 years	100%	0%	83%	17%
	10 to 15 years	100%	0%	50%	50%
	25 to 35 years	50%	50%	100%	0%

Illustration 21. Tradicional Method: Listen to scene 4 from the CD and fill the sentences with a/an

Traditional Method: Listen to scene 4 from the CD and fill the sentences with a/an

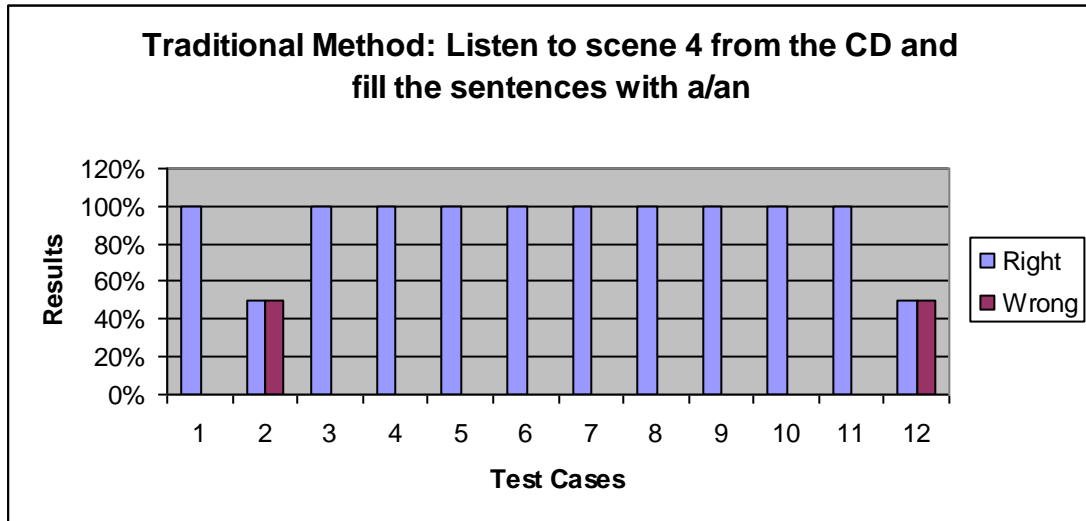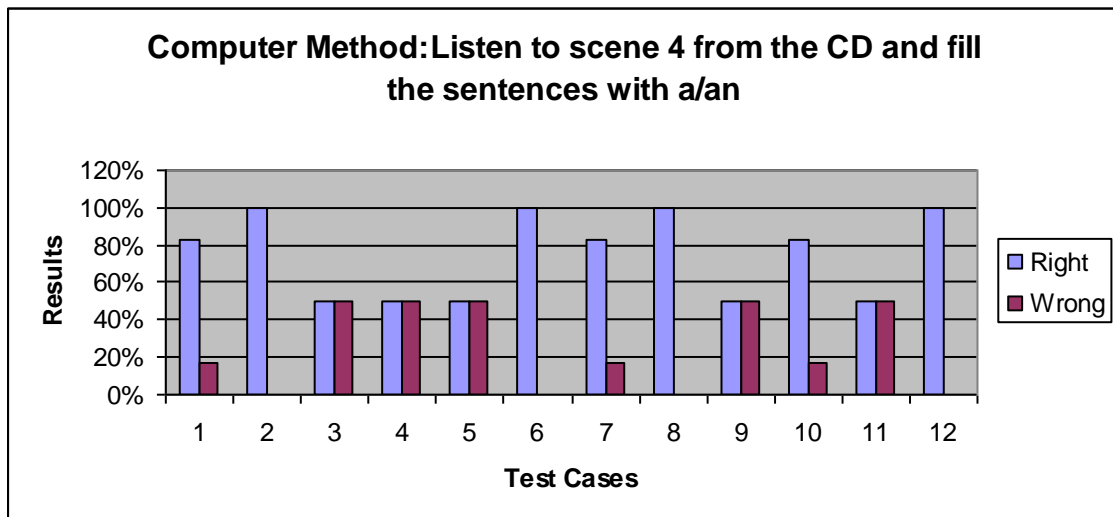**Illustration 22. Computer Method. Listen to scene 4 from the CD and fill the sentences with a/an**

Computer Method: Listen to scene 4 from the CD and fill the sentences with a/an

Comparing Illustration 21 and Illustration 22 it is possible to determine that students had more difficulties with the Computer Method. There are more wrong answers in this method than in the Traditional Method.

