



**ARMY POLYTECHNIC SCHOOL
SCHOOL OF LANGUAGES**

**THE METHODOLOGICAL PROCESS TO IMPLEMENT THE BILINGUALISM
AND THE SIGNIFICANT LEARNING OF THE ENGLISH LANGUAGE FOR
BASIC LEVEL CHILDREN AT THE "COMBATIENTES DE TAPI" MILITARY
HIGH SCHOOL IN THE CITY OF RIOBAMBA DURING THE PERIOD 2005-
2006.**

**THESIS TO OBTAIN THE BACHELORS DEGREE IN LINGUISTICS APPLIED
TO ENGLISH LANGUAGES.**

AUTHOR'S NAME: JILMAR B. PEREZ H.
THESIS DIRECTOR: DRA. MARIA TERESA LLUMIQUINGA
THESIS CODIRECTOR: MSC. RENAN PEREZ

**RIOBAMBA-ECUADOR
2006**

CERTIFICATE

We Dr. María Teresa LLumiQuinga, Director and Msc. Renán Pérez Co-Director, duly certify that the Thesis under the title:

The Methodological process to implement the Bilingualism and the learning significance of English language for basic level children at the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba during the period 2005-2006, elaborated by Mr. Jilmar Bayardo Pérez Hidalgo, who has finished all the subjects in Linguistics applied to English Language in distance mode of the Army Polytechnic School, has been studied and verified in all it's parts, so it's presentation and oral sustaining are authorized on the correspondent university instances.

Dr. María Teresa LLumiQuinga

Director

Msc. Renán Pérez

Co-Director

Quito, October of 2006

ACKNOWLEDGEMENT

Thank you God for the opportunity to be here in this moment and to do the things that I need to do to carry out a mission in my life.

To my wife Karine Díaz who is the best support in my life and the person who is always with me in the good and in the bad moments, sharing everything with me and specially the love.

To my son Jean Carlo Pérez who brings happiness to my life.

To my parents who give me the advices to be better son, a better husband, a better father and a better citizen.

To Dr. María Teresa LLumiyinga my thesis director, for her magnificent help in all this time to make possible the ending of this work.

To the authorities of the Combatientes de Tapi Military high school, as well as to the students of this institution for the great aid given to this thesis, making possible the execution of this work.

DEDICATION

The present research is dedicated to my beloved family who are always giving me the necessary strength to continue in my career.

To men and women who are searching for the education development as an important part of the society and need a personal overcome.

To all the people who are looking for a social conscience and who are displaying all their efforts to improve the conditions of life of the inhabitants of Ecuador.

To all the teachers who cannot stay and see with out trying to change things that seem normal because of the daily routine, things that are damaging the new generations future.

To every Ecuadorian citizen who wants a new education with quality, and who is sure that only this activity will transform our beautiful country.

INDEX

	Page
Certificate.....	I
Acknowledgement.....	II
Dedication.....	III
Index.....	IV
Summary.....	VI
Introduction.....	VIII

PART I RESEARCH PROBLEM

1.1. Problem identification.....	2
1.2. Problem setting.....	4
1.3. Variable working out.....	5
1.4. Objectives.....	6
1.5. Justification.....	7

PART II THEORETICLA FRAME

2.1. Theoretical and conceptual focus.....	12
2.2. Educational practice.....	21
2.3. The teaching activity.....	24
2.4. The teaching learning process.....	31
2.5. Methods of work.....	34

2.6.	English language learning methods.....	37
2.7.	Conditions and variables for methods implementation.....	50
2.8.	Bilingualism general considerations.....	58
2.9.	Learning evaluation and accreditation.....	67
2.10	Concept of learning.....	74
2.11.	Hypothesis system.....	81

PART III METHODOLOGICAL DESIGN

3.1.	Methodology for the research.....	87
3.2.	Modality of the research.....	87
3.3.	Type of research.....	88
3.4.	Population and sample.....	88
3.5.	Research instruments and techniques.....	90
3.6.	Survey's application methodology	90
3.7.	Process to verify hypothesis	91

PART IV TESTING HYPOTHESIS

4.1.	Graphical exposition of results.....	93
4.2.	Analysis of results.....	191
4.3.	Recommendations	211

BIBLIOGRAPHY.....	216
--------------------------	------------

ANNEX.....	219
-------------------	------------

SUMMARY

The research of: "The Methodological process to implement the Bilingualism and the learning significance of English language for basic level children at the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL in the city of Riobamba during the period 2005-2006" begins with the consideration of the importance of English.

This work was organized to show the incidence of methodological process has in the generation of significant learning in the students of The Combatientes de Tapi Military High School of Riobamba city.

It was necessary to identify the theoretical and methodological foundations in the teaching-learning process.

It was necessary to organize to demonstrate the central problem and each one of the secondary problems of the research. For these reason it was developed some important concepts.

Next it was required to elaborate and apply the instruments to obtain the necessary information. To get this information survey guides for teachers and students were elaborated, and applied to a population sample in June of this year. The statistical design was used to select the sample of the population.

The obtained field data was tabulated and represented graphically.

The general hypothesis was verified through the specific hypothesis.

The whole process permitted to formulate the conclusions of the research and to give some recommendations.

INTRODUCTION

Education is one of the most important processes in any country of the world, we can see what is happening with the development of certain nations, and the opposite with nations of the third world, an educated society will have better opportunities for all its population.

The educative institutions have to work in these matters to support our country development; education is an important tool to shorten the scientific and technological distances with the developed.

Since an educated population will permit to have better standards of life for Ecuador, an important part of this education is the domain of a second language, specifically a universal language that is used all over the world, this is the domain of English language, that will open many opportunities to the Ecuadorian inhabitants.

These are the main ideas that motivated this research with the intention to search about the methodological foundations that are implemented in the “Combatientes de Tapi” Military High School of Riobamba city, as well as to determine the incidence of these methodologies in the generation of significant learning.

It has been considered important to do this research because in all of the military high schools that are functioning now in our country, there is a disposition to begin with a bilingual education, and in “The Combatientes de

Tapi Military High School” that is an important educational institution of Riobamba city this process will improve the students knowledge and skill abilities in this area.

To do this investigation it was necessary to implement a participative working methodology with the intention to involve the whole universe of the population in the explanation of what is happening and in the building of alternative solutions.

There were considered as observational units to the authorities, students and the teachers by the use and implementation of techniques such as the survey and the interview, the observation and the session’s participation when socializing the results.

The obtained data conducted to verify the particular hypotheses of the research and the formulation of conclusions.

The investigation is conducted to identify and explain the methodological problem and the generation of significant learning on the students by the teaching-learning process.

The results of the research are presented in this work that is structured in four parts: research problem, theoretical frame, methodological design and testing the hypothesis.

Part I: The research problem gives a general view of the study object. It points out the educative characteristics of the “Combatientes de Tapi” Military High School, and starting from here to highlight the limitations of the institution in the English language management field.

The identification and building activity of the methodological and learning weaknesses permitted to configure the main and secondary problem. This part concludes with the arguments to justify the execution of this research.

Part II: Presents the theoretical frame of the research, where the categories are developed in the science point of view of the main and secondary problems.

Part III: Describes the methodology of investigation. To have a better understanding it is presented organized in three parts.

The first presents the methodological process followed to do the research this means the planning activity.

The second part describes the procedures followed to execute what was planned.

The third part highlights the methodology implemented to make operative the variables of each one of the specific hypothesis and the selected way to verify it.

Part IV: Describes the presentation, analysis and interpretation of the results and the hypothesis verification. The information was organized and presented in accordance to the categories that explain each hypothesis.

There is a graphic exposition of results and the analysis of results as well as the conclusions and recommendations.

PART I

RESEARCH PROBLEM

1.1 PROBLEM IDENTIFICATION

The “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL N°6 is an important institution in the city of Riobamba, created the 4th of October of 1994. Since this high school began its functioning in 1994, it uses the infrastructure of the 11th Armored Brigade that permits to the childhood and the youth of Riobamba a good education.

This educational establishment belongs to The Educational and Doctrine Command of the Army (CEDFT), works in the morning with the basic education corresponding to kinder garden, years first to tenth and bachelors from first to third years. Its organizational staff consists of a directive staff, administrative staff, teachers and the students.

The “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the administrative field and as it happens in all military institutions has one of the major problems in the permanent changes of its directive staff caused by the necessities of the service in the military life and as a result of this there is a discontinuity in the development of certain projects.

In spite of the efforts carried out by the CEDFT to update and to unify the curriculum, the main limitation in most of the cases is that the people who expand the curriculum are not the same who plan it, this is the reason enough to say that the theoretical and methodological foundation in its elaboration don't

keep correspondence to the real application and also with the relationship to the characteristics of the environment where the students live.

Nevertheless the pretension to offer a balance between the theoretical and the practical formation there is a great percentage (approximately 65%) of the teaching that is more theoretical with the result that a great part of the pupils have difficulties finding a solution to their own problems in the environment they develop, in this case with the English learning process.

The evaluations are carried out monthly generally when concluding the didactic unit by applying a questionnaire that values the obtained knowledge and helps to improve the significance of the learning achieved in English language. As a consequence of this the students only revise what they have learned when exams arrive, with the result of memorizing type of learning, so the majority of teachers don't consider the evaluation as a permanent and continuous process.

A great part of the teachers in the English even though they have a good profile on professional field some of them don't speak English very well.

The pedagogic relationship between teachers - students, is not the best, it is almost unidirectional, since the teacher is the person who expresses the knowledge.

It is possible to see teachers still speaking Spanish in class, with a great amount of translation. It is still observed a lot of teaching about grammatical vocabulary structures, repetition exercises and to the faithful pursuit of the study

text that in a next stage will be "reproduced" to the teacher's order in class, by means of oral lessons tests.

The employment of didactic resources, as audiovisual means and multimedia is limited, this is the reason to block the materialization and objectivity of contents that are usually abstract and that they are not understood and assimilated with easiness by the students, diminishing this way the efficiency of the inter learning.

As it is at the present time the English language one of the most important subjects, there is prevalence of traditional methods, since a combination doesn't exist between the theory and the practice, in such a way that the student can begin an understanding dialogue with his teacher; this hinders that it can be influenced in the student the motivational spirit and the desire to become a bilingual person.

The evaluation is also traditionalist viewed like a measuring of learning, not considering all the possibilities and the types of evaluation.

The methodology of teaching English language in this institution is done mainly in a traditional way no as expected because it can be easily seen that the students don't speak and don't understand English since the goal of this high school is to have bilingual students.

All of what is exposed is viewed as the main problems that are identified and are the starting point for this research that intent to develop a whole work by setting the problems.

1.2. PROBLEM SETTING

1.2.1. MAIN PROBLEM.

How does the in march methodological process to implement bilingualism impact in the significance of English learning generated on children in the basic unit of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba during the period 2005-2006?

1.2.2. SECONDARY PROBLEMS

1.2.2.1. Which were the theoretical and the methodological foundations designed to implement the bilingualism project in the basic unit of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba?

1.2.2.2. What are the characteristics of the learning that are generated by the teachers on the children in the basic unit of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba?

1.2.2.3. Do the evaluation and accreditation techniques implemented by the teachers generate significant learning in the basic unit of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba?

1.3. VARIABLE WORKING OUT

1.3.1. DEPENDENT VARIABLES

The specific skills developed by the teachers in the teaching learning process.

The program contents for teaching.

The Expositive Methodological Strategies to implement bilingualism.

The Didactic Resources used in the teaching-learning process.

The Evaluation Techniques.

1.3.2. INDEPENDENT VARIABLES

The methodological process used in the teaching learning process.

The development of Significant Learning

The academic and formative achievements

OBJECTIVES

1.3.1. GENERAL OBJECTIVE

To determine the incidence of the methodological process assumed to implement bilingualism aspect of significative learning generated in the students at the basic unit the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba during the school year 2005-2006.

1.3.2. SPECIFIC OBJECTIVES

1.3.2.1. To analyze the theoretical and methodological foundation that guided the bilingualism project for the basic unit of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba.

1.3.2.2. To determine the methods, techniques and instruments that should be used to implement bilingualism in the basic unit of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba.

1.3.2.3. To characterize the learning that is generated on the students with the implementation of the bilingualism in the basic unit of the “COMBATIENTES DE TAPI MILITARY HIGH SCHOOL” in the city of Riobamba.

JUSTIFICATION

The reason to elaborate this project is the theoretical and the methodological foundations as well as the techniques that constitute a guide that orients the educational processes that are developed in the basic unit of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba.

It becomes then necessary to analyze the foundation of the project to determine the relationship with the objectives, policies and philosophy of the Education and Doctrine Command of the Army (CEDFT), the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba and the social requirements.

The methodology that is implemented for the teaching-learning English process is part of the didactic processes that would be decisive of the young student’s development in the English language learning. But it could be said that the correlation between method-content will be the methodology that is prioritized in the present research as a central element of the teaching-learning process.

The central purpose of teaching is the generation of significant learning on students, determined by the necessity to discover or to build up some strategies that allow the execution of this purpose in the investigated institution.

There have not been sufficient evaluative studies or investigations to show which is the best methodological process to implement in the bilingualism program. At the present time we can see a diverse variety of methodologies: active, dynamic and participative techniques for teaching which could be implemented in the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba.

It's inevitable the necessity to improve the micro curricular planning to increase effectiveness and efficiency of the education in the basic unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL in the city of Riobamba.

The Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL in the city of Riobamba has as a purpose, to improve the quality of the education, to contribute to the development of our society, so it's indispensable to form creative, critical, imaginative, thinking individuals and to make them able to domain a second language (English); having also the capacity to solve problems, to expose, to be respected by their criterions and most of all to be able to communicate their thoughts through the English Language.

The teachers should know certain strategies to use in the inter learning English language process, using methods, techniques and a variety of resources that allow the active participation of the students.

The scientific and technological advances of the present time, should contribute to the student's integral formation, so that they can participate actively in the society transformation.

It is necessary that teachers value the importance of the didactic resources in the teaching-learning process to constitute an alternative to overcome the masterful class.

The evaluation should become an integrative and permanent process that distinguishes, analyzes and makes decisions related to the achievements and the student's deficiencies during the teaching-learning process.

Teachers should constantly be innovated so that they could make important inputs to the teaching learning process by the use of new knowledge tools, as well as the information that provides the multimedia resources.

It is important to point out that there is a total support of the authorities of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the city of Riobamba for the development of the proposed research.

This investigation seeks to be a guide so that teachers can meditate about the methodological foundations that are in use, the practice of the current micro curricular model and on this base to get the motivation and the students active participation in the construction of its knowledge, abilities, skills, values, and to achieve this way to organize, guide and to direct the inter learning process in a practical and significant way inside The English Subject.

It is necessary that the micro curricular pattern, guide the students toward an active position, since they should build, modify, enrich and diversify their knowledge, being constituted in the agents of their learning.

All the activities that the teachers promote should offer the acquisition of experiences to facilitate the teaching-learning process.

The methodological resources that are used to promote the diverse activities of the student should be constituted in an aid that stimulates the development of inter learning process; for this reason, it is necessary to select the didactic resources based on the practice, conversation, pronunciation, the level of the students' knowledge and the objectives that are sought to reach.

The evaluation through learning is viewed like an integrative and permanent process that allows to identify, to analyze and to make decisions around the skills and progresses reached by the students.

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

PART II

THEORETICAL FRAME

2.1. THEORETICAL AND CONCEPTUAL FOCUS

The research begins with the PROBLEM determination, and based on this, the scientific part of the methodology of the teaching-learning process of the English language is developed in the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL.

Based on the analysis of the problem it is possible to determine the current state of the teaching-learning methodology and its incidence in the formation of the students of the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL in the knowledge acquisition of the English language, and from this to build alternatives for the qualitative improvement.

To achieve this it becomes necessary to make a direct relationship between the reality and the theory.

To explain this scientifically, the research problem takes into account the concepts that are emitted in the Critical Didactics that tells us that "the teaching-learning process is a concrete and a historical process, done in a determined place and in a period of time so, it implies dialectical interaction among the actors of the process: teachers and students"¹. As it is viewed by the expertise in Didactics Margarita Pansza both actors have a cooperation bond in the common task of knowledge construction. Based on this its possible to sustain that education is a political act that has a narrow relationship with an economic structure that can not accept the classroom boundaries, and has the intent to find knowledge and how it is transmitted, and by this to understand the relationships between contents and methods that can be offered as a permanent construction process.

¹ PANSZA G., Margarita. Didáctica Crítica en: Investigación del Proceso Educativo, page 102

On the other hand in what refers to significant learning it will be taken as a foundation in the Constructivist Theory position and the Significant Learning Theory of the expert in Educational Psychology David Ausubel.

The Constructivist theory assumes learning as a process of successive approaches to the reality object of the research, process in which the individual that knows interacts with knowledge object. In this interaction, author Piaget assumes, that a reciprocal modification takes place. This process is denominated as the assimilation-accommodation phenomena.

Related to this conception Ausubel sustains that there is significant learning, "if the task of the significant learning can be related, in an arbitrary way, sustainable way, with what the student already knows.... if it can be related with his cognitive structure."²

With these theoretical orientations it will be carried out the scientific explanation of the main analysis categories: The basic education and the educational practice; the educational an professional profile in basic education; the theoretical, methodological and technique foundation of the teaching-learning process, the ways of work in the teaching- learning process of English language in the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL, the significant learning and their generation in the basic education, which have a close relationship with the main problem and with the secondary problems of research.

² ARREDONDO, Martiniano: Notas para un modelo de docencia, Study Text from "Universidad Nacional de Loja", page 127

2.1. 1. BASIC EDUCATION

It's necessary to start by defining the concept of education as a system assumed as a social institution by a result of an action, and a process because in its execution exists a communication between two or more persons and there are possibilities of mutual modifications.

If understood like this, education is one of the most important parts that sustain the society. Its labor has been diminished by the presence of many obstacles that have damaged its image and have been also influenced by political postures.

Many authors describe that in ancient times the education was a privilege of visionary man that conceived a superior world. So the educational exercise was the destiny for men with a vast understanding of the society, whom by the observation and empirical knowledge developed their wisdom that permitted them to be placed over the other men. The society saw this people as admirable beings who where in charge of their children's formation.

In the present time the society must orient their activities to reach the cultural, social, political and economic progress based on the principles of justice, wrights and liberty. Coinciding with these principles, education must consider a man as a compromised being with his reality and in a permanent search for a change.

The changes that men and the society experimented through the history and the complexity of contemporary life makes necessary that education in all their levels experiment a new direction in the formation of children, youth and professionals, consciously with the cultural, historical economic and social context they will be prepared scientific and technically as it is required by the society.

The Ecuadorian education has a difficulty to be free from the traditionalist teaching-learning process which is a result of a metaphysic-idealist conception of the world.

On the other hand it's important to make a change in education so that children could be prepared technically and scientifically as required by a society that is in permanent change.

2.1.2. GENERAL CONSIDERATIONS FOR BASIC EDUCATION

The personality formation process embraces transformations by means of those which the child with a scarce psychic development and adult dependant ends up becoming a man or a woman with a personality developed in what concerns to moral qualities, values, and convictions, what allows occupying an active creative position in the society construction.

Some authors sustain that this process takes place in the child appropriation of the social historical experience, material and spiritual culture accumulated by previous generations, this appropriation of the social experience takes place by the children's activity and the established relationship system that facilitates the formation of qualities of the personality.

These means that the human beings come to the world endowed with an anatomical and physiologic apparatus including the central nervous system and particularly the brain, that goes in a maturation process along the man's life like an organism, nevertheless the importance of this structures, none of the human psychic qualities such as the reasoning, the creative capacity, the moral feelings,

can arise as consequence of the growth and maturation of the nervous system, these constitutes alone the necessary premises for the development.

For psychic qualities formation, social conditions of life and education are necessary. "The true source development of the psychic personality qualities constitutes the acquisition of child's historical-social experience"³. The successful transition to the last years of Basic Education is at the same time conditioned by all the changes that take place in the intellectual, physical and psychic development of children in the previous years of this education.

The school age comprehends the primary school period; these are the children between the six and the twelve years in chronological order.

Its beginning coincides with the child's entrance to school. The entrance to school is an extraordinary moment for the development of the child, which marks a new situation for his development.

In the psychological aspect, the activity that the children have toward the study is positive. He is desirous of learning, knowing the world, knowing how to read and to write.

The scholar's aspirations are satisfied fundamentally through the study activity and of the communication with the teacher and the classmates.

The attitude that the child assumes to these demands, depends on the development that has being reached, these is on the child's internal conditions, although children manifest the desire to know the school life and a positive attitude toward the process of assimilation of knowledge, which characterizes the psychological aspect of their internal conditions.

³ ROSERO, Iván: Psicología Educativa, Text Book for the Bachelor in Eduactional Science from ESPE, Page 10.

Nevertheless, the activity systems and communication characteristic of this stage of life outlines new demands determining the psychological characteristic that conditions the development of their personality.

Through the study and communication activity with the teacher, the development of different aspects of the child's personality takes place.

In the cognitive aspect a development of the perception takes place, the memory, the imagination and the thought.

The perception becomes detailed and analytic. To separate the parts from the groups that are presented is facilitated to the child. Their aptitude for the abstraction is increased; this will favor the reading and writing learning.

The memory in the first school years continues being concrete and intuitive, they refer from life experiences that children have had with the objects or facts in a certain moment. They are also dynamic, tending to highlight the actions that occur inside them.

The imagination of the scholar students tends to be an imagination reproducer and only in isolated things a prevalence of the creative imagination is evidenced.

The imagination is developed by reading activities, telling stories, etc. Other activities like the drawing; manual works, etc., help the development of the creative imagination.

As the study demands the explanation of the facts, the relationships among them, and the reflection capacity is developed, the student begins to make generalizations and abstract trials that make possible the development of the abstract thought.

This stimulates the development of the rational operations of the most complex thought as the abstraction and the generalization that makes possible that toward

the end of the period the logical abstract thought could be reached, with an achievement of intellectual development from the scholar student.

Nevertheless, this thought is based on the person's logic and it doesn't facilitate to penetrate in the starting processes, development and movement of the objects and phenomena of the reality, which is its true essence.

Still, the way that teaching is structured in the primary school leads to the formation of the empiric or logical thought - abstractly it doesn't propitiate the appearance of the theoretical thought that arises later on, in the adolescent age, although potentially the primary scholars can arrive at this level of acquisition.

Linked to the thought an intensive development of the child's language also takes place in its oral and written form.

Only at the end of the stage the capacity to extract the essence of a material or situation and to express it verbally in exact, correct and concise form appears in the scholar student. At the same time they can elaborate, interpret and describe a big amount of words concatenations with diverse senses in an oral and in a written way.

The study conditions the beginning of cognitive motivations that serve for the development of the children interests and determine their attitude to school tasks.

This attitude can be positive or negative, in dependence of how these tasks are related to the child's necessities. A scholar student can assume a negative attitude to the study, because of the characteristics of the tasks or based on the kind of relationship with the teacher that doesn't satisfy their expectations (the class is boring, he feels tired, the teacher doesn't pay him attention, etc.) in these cases features like the indiscipline can appear, the negligence, the indifference that expresses this negative attitude.

However the interest to some subject is frequent. In general the scholar student is interested in the material things of the world. He wants to investigate experiment, do and act by himself. These necessities should be taken as an advantage by the teachers, with the organization of educational activities in those that the scholar student could prepare his experiments, manage and watch over, use the lab equipment, make their own rehearsals and practical exercises.

The possibility to elaborate and to check for themselves the scientific phenomena, improves the assimilation process of the educational contents, at the same time transforms learning into something pleasant and develops the cognitive interest.

Besides new subjects and interests, the study activity favors the development of features of perseverance, responsibility, tenacity, hard working, team work, etc. Morale features are also developed such as honesty, sincerity, criticizes and the self-criticize capacity.

Of course that the study activity not only propitiates the development of these aspects of the personality, but it also stimulates the acquisition of norms and moral and social values that the children possessed.

The scholar student learns what should and should not do, the right and wrong attitudes related to his behavior in the classroom and in the society.

The scholar student's feelings don't have the depth and stability that reach these experiences the mature life. They can easily change for circumstantial causes.

The school student doesn't show strong emotional expressions and appear less emotive and impulsive. Even though the study activity takes a primordial place in the development of the scholar student, the games continue being important in this age, as well as other sports, cultural and recreational activities that are also carried out in this stage.

The productive tasks, especially the socially useful works whose results allow the concrete aid to everybody, are very important for the student.

All the activities are carried out in group; make a remarkable difference in connection with the previous stages of development.

These groups are structured quickly and in the last courses they present the characteristics of an organized and consolidated group.

The scholar student begins giving importance to the opinion and the group acceptance, which influences in a significant way in the development of his self-confidence and self value.

The scholar student is still not able to understand in its essence the reality that surrounds him neither is able to know and understand deeply to others and to himself. Their analyses and valuations are often superficial, they are centered in the actions and concrete behaviors and they don't reach the integral and necessary flexibility to be objective and appropriate.

Nevertheless they should face some situations and make some personal decisions that reflect certain self-determination at their stage level.

In connection with the development of the contents and functions of the personality we can find, beyond the common thing, singular differences that have to do with the particularities of each situation development.

A narrow relationship among the family and the school should be demanded to facilitate teachers guiding the parents in connection with this age children's education.

In general sense it is not difficult the relationship with the scholar student. Rarely conflicts or difficult situations take place in the classroom or at home that facilitate the educational work in this stage of the development.

In the way that the child have being producing changes from the psychological point of view in the student have also taken place in this stage a physical and moral development that contributes to the appearance of new necessities, aspirations, restlessness, etc. Mainly children experiment the necessity to be independent of being treated by the adults in a different way, the child lives the necessity to occupy a new place in the system of social relationships, these makes worse the contradiction, with the activity form and treatment with the adults characteristic of the scholar student, this originates the beginning of the crisis that can only be overcome with a new stage: the adolescence⁴.

2.2. EDUCATIONAL PRACTICE

2.2.1. CONCEPT

“Educational practice is in a certain way a synonym word to teaching; it assumes a variety of routes for reaching it in a particular society”⁵. One of these routes is the scholar educational practice, by this interpretation it’s important to consider that the educational practice is a labor developed by teachers that is build with the dairy experiences.

The educational practice implies also the analysis of conceptual foundations to be understood in all its theoretical and experiential complexity.

⁴ LEON, Ana; PAREDES, Dolores; VIVAR Antonio; DEL POZO Fabián: Metodología de la Enseñanza Aprendizaje del Idioma Inglés y su en la generación de aprendizajes significativos en los Cadetes de la Escuela Superior Militar Eloy Alfaro del Cantón Quito. Período Académico 1999-2000. Lineamientos Alternativos. Pág. 40.

⁵ PEREZ JUAREZ, Esther: Problemática General de la Didáctica, written document.

The didactic analysis that the teacher does will permit the development of the educational practice starting from a conceptual and explicative reference.

As it's seen the educational practice is materialized by the teaching practice and makes references to education activities that are made in a teaching-learning process because of the interaction that takes place between the teacher and the students.

The educational practice as a profession is done by a professional formed psycho pedagogically, methodologically, and technically in the field of the educational science.

If we make a retrospective view, in the beginning the educational practice was done in an empiric way by professionals of different areas of knowledge, which best curriculum presentation was his experience in some field of knowledge and his activities wasn't sustained by technique nor scientific background.

It is possible to say that the educational practice is the central axis of the career and constitutes a process that permits the human resources education over the foundations and educational principles in the action to canalize the development of knowledge, skills and professional values to generate alternatives with social conscience.

The educational practice also prioritizes the moments for the execution of the curricular designs sustained by a multidisciplinary work that harmonizes the scientific, technique and artistic components, without overlooking the research process inherent to the professional development.

2.2.2. CHARACTERISTICS

Since the schools are preparing future leaders it is necessary to improve the quality of education and the performance of the educational practice to orient in an efficient way the teaching-learning process.

This action has the characteristic of systematic and permanent to the needs and requirements of the human resources.

The efficiency of the educational practice in the development of local, regional and national regions requires systematic processes of preparing, updating teachers.

It is important to signal that many professionals in different areas are doing educational practice that in many cases it becomes sterile because they don't have the necessary knowledge of pedagogy, didactics and in consequence they cannot find the adequate strategies to coordinate asses and orient the teaching-learning process. Their exercise reveals in some studies that is limited by improvisation and to accumulative experience of years.

2.2.3. OBJECTIVES

The end of educational practice is the formation of the students that will be useful to the society, that have enough acknowledgement, attitude, aptitude to convert themselves in the molders of the personalities of their pupils and to introduce them to the knowledge that would have an access to the occupational market and develop their life's with dignity.

In this process the role of a professional responsible for the development of teaching-learning process is decisive. To this person corresponds to convert himself in a mediator between knowledge and the student, so that he will have to generate a great variety of methodological strategies that can propitiate useful, perdurable and changing learning.

In this context it's sustainable that the main objective in the educational practice is the generation of significant learning. But also to form a daily experience that is important to recover as a concrete and particular expression of the practice that is pretended to be studied.

Of what was explained implies the analysis of the conceptual foundations to comprehend, interpret and explain in its theoretical complexity and experiential.

Based on a didactic analysis of the educational practice, it is possible to make the fulfillment of the educative labor, starting from a conceptual and explicative reference of it.

The daily intentional work that teachers and students do as a part of the social division of work tells us that educational practice is not just understood by the paradigms of the curricular designs.

Contrary, it has to be understood as the process where an important element in the materialization of this practice is the social actors: teachers and students.

2.3. THE TEACHING ACTIVITY

To some authors teaching makes references to educative situations where a teaching-learning process is taken, there is an interaction between teachers and

students, there is a level of institutionally with explicit ends, where the educative action is structured and organized through a technology for searched results.

“The teaching, understood as an educative process is an expression of a social practice that is done certain moments and determined conditions; it forms part of an educative and social phenomenon so it cannot be reduced exclusively to the relationship between teacher and student in a classroom. It’s determined by epistemological, social, psychological and didactic conditionings that configures it, than for its exercise there is a requirement to focus this in an integral and multidiscipline way”⁶.

As a study object, teaching is oriented to the possibility to investigate its characteristics, potential and results. It permits the searching of alternatives and innovations in the teaching activities to exceed the notion that only has to be with knowledge transmission, and be part of an integral process oriented to the Professional’s formation.

This implies also to overcome the idea that teacher have to do a function in an isolated and an independent way, to be recognized as part of a group of colleagues that work through a study plan where teaching mustn’t be separated from research.

2.3.1. DIMENSIONS

Many authors aboard the teaching theme from different perspectives, to distinguish the dimensions don’t mean fragmentation of the object of knowledge that is in study, it responds to a global comprehension. In this sense it could be

⁶ ARREDONDO, Martiniano: Notas para un modelo de docencia, Study Text from “Universidad Nacional de Loja”, page 47.

said that the dimensions are inherent aspects of teaching that are done in a simultaneous way in the education system.

The most important dimensions are:

2.3.1.1. INTENTIONAL DIMENSION

In this perspective to propitiate significant learning is related to survey the explicit proposals and if possible the implicit ones also from teachers and students as an educational institution and for the society.

This dimension establishes to promote a “common base of a minimum intentionality”, to make possible reach common results in a group. This assumes to accept and the respect of “spaces” where students and teachers could express and develop their different expectation and proposals.

It's necessary by this intentionality to establish the objectives of learning, objectives for evaluation and objectives for teaching.

2.3.1.2. INTERACTION DIMENSION

The purpose of teaching according to this dimension supposes to be aware to the universe of interests and expectations of students, respecting their own identity, situation and in other side their projects. Supposes also the negative to mutilate, to restrain the student's universe, by phrases such as: “it must be done”, in name of the curriculum or the established programs.

But it is not enough to respect, with a certain “not directionality” the interest, and expectation of the students, it’s important to promote new interest and new expectations.

Lobrot Michel author of Institutional Pedagogy, indicates that “the real problem for the teaching in this days is a human relationship problem or if preferred a social problem”⁷.

In this sense all the intellectual life is socialized on the bases; the intellectuality is a product of socialization, because in the relationships with other people the intellectual curiosity, the pleasure for research and the critical spirit appears”.

2.3.1.3. CIRCUMSTANTIAL DIMENSION

To promote significant learning in this dimension some authors such as Brunner Jeromo and Olso Brunner explain this dimension as an interaction between the individual and the environment. Even though the individual learns through the experience and this is acquired in a concrete form, it is also true that the individual learns in his activities on the real life, from the activity itself and from the subject of knowledge.

To propitiate significant learning in this dimension supposes to promote a knowledge that permits to discover the reality and to work over it.

As author Illich Ivan manifests in this sense that “the scholarship experiences are converted in many occasions in an act of dislearning of the reality, what it’s learned is not the reality of the world, what is learned is the artificial world of

⁷ LOBROT, Michel: Pedagogía Institucional, page 82.

school. In this sense the author says that “the school doesn’t educate, the school does scholar activities”⁸.

By what is mentioned it is important to widen the psychological field of the individual and the group, leaving him of prejudices.

2.3.1.4. INSTRUMENTALITY DIMENSION

To propitiate significant learning by this dimension supposes the rational and critical use of the educative technology as a group of systems, methods, techniques and procedures to be applied in different instances and levels in agreement to certain criterions.

In many ways we have a technology for education, not an educative technology, because people who enters in contact with this technology understands it like a way to locate themselves and through the psychology or the experimental research of learning as psychological principle they pretend to apply in a not appropriate form.

2.3.2. VARIABLES

In the exercise of teaching as a complex process there are some variables to be known.

⁸ ILLICH, Iván: Hacia el fin de la era escolar, Page 75.

The reason of teaching is “propitiate significant learning” through the knowledge and the management of multiple variables that intervenes in the teaching-learning process.

2.3.2.1. INDIVIDUAL VARIABLES

“They are assumed as inherent characteristics of the individuals and teachers. In teaching-learning process, students and teachers connect themselves starting from their own psycho biologic and socio cultural characteristics with their individual interest and expectations with their attitudes and values as well as previous experiences, all this elements determine or condition the intellectual and affective state of each person.

These elements affect the real possibilities of learning that the school, the family, the country pretend. It’s necessary to distinguish the individual characteristics that are possible to change through en educative process and those that are not like previous experiences and genetics.

2.3.2.2. LEARNING VARIABLES

They are known as the characteristics relative to the nature, type and level of results of the teaching-learning process.

There are a variety of criterions for learning classification: distinguish of knowledge, skills, habits, attitude up to the taxonomic construction.

The contents of learning such as topics, information, themes, problems that are selected as subject of study could be named as learning variables.

In teaching process we must start from the individual variable diagnostic to establish the type of results.

According to the real conditions of the students, the objectives of learning are hypothetic formulations of possible results.

2.3.2.3. CONTEXTUAL AND ENVIRONMENTAL VARIABLES

These variables make reference to the characteristics from the social environment and the educative institutions. In these variables we can find the characteristics of the global society, national educative system; educative institution characteristics, related to the environment we can find ecological, geographic and climatic characteristics, as psycho social peculiarities of a cultural characteristic from contextual variables of the social system.

2.3.2.4. INSTRUMENTAL AND METHODOLOGICAL VARIABLES

These groups of variables refer to the characteristics of methods, techniques, procedures and educative resources.

In the variables It could be mentioned different type and factors which characteristics are instrumental and methodological such as systems, methods and techniques of educative administration, of academic organization, curricular

design, teaching planning and programming, institution evaluation as well as diverse type of physical resources and materials, classroom, installations, furniture, ,etc and didactic material to support the teaching-learning process.

From what was exposed, we can affirm that teaching propitiates significant learning and to reach this objective it is required: knowledge, analysis and management of intervening variables.

2.3.4. PURPOSE

The fundamental purpose of teaching is to propitiate significant learning on students; this learning could be applied and used by the students, in this case by the students of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL in the solution of different problems related with the level and the field of formation in the enclosure of English language. With this we try to find an internal balance of the person when feeling a builder of the knowledge.

2.4. THE TEACHING LEARNING PROCESS

The teaching-learning process is defined as “an integral unit of the teaching action and its dialectic counterpart, the students”, where the learning situations that are generated inside and outside of the classroom take place.

By this it's understood by some authors that many problems related with the purpose, authority, teacher interaction, curricula and society can be treated for its application from different didactic and curricular theoretical positions.

2.4.1. THE ACTORS OF THE TEACHING LEARNING PROCESS

Teachers must orient the teaching-learning process in an integral form recognizing that many elements are concealed in the interaction between teachers and students for its application.

Education must be understood in the same way as described by the author Gastón Mialaret “an historical and social institution and as an educative system, resultant from an action of a process where the communication between two or more individuals that interact mutually and that are susceptible of changes and transformations exists”⁹.

This implies from the teacher the functions development of guide and orienteer of the process. For this he must generate a group of methodological strategies that can make possible his role of mediator between knowledge and student in one side and the accomplishment of the central purpose of teaching: the generation of significant learning in the other side.

The students that are the other actors of the process must adopt a participative, creative, reflexive, critic proposal and a responsible attitude in the teaching-learning process. They must also be the artisans of their learning, so they will leave the traditional submission that has been kept to the teachers, so the students must demonstrate some characteristics like:

Be an active entity in the planning, execution and evaluation processes.

Be a reflexive and critic entity.

Be opened mind and with a disposition to change.

Be an RESEARCH transformer in the daily practice.

Be responsible for his learning”¹⁰.

2.4.2. THE METHODOLOGY OF WORK AND THE METHOD-CONTENT RELATIONSHIP

Since teachers have as a responsibility the integration of the elements for the teaching-learning process they must be clear with the real world of psychological aspects that conducts the educative process and the didactics as a theoretical and instrumental discipline that facilitate theoretical and methodological instruments that permits an approach to the reality so that they can be able transform it.

From this perspective it is possible to consider that active methods, as group methodology must be used for the development of the teaching-learning process.

The group methodology opposes to the traditional methodology, considers the students as a learning group, it is a new conception of the pedagogical method understood as a change to develop one of the essential characteristics of the human being that is his temporality, understood as his skills to transcend in the present to realize the future.

The implementation of this methodology is important if we consider that a team work permits to confront the participants referential schemes of discussion, analysis, reflection and critics supported by theoretical referents and experiences from each individuals, this methodology has a validity for the group as a font of experiences and learning that a in a direct relationship with the quality and the

¹⁰ LEON, Ana; PAREDES, Dolores; VIVAR Antonio; DEL POZO Fabián: Metodología de la Enseñanza Aprendizaje del Idioma Inglés y su en la generación de aprendizajes significativos en los Cadetes de la Escuela Superior Militar Eloy Alfaro del Cantón Quito. Período Académico 1999-2000. Lineamientos Alternativos. Pág. 40.

treatments of contents, so for this reason it's very important that teachers understand the implicit and explicit functions of the contents.

Viewed in this way it's created a new way of work in the classroom where the role of the teacher doesn't consist in generate significant learning on students and contribute to make it happen because of the simple reason that the act of teaching doesn't guarantee that learning take place.

Author Angel Díaz Barriga considers that "the learning is an individual process"¹¹ where teachers carry out a guiding, orienteer role in other words a process coordinators, so teachers must have a conceptual, referential frame that make him able a dialectic thinking and practice to produce a reflexive attitude about what, why, for who is their function and the contents domain that must be managed inter disciplinary in the relationship with other areas of knowledge.

Finally what must be reached in the teaching process is that teaching and learning must point to the development of knowledge independence, creative aspects where students improve skills.

2.5. METHODS OF WORK

2.5.1. THEORETICAL VISION

"When talking about the methods that can be implemented for the development of the teaching-learning process, there are different approaches in specialized literature. In any event, some authors say that: "the teaching methods are such a complex category that nobody has arrived to agreements and consents to propose

¹¹ DIAZ BARRIGA, Angel: *Práctica Docente y Diseño Curricular*, page 34.

a sufficiently based system, the main reason is for this is, that authors never end up making a consideration of "the principle of the problem assimilation of knowledge and the principle of overcoming the objective.

In some investigations the authors reach different conclusions on this matter and they develop an analysis based on the content of the instruction, taking in consideration the focus in the principle of the problem for teaching.

In the search for productive or active methods of teaching the criterion that has corroborated since teaching-learning process is a dialectical and contradictory activity it is impossible to end up representing.

2.5.2. THE CHARACTERIZATION OF THE METHOD

The most recent pedagogic literature has not been able to unify, still, the approaches around the use of the appropriate method for an efficient and effective development of the teaching-learning process. Some refer this as the pedagogic category and specifically as didactic; as a didactic component of the process; as a system of student's and teachers actions, as roads and ways to organize the cognitive activity of the students or as regulators of the interrelated activity of teachers and students directed to the achievement of the objectives.

In any case, the method is a category of the process that characterizes it in it's dynamics when establishing the ordering in a logical way and in sequence oriented to the established objective over the base of the contents and in correspondence with the required and present conditions, supported in the procedures, subsystems of the method and directly related with the changing conditions in the same way as on dialectics itself.

Their study allows identifying its own features. Among the most important we can mention the following ones:

- It responds to the question of how to develop the process.
- It is the carrier of didactic functions that is the dynamic manifestation of the process structure.
- It is a dynamic expression of the process, quality that relates it with the rest of the components.
- It is a motivation conditioner and could make significant content for the students.
- It is a way to achieve the transformation of the process objectives.
- It allows teachers and students to express their initiative and their creativity in their fulfillment.
- It is the carrier of the education-instruction, knowledge or affective integration.
- It implies not only the activity but the inherent interpersonal communication to the pedagogic process with a productive character.
- It is the dynamics of the pedagogic process that allows establishing a general method similar to it that with a characteristic of invariable or essential gives it their specialty that is the instruction.
- This method facilitates the domain of the contents for the students and it contributes to form in them characteristics of their personality.
- It is the direct component of the process.

These characteristic dimensions the method in their didactical, psychological, logical aspects this means that the design of each link of the pedagogic process is the teacher's essential function, having always present that each method varies in

function of the logic of some specific disciplines and for the specificity inside each subject and educational activity.

Deepening a little more in the matter of the methods can be said that their problematic can be focused from two points of view:

- For their utility inside the teaching-learning process; and
- For their theoretical foundation.

But, where is the theoretical foundation learning means?

For some authors, the foundation is located in the theory of knowledge that outlines that "the knowledge ultimately is the reflection of the objective reality of the man's conscience and its reflection take places in function of a practice in the wide sense of the word."

In this context and, if it is considered that the knowledge begins in the sensorial-perceptive level, and then passes to the rational level, so it becomes necessary to use a diversity of innovative or alternative methods and learning means as elements that allow to make more objective the knowledge that teachers share with its students.

The psycho-pedagogic argument is that this methods and means diminish the time of learning considerably since make more objective the educational process and they allow to know its incidence, as well as the classification, quality and use that can be given to this learning.

2.6. ENGLISH LANGUAGE LEARNING METHODS

2.6.1. THE COOPERATIVE METHOD

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

Their selection allows using groups of five members approximately for each group, which is led by one from its partners who will be named leader or group boss. This leadership is rotary what means that all the members of the group in some moment will have the opportunity to lead their team.

With this modality all the students participate, develop or increase their self-confidence feeling able to direct a group. This motivates them to carry out any type of work to them commended: it develops in the students critical thoughts and, foments their creativity like a mechanism that impulses learning activities.

In this method, the omnipotent teacher idealized image changes for the facilitator teacher who respects in the practice the right to make a mistake; transforming it in a valuable learning source. The facilitator teacher doesn't request silence, he incites them to speak, comment, express their restlessness in a permanent speaking and listening activity; the teacher plans the playing inclination like a valuable learning situation that corresponds to the human being's nature.

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

It will be said, finally that, the use and implementation of this method allows the solution of specific problems of English Language learning, reaching levels of effectiveness and efficiency, because it is a permanent process of personal growth and of construction of significant, indispensable learning, the same ones that will allow the student to be more competitive in the globalize world.

2.6.2. DIRECT METHOD

This is one of the most used methods for the English language teaching-learning process, since it has as one of its basic rules in “no translating”. Indeed, this method receives its name leaving of the fact that the meaning has to be connected directly with the objective of transmitting the linguistic message without arriving to the process of translation to the student's native language.

The main objective of this method is that the students carry out a direct association between the linguistic messages and the meaning of what is taught.

When introducing new vocabulary or sentences, the teacher shows its meaning by showing real objects, drawings or making a pantomime; the teacher never translates it to the student's native language.

On the other hand, the grammar is inductively taught; meant by this, there are presented examples to the students and they deduce the rule or generalization.

The students practice new vocabulary using the new words in complete sentences. A new interaction between students and teachers is done and vice versa also among students, by means such as questions and answers. The communication is mainly oral and not written.

Later when the students have reached certain grade of knowledge and domain the vocabulary and structures, they advance to written exercises based on what the students have practiced previously in an oral form. The vocabulary prevails on the grammar. The student's native language should not be used in class.

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

Reading articles, dialogues, sections loudly, after this teachers use expressions, pictures, drawings, real objects, examples or other means to clarify the meaning.

Questions and answers exercises that should only conduct to a linguistic message. The students ask questions and they respond with complete sentences putting in practice the new words and grammatical structures learned.

Mistakes self correction done by the students, with means such as questions carried out by the teachers that motivate them to choose a given alternative and correct answer.

Filling spaces exercises, without applying any grammatical rule, they fill the required spaces based on examples and practices carried out in the previous parts of the unit.

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

2.6.3. THE METHOD OF COLLECTIVE LEARNING

This method suggests the teacher to consider his students like "people in a group". This means to consider not only their feelings and intelligence, but also some understanding of their physical, instinctive protection reactions and their desire to learn.

The main foundation could be in the principle from the learning approach developed by Charles A. Curran who carried out a research on the adult learning for many years and discovered that the adults frequently are frightened in front of a new learning situation. They are frightened to the change and to seem silly if they make mistakes. This author thought that one way to face this fears was that teachers transform themselves in "advisers of language learning", being sensitive and helping them to transform their negative feelings in positive energy to continue their learning.

When teaching the different greeting forms, for example, the teacher explains to his students that he will act in an alternate order, telling them his desire that if a student wants to participate he has to raise his hand. The class will be taken in a round table, considering that the students in some occasions will use their native language, the teacher must show them that he will be the only one to do the translation, pronouncing with pause and emphatically each sentence.

The following activity will be to record the oral part expressed in English language, then to listen the interventions, to correct the errors and to reaffirm the knowledge.

It is important to consider that when using this method it is possible to build a positive relationship with the students and among them; a communication is achieved by the use of English language, the teacher tends to "advise" his students and with this he demonstrates that he is listening to them, that

understands what the students say, and they feel confident when they know the limits of their activity. When working in groups they also feel part of a collectivity and they can learn from the teacher and from their partners.

The activities that contribute to the make operative this method are the following ones:

2.6.4. STUDENT'S CONVERSATION RECORDING

In first instance the students are recorded in their native language to be translated after by the teacher, in stages, with pause and emphasizing in meaning with gestures and in pronunciation activity with the appropriate vocalization. Each stage is recorded and can be listened again and again. The meaning is associated easily because the translation expresses what initially and in their native language they wanted to express.

The implementation of this activity is possible with small groups of maximum 10 students.

2.6.5. REFLEXIVE LISTENING

The students relax themselves and they listen to their own voices. Another possible and very similar technique is when the teacher reads while the students simply listen, but it stops to be interesting when the students become passive receivers.

2.6.6. THE HUMAN COMPUTER

The student chooses a part of the conversation to practice his pronunciation, with the teacher's control who limits himself to the act of listening the student but never correcting them while he is practicing the pronunciation. It is through the later clear repetition of each word or sentence by the teacher where the student self grade his mistakes and tries to imitate the teacher who is serving as model.

2.6.7. ORGANIZATION AND EXECUTION OF TASKS IN SMALL GROUPS

The students share the sentences created in each one of the groups; this is good to help learning the use of different verbs and conjugations in context; it is in this way that the student learns from the other groups and they reach a higher level of practice.

This activity also helps the students to know each other and will conduct to the development of the community among the members of the class, this is also the cause of the development of an important value on students named companionship in a positive way, and makes a dynamic, creative participative process from learning.

2.6.8. THE SCIENTIFIC METHOD IN THE TEACHING-LEARNING OF FOREIGN LANGUAGES.

At the beginning of a new millennium, when the knowledge of one or more languages has ended up being of supreme importance in the life of the nations

and, consequently of so many individuals; the most partial individual wonders if the success reached in the teaching-learning of foreign languages is limited, it really guarantees the investment of time, energy and money.

Many years ago, Bloomfield regretted the sad situation in which was immerse the teaching of foreign languages. He believed firmly that teaching a language without knowing the nature of it, implies a simple waste of beautiful years of the student's life with the achievement of terrible results. Unfortunately, this point of view maybe has still full validity today as it had in that time, according to what have been manifested in different ways.

This fault is because of the erroneous conception about the spoken language, in the way of operating and because of the general teaching-learning process.

To agree, we should manifest that the language is a highly complex human activity that involves a high number of mental and motive operations. But in view of the fact that all the normal human beings are able to learn a native language in the early years of their life; it can give place to a mistaken conception with the idea that the learning and domain of a language is really a too simple and common achievement that doesn't need a specialized treatment.

On the other side, the audio-oral abilities that are required to develop to acquire fluency in the native language are only acquired after some years of constant practice of the structural molds, vocabulary and sounds of the language. The problems that a mature student has to face are different.

The student's physiologic conditions no longer have the same plasticity that during their childhood. Their audio-perception team, as well as their articulation organs no longer has the same capacity to respond to the training that demands the

language. The motive abilities required for the language are developed with smaller easiness and while elder is the student, higher will be their difficulties.

The habits of a native language in a mature person are deeply geared in his subconscious, and the structure of the native language spreads to interfere before the introduction of any linguistic outline that is in conflict with the molds of its maternal language.

Since the teaching of a foreign language generally begins after some years of having initiated the instruction activity in a native language, fundamentally it has taken to effect by the use of writing skills; it is logical to assume that the student ends up thinking that language is a form of written communication and therefore ends up relegating to a second plane the oral communication that is the true essence of the language.

It is for this conception that many programs of foreign languages have frequently emphasized the use of the written word instead of the oral way, particularly in the initial stages, when a higher emphasis in the development of the audio – oral abilities should be put.

In anyway, the student is strongly influenced by his own language habits, and therefore, it will be very difficult to undo them.

Language learning consists, in first place, of learning its phonological system (phonetic and phonemic). It depends mainly in training the ear to listen, to perceive the sounds of the foreign language, to differentiate them and with those of their native language. The graphic representation and the writing activity on the other hand are not a precise guide for the pronunciation.

Observing the nature of learning a native language, we should conclude manifesting that it is necessary to emphasize the oral language on the written one in the learning of a foreign language, particularly in the first stages.

The language learning is very complex. It varies from the acquisition of simple automatic abilities to the full understanding the meanings of abstract and aesthetic concepts all this inside the own sentences. It also involves hundreds of articulator changes at the same time, of grammatical and lexical selections per minute.

For these reasons, we cannot believe that to solve the problem of language teaching we should depend totally to a method. It is required, therefore, training and scientific preparation to apply the best known in the teaching-learning of a second language.

The scientific method in the language teaching applies the best thing that it is known for each class and the students. When it appears something new in the teaching, the teacher incorporates it in his classes, exactly as the doctor makes it with the new treatment of an illness that appears in the new medical literature.

Let us see, now some brief ideas on the fundamental principles of this method.

We should understand that the word "scientific" doesn't mean perfect or omnipotent. THE SCIENTIFIC METHOD used in the foreign language teaching-learning process uses scientific data. It's based on the theory and in a group of principles or laws that are internally consistent. It measures results. It is impersonal, in such a way that can be discussed with empiric evidence. It is open, since it allows successive improvements over the base of new facts and experiences.

The scientific method is based on the science of Linguistics, Learning Psychology, and the basic principles, taken out hypothesis of the theory or of the linguistic

experience and of the objective evidence of the results. It is, therefore, a conscious intent to arrive to the conformation of a true scientific method in the teaching of a foreign language.

In view of the fact that the scientific information cannot be applied without making reference to the conditions and the objects, we should keep in mind some of the typical variables that act in the language teaching-learning process, and that they are: 1) the student; 2) the teacher. 3) the materials and the available equipment; and, 4) the scenario; as well as the basic principles or laws that characterize to this scientific focus. Among the main principles they are pointed out:

2.6.8.1. PRINCIPLE I: SPOKEN LANGUAGE BEFORE WRITTEN ONE

Teach first audio-oral ability, then the reading ability and finally the writing one. This law is the base of the audio-lingual method. From Linguistics we know that verbal expression of the language is expressed in a complex form.

The writing ability doesn't represent the intonation, accent, rhythm, neither the pause. This principle is still applied when the objective of the teaching is only the reading ability.

2.6.8.2. PRINCIPLE 2: BASIC SENTENCES

Make memorize the student's real basic sentences in a precise form. This practice suggested by the linguists has a great psychological justification. The linguistics supports the use of dialogues because they present the words inside normal structures and in context.

2.6.8.3. PRINCIPLE 3: DEVELOPMENT OF HABITS

Try to become in habits those structural patterns of the language in the students by the application of practical exercises of structural molds.

The isolated knowledge doesn't guarantee the learning of a foreign language. Being in capacity of speaking about a language doesn't mean to know it. The linguist, the grammarian and the critic speak and write about the language; the student should learn how to use it. To know the language means to be able to use the structural molds with appropriate vocabulary and with a normal speed in the communication with other people.

2.6.8.4. PRINCIPLE 4: THE PHONOLOGICAL SYSTEM IN CONTEXT

Teach the phonemes of the language in normal sentences through imitations, demonstrations, mimic contrasts and with intense practice.

2.6.8.5. PRINCIPLE 5: VOCABULARY CONTROL

Don't exaggerate the increment of the new vocabulary when the students are trying to dominate the phonological system or the structural molds. This can be done when the basic structures have been dominated.

2.6.8.6. PRINCIPLE 6: TEACH THE PROBLEMS

Don't waste the time teaching or practicing what is not really a problem and it can be easily transferred to another language.

2.6.8.7. PRINCIPLE 7: GRADUATED STRUCTURES

Teach the structures gradually in staggered steps. Begin with sentences, not with words and order the sequence of the material on the base of structural patterns.

Teach the functional words and the parts of speech in functional form.

Teach each new element or structure in connection with what had being studied previously.

Adapt the problems to the capacity of the students.

To teach a foreign language is to impart a new system of complex habits and these habits are acquired in a slow form.

2.6.8.8. PRINCIPLE 8: LANGUAGE PRACTICE AND TRANSLATION

The translation cannot be a subtitle of the language.

2.6.8.9. PRINCIPLE 9: AUTHENTIC PATTERNS

Teach the language like it really is, not as it should be. Use the accepted linguistic which means, those that are used by culture native people.

2.6.8.10. PRINCIPLE 10: PRACTICES

The student should practice the foreign language most of the time that he is dedicated to learn it.

This principle also has a psychological implication; since the quantity and permanency of the learning is in direct proportion to the quantity of the practice done (85 practice%, 15% explanation and comment).

2.6.8.11. PRINCIPLE 11: ANSWERS FORMULATION

When an answer is not in the repertoire of the students, help them to conform it by dividing it in its constituent parts.

2.6.8.12. PRINCIPLE 12: SPEED AND STYLE

When finishing the intensive practice of the structures make sure that the same ones have not been distorted in the course of the learning.

2.6.8.12. PRINCIPLE 13: IMMEDIATE REINFORCEMENT

Make the students know immediately when an answer has been successful.

This foundation also has a psychological implication in the experiments of Thorndike and Skinner.

2.6.8.13. PRINCIPLE 14: THE LANGUAGE CONTENT

Teach the content of the language in strict relationship with the culture where the language is spoken.

2.7. CONDITIONS AND VARIABLES FOR METHODS IMPLEMENTATION

Although the basic principles remain constant in all process that is developed for the language teaching-learning process, there are variables and conditions that should be considered when any type of teaching is planned. The main conditions and variables that takings are owed in account are”:¹²

2.7.1. THE STUDENT

In reference to the student it’s necessary to consider the significant variables of the age, the educational level, the capacity, the disadvantages, the goals and their linguistic and cultural antecedents.

2.7.2. MATERIALS AND EQUIPMENT SCENARIO

The scenario, equipment and the available aids for the student and the teacher vary notably, from rooms of inappropriate classes to complete electronic laboratories. Anyway, the teacher has the obligation to take out the major possible profit of the available material to satisfy the student’s aspirations.

¹² LEON, Ana; PAREDES, Dolores; VIVAR Antonio; DEL POZO Fabián: Metodología de la Enseñanza Aprendizaje del Idioma Inglés y su en la generación de aprendizajes significativos en los Cadetes de la Escuela Superior Militar Eloy Alfaro del Cantón Quito. Período Académico 1999-2000. Lineamientos Alternativos.

2.7.3. THE TEACHER

To carry out an efficient professional work, he has to be highly qualified. The language teacher should have the appropriate professional preparation of a teacher and also, he should know the second language sufficiently well to dominate the four abilities.

On the other hand the teacher has to understand the relationship that exists between the language and the culture, as well as he should dominate the different techniques used in the teaching of a foreign language.

2.7.4. THE TEACHING-LEARNING TECHNIQUES

The treatments of the contents are carried out using techniques that should have the coherence with the methodology that is implemented and this should be coherent with the conceptual-referential frame.

The techniques alone are not enough to achieve the objectives of the program. These are only means that can be used to achieve different objectives of the program. These techniques can be used to achieve agreement objectives in specific conditions of application, group process, and subject contents, with the group disposition and with the teacher skills to apply them."

The didactic techniques are organized activities to facilitate the process and the achievement of objectives related with the instruction and they have been based in

the cooperation, the creativity, the respect and the responsibility of the participants in the teaching-learning process; also, they have served us as connection among the teachers, the pupil and the contents.

Then, for the selection, it is necessary to take into account the following approaches:

- **ANALYSIS OF THE OBJECTIVES OUTLINED FOR THE PROGRAM, COURSE, UNIT OR TOPIC**

All didactic process is based in the logic of the outlined specific objectives.

- **STUDY TOPICS REVISION**

All teaching-learning process needs to use appropriate techniques according to the structure, density and versatility of the topic. The final objective is that the receiver assimilates the topic in interesting and attractive forms.

- **DIAGNOSTIC OF THE HUMAN RESOURCES, TECHNIQUES AND MATERIALS**

The technique should be first adjusted to the characteristics of the instructor and then adapted to the material and physical conditions of the place.

- **THEORETICAL-PRACTICAL BALANCE**

This means to get harmony and systematizing of the learning.

- **STUDENT'S CHARACTERISTICS DIAGNOSTIC**

The didactic techniques are adjusted on the base of the variables as: the sex, the age, level of scholarship, etc.

- **COSTS ANALYSIS FOR APPLICATION**

In accordance with the benefits that will report the application of a specific technique, you can evaluate if this it is an investment or an expense.

- **ANALYSIS OF ADVANTAGES AND DISADVANTAGES**

The technique that is applied should allow with more efficiency to achieve the proposed objectives and to diminish its disadvantages.

2.7.5. THE ACADEMIC TASK AND THE GROUP INTEGRATION PROCESS

Considering that the interpersonal relationships generate conflicting situations, the teacher-coordinator, will permanently observe the process and the learning group,

identifying the individual and group behaviors inherent of the explicit task, and those non observables, characteristic of the implicit task.

To manage the concept of task at a general level, reports as much as theoretical utility as in the practice. The same task word has a connotation with effort, work and dedication guided to an end, with a tendency and direction previously fixed. On the other hand, it places the teacher over an opened horizon of possibilities, concrete actions, all of them canalizing, at least in power to the achievement of the task. This allows a more flexible situation, creativity, continuous correction, higher adaptation level to the objectives.

In a given moment, the group can give to its work a bias to a not suspected or planned end by the teacher-coordinator. His function in such cases, will be the confronting one to the new group task orientation immediately, it can happen that, to reach the proposed task, the group finds new creative and appropriate roads to their reality. The coordinator then will demonstrate the necessary flexibility in function of the task, and will collaborate for the good instrumentation of those new roads.

We affirm then that the task, understood in this sense, should be the group leader; so the task should be in the mind of all the participants and coordinators, toward which go directed all the efforts, this are to individual and to the groups.

The task will also guide the teacher-coordinator's interventions to the group in all of the moments, and to indicate the type, the frequency and the level of depth of the tasks.

The task, some authors sustain that can be explicit and implicit.

2.7.5.1. THE EXPLICIT TASK

This is the task that is materialized in documents, speeches, to achieve the objective of the group

2.7.5.2. THE IMPLICIT TASK

This is the task that even is not materialized or expressed, supposes included in the explicit task.

2.7.6. TEACHER-STUDENT RELATIONSHIP

According to some authors that outline the subject-object relationship (learning subject and object of knowledge) that identifies the conceptions that underlie in the teaching-learning process, allows to sustain that the level of application of the reached learning, could be explained from the way the students come closer and own the object of knowledge to acquire learning, since it is a human quality to know the reality that will impact on their transformation.

In this perspective, we consider that knowledge production is a possibility that among other aspects has a direct relationship with the development of methodologies, scientific conceptions and consequently with the type of pedagogic relationship that is settled down in the classroom.

The pedagogic link is a phenomenon of historical character that has multiple determinations and dialectical movements for its transcendence in the past and also for its present validity, undoubtedly with significant characteristics and with few differences according to the specificities.

Such characteristics often conditioned by the socio-economic formation in which are inserted, with their own contradictions, are reproduced in the Ecuadorian educational system and in the city of Riobamba in particular.

Rodolfo Bohoslavsky, on the other hand, outlines the relationship teacher-student as a special element of the pedagogic relationship and configures two types of links: dependence and cooperation.

“The dependence bond, becomes historically of the notion of internalized authority of men and it is manifested, almost exclusively, in the type of traditional education, in which the student undergoes with what is settled down, acquiring submission, having uncritical behaviors, accepting the teacher's power without capacity of being liberated; to the subordination an affective attitude, we add the student's students attitude to no longer think without teacher's help”¹³.

On the other hand, a link of cooperation is settled down when overcoming, procedurally, the dependence link. It means that the student makes a positive self value of his capacities and limitations; he meditates, criticizes and questions the reality; he looks the way to overcome the mental dependence and becomes the main agent of his own formation.

Taking as analysis point the previous positions, it can be said that this is the last link that it should be developed among teachers and students of English language. It means that the student assumes his own initiatives in connection with the

¹³ BOHOSLAVSKY, Rodolfo: Psicopatología del vínculo profesor-alumno, written document.

teacher and with the content, among other elements of the teaching-learning process.

Conscious that the social -economic Ecuadorian formation with a capitalist character, constitutes the general frame inside which diverse educational institutions work, we accept that the pedagogic relationship is a syntheses of it, because it contains the interests of the social hegemonic class to exercise social and political domain; but we also sustain the presence of the sector interest that fights for the country social changes as an overcoming asset and a problem solution of the daily problems that are faced.

But, concretely, the validity of certain type of pedagogic links depend on the method-content, subject-object and theory-practice relationships settled down in the classroom, as well as of the teacher-student internalized conceptions related to education, learning and knowledge.

2.8. BILINGUALISM GENERAL CONSIDERATIONS

Language is one of the humanity's greatest achievements, and yet one which virtually all children achieve remarkably quickly. How much more remarkable then when children learn to use not one but two languages.

It is easy to misinterpret the term "bilingual". It is a common experience to be told by someone you have heard using two languages that they are not really bilingual and we have to distinguish between language performance and language competence.

2.8.1. DEFINITION

A bilingual individual is someone who controls two languages. Beyond this simple definition, considerable fuzziness arises from the difficulty of defining what it means to control a language.

Using a loose criterion, such as the ability to utter or comprehend some minimal range of sentences, the majority of the world's population would be considered bilingual.

However a strict criterion of native-like control would severely limit this number.

The definitional problem is further complicated because control of language can vary as a function of the domain of language use and because, within any domain, skill in the language can undergo development or attrition.¹⁴

2.8.2. CHARACTERISTICS

Several typologies of bilingual individuals have been proposed. The best known is Weinreich's (1953) distinction between compound and coordinate bilingualism referring to the lexical organization of two languages with respect to the concepts they represent. This is determined by the extent to which the language is segregated in contexts of acquisition and usage: a compound organization integrates the languages under a single concept whereas coordinate organization maintains separate concepts.

¹⁴ Carlos Arguello, Handout of Bilingualism of the ESPE, SCHOOL OF LANGUAGES.

Other distinctions refer to the age which bilingualism is attained: thus SIMULTANEOUS VS. SEQUENTIAL bilingualism distinguishes whether the two languages are learned at the same time, or whether the second language is acquired after the primary language has been established. Bilingualism at group level is more complex, because it can refer to a wide range of entities including speech communities, schools and governments.

Important here is the degree and nature of functional separation granted the two languages within these groups.

2.8.3. DEVELOPMENTAL PROCESSES

Functional separation of the two linguistics systems appears early in the development although not without cross over between languages.

Sequential bilingualism has been studied most intensively from the perspectives of phonological, morphological, and syntactic development. The driving question has been the extent to which characteristics of the FIRST OR NATIVE LANGUAGE (L1) predict outcomes in acquisition of the SECOND LANGUAGE (L2); this question has been associated with CONTRASTIVE ANALYSIS.

Phonological development can be described, though by no means wholly, in terms of L1 influences, particularly among adults. Morphological and Syntactic aspects of L2 acquisition show far fewer effects of L1, particularly with respect to the types of

errors in production. Thus L2 acquisition is governed primarily by the properties of the target language, although L1 provides the learner with a source of hypotheses about L2.

Statements about discourse factors are limited by the theoretical status of contrastive studies in this area.

Theoretical approaches to L2 acquisition have tended to mimic those in L1 acquisition research, with recent interests arising in universal grammar and learn ability theory.¹⁵

2.8.4. COGNITIVE AND NEUROLOGICAL PROCESSES

The issue of whether compound and coordinate bilingual shows different patterns for processing information has generated a sizeable but inconclusive literature.

Some researches have avoided the problem of individual differences, and have instead focused on the organization of the mental lexicon in the two languages.

Studies support the view that the two lexicons of most bilinguals are interdependent; thus, in memory experiments, they behave as though word equivalents in the two languages are repetitions in the same language.

However, some experimental protocols continue to yield data for memory of the particular language of presentation-suggesting that, in certain contexts, the form of presentation is retained in memory.

¹⁵ Carlos Arguello, Handout of Bilingualism of the ESPE, SCHOOL OF LANGUAGES.

Studies of neurofunctional bases of language organizations in bilinguals are intriguing, particularly those which suggest that the two languages might be localized differently. There is also a preliminary evidence for considerable right-hemisphere involvement in the early stages of second- language acquisition.

2.8.5. SOCIAL PROCESSES

Conversations among bilinguals typically involve CODE-SWITCHING, and a useful distinction can be drawn between situational and conversational varieties. SITUATIONAL SWITCHING refers to differential use of the languages depending on the situation, whereas CONVERSATIONAL SWITCHING is the changes of language within conversational episodes.

Bilinguals use code switching for various expressive functions, including emphasis and the marking of group identity. Researchers emphasize that code switching is the result neither of inadequate competence in the two languages, nor of confusion between them; rather, the languages are situation bound.

Language as a marker of ethnic identity is important in marking in-group and out-group membership. Elaborate social psychological models have been developed, taking account of sociological factors such as the dominance relations between the in-group and the out-group, to predict convergence or divergence of linguistic markers in the inter group contact. Empirical support for such models is still sketching, but promising.

2.8.6. BILINGUALISM AND EDUCATION

Issues surrounding bilingual education programs for language majority students need to be distinguished from those surrounding programs for language minority students. In programs for majority students, the goal is additive bilingualism: the L2 is enrichment, and there is no threat to the status for L1. In minority language programs, the primary concern is the development of the majority language, with secondary concern, to varying degrees, for the maintenance of the L1.

Considerable research investment has been made in evaluating IMMERSION education programs for the majority students. In such programs the majority students receive instruction exclusively in the L2 from the early elementary grades, with later introduction of languages art in their L1; this is the case of Canada which has a bilingual population. Immersion programs are more effective than traditional foreign language programs, and students maintain age-appropriate levels of performance in the L1.

Bilingual education programs for minority students vary in their philosophy toward maintaining the students' native language and culture. In some programs the L1 is used only until the students have sufficient control of L2, often within two to five years, to receive instruction exclusively through the majority language. In other programs which attempt maintenance, the goal is to enhance and maintain the L1, even after the majority language has been acquired. Regardless of program orientation such special programs for immigrants and guest worker children are in many countries a focal point for public attitudes concerning immigration and demographic change.

2.8.7. BILINGUAL EDUCATION

“Bilingual education“, usually refers to the use of two languages of instruction at some point in the student’s career. In other words, it is defined in terms of the means through which particular education are achieved.

Proficiency in two languages is not necessarily a goal of bilingual education in this sense. For example, in some contexts bilingual instructions is employed as a temporary measure to help students from linguistic minority groups make a transition between the language of the home and the language of the school without falling behind in the mastery of subject matter.

When it is assumed that the students have attained sufficient proficiency in the school language to follow instructions in it, home language instruction is discontinued. However, the term “bilingual education” is sometimes defined in terms of goals, to refer to educational programs that are designed to promote bilingual skills among students.

When used in this broad sense, “