8. CONCLUSION

Through this investigation we can conclude that traditional method has more success than computer method. The reasons can be that:

- Computer method of teaching would require more discipline from the students.

- Since each student has different ability in the process of learning, there will be students that advance very fast while others will advance slowly. This situation will bring teacher difficulties in the evaluation moment. In fact, it would be more difficult to grade in the computer method than in the traditional method.

- Since student sets the phases and has a great deal of control over the class, students who are not motivated by a desire to learn or excitement about the subject, or a similar motivation could abuse that freedom.

- Since students have control of what they will study, they are more likely to study something that they find interesting and are therefore more likely to be motivated by excitement about the subject matter.

For these reasons and because the teacher does not control what is learned, computer learning is probably more suited to students who already have some background knowledge of English and are disciplined or interested enough to take advantage of the freedom offered by this method of teaching.

Since the computer methods of teaching demand more hands on work from the students and demand more thought and effort, the traditional method is easier for students.

The best way to educate is probably a mix of the techniques of teaching, rather than any one technique exclusively.

A mix of the traditional method of teaching to cover enough topics and computer method to reinforce certain topics will be ideal.

After the student knows the fundamentals (bases), computer method would allow the student to apply the English principles to real conversations.

The traditional method of teaching for years has been the lecture method using chalk and the black board. Even when the person teaching is not a good lecturer, the traditional method has numerous advantages. This is why it has been used by teachers for years in all levels of education.

The traditional teaching method allows the instructor to determine precisely the aims, content, organization, pace, and direction of a presentation. It gives the instructor the most control of the class in terms of amount of interaction, organization of the material, and the type of substance presented.

It is good for teaching specific tasks and basic skills. Traditional teaching is also useful for large groups of students. The instructor requires dealing with unanticipated student ideas, questions, and comments.

One main advantage of traditional teaching is that it disseminates a great deal of information in a relatively short time.

It also allows professors to show their interests, passion, and enthusiasm for the subject. This gives them the opportunity to motivate their students about a particular subject matter.

For college courses, traditional teaching facilitates communication in courses with large class enrolments. In some cases, it can be used to arouse the students' interest in the teaching material. In addition, it can clarify and complement the teaching material.

The traditional teaching method is mainly used for specific teaching targets. With the board teaching method, students can also easily be told why the content is important, thus, clarifying the lesson objective. It also allows professors to easily measure student gains and how much their students have learned. Additionally, it is a widely accepted teaching method. It allows teachers to present factual material in a logical and direct manner.

Traditional teaching may also provide experiences that inspire, which can be useful for large groups.

Finally, this method complements certain individual student learning preferences. That is, some students depend upon the structure provided by highly teacher-centred methods and this method would facilitate such students' learning.

The major disadvantage is that it places students in a passive rather than an active role. That is, students don't get to participate in the learning process as much. They are mostly taking notes down and it is not an interactive atmosphere. This could perhaps hinder teaching.

Another disadvantage is that it may suppress the teacher's creativity. Furthermore, the traditional teaching method requires teachers to learn effective writing and speaking skills. It also requires well-organized content preparation on the teacher's part.

Additionally, another disadvantage is that it encourages one-way communication. Therefore, the teacher must make a conscious effort to become aware of student problems and student understanding of content. Traditional teaching forces the teachers to follow steps in a prearranged order. Thus, this may not be effective for higher-order thinking skills depending on the knowledge base and skill of the teacher.

Traditional board teaching method also requires a significant amount of unguided student time outside of the classroom to enable understanding and long-retention of content. In contrast, interactive methods (discussion, problem-solving sessions) allow the instructor to influence students when they are actively working with the material.

Moreover, learning is difficult to gauge in such type of method. Teachers tend to present too much material with this method. As a result, learning depends to a certain extent on the student's ability to take notes (unless, of course, the notes are handed out to the students).

Sometimes professors are poor lecturers. Although, they might be experts in their field, it does not necessarily mean they are expert teachers and lecturers. Therefore, they may not lecture well and students don't end up learning all the material.

Repetition that naturally occurs in songs can make drill work easier and more pleasant. Songs which contain repetition or substitution can be helpful in teaching and expanding grammatical patterns.

Poetry, games, text-based exercise are also an excellent resource for structured practice of grammar and an appropriate basis for review.

Most of the interactive CD's involve such activities as: games, songs, dialogs and text-based exercises.

9. RECOMMENDATIONS

Traditional method of teaching has been employed by Instructors for many years. It is the classic method of teaching in schools. However, this method has many advantages as well as disadvantages. Furthermore, there are some basic and important tips instructors should always keep in mind when they are teaching using the white board.

Teachers should follow some basic tips for the traditional method. First, every teacher should begin the lecture with a clean board. This way other writing on there from previous classes will not confuse the students.

Also, the instructor should be aware of any "dead areas" of the board which may not be visible to some of the students in the classroom. For example, students sitting in the last row of the classroom may not be able to see everything the instructor writes at the very bottom of the black board.

Teachers should also prepare all the board material beforehand, leaving extra space open for question material. Before starting, it is a good habit to give an overview of the previous lecture. And, before ending, it is good habit to give a preview of the next lecture. In this preview, instructors should make clear to students what he or she expects of them before the next class. It is also important for teachers to organize their lesson plan with the board in mind.

Also, the instructor should know ahead of time which part of the board cannot be erased. Thus, the board should be used in a systematic and organized way.

White boards and black boards are ideal for a classroom of 20 students.

Using active verbs and simple language on the black board makes it easier for students to understand.

Moreover, for the white board, it is important to have markers that are not fading. Good penmanship is always essential to both white boards and black boards.

Professors should practice board writing to improve their size and legibility.

When drawing diagrams, it is very important to draw them slowly, carefully, and neatly.

The instructors that employ white boards should use different colors to make it easier for the students to see; however, using the color red frequently can become irritating.

Colored chalk would be helpful to use for the black board. Since students tend to write down everything that is written on the board, it is important to emphasize key points, items to remember, and highlight certain portions of the material.

A right-handed teacher should write from right to left and a left-handed teacher should work from left to right. That way the students can easily read what has just been written.

Additionally, the teacher should check with the students periodically to confirm that the text on the board is legible.

On a side note, all the students should be called by their names. Name badges are helpful when it comes to learning the students' names.

To make the black board more interactive, teachers can call their students on the board to solve problems or even draw diagrams.

Talking to the board is always a bad idea.

It is important for any instructor to at least turn around and maintain eye contact with the student. Asking students questions about the material just covered would make the learning session more interactive.

It is also important to step aside after writing so the students can see and easily copy it down.

Sometimes teachers don't give their students enough time to write everything on the board. Thus, teachers should write horizontally and erase the text that was written first (that is, at the beginning of the board). To facilitate this, teachers should write in sections by mentally dividing the board into three or four sections (if there are no lines on it already).

Also, teachers should always keep in mind the educational status of their audience. For example, it would be very inefficient to give a Masters level lecture to undergraduate students.

Many instructors find it difficult to talk and write on the board at the same time. Therefore, it is suggested that teachers should speak before writing on the board or save the comments until after the board writing has been completed.

Finally, it is courteous to erase the board at the end of class.

10. RESOURCES

Human

- EFL teachers.

- ICT teachers.

- Students

Material

Computers.

CDs with EFL software.

Books about:

- Student motivation.

- Teaching method.

- Computer learning.

- Teacher resources on line.

- Internet.

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12. ANNEXES

English Test.

Articles.

Name:_____ Date: 8-02-2006 Grade:_____

School: ISM INTERNATIONAL ACADEMY

Fill the spaces with the article a/an.

I've got……………………………….. orange in my bag.

Our little village hasn't got……………………………… hospital.

What's he like? He's…………………………. honest man.

My friend George's got……………………………… ugly wife.

Is your brother……………………..general manager?

Write the correct article a/an/some/the.

There are……………………….plants on……………………..….balcony.

There's………………………..computer in……………………   study.

There are……………………….chairs in …………………………… living room.

There's……………………………. armchair in……………………… room.

There are………………………birds on …………………………..roof.

Listen to scene 4 from the CD and fill the sentences with a/an.

This is………………………..first dinner.

I'm………………………..doctor, a general practitioner.

Katherine is……………………..architect, too.

She hasn't got…..……………………………husband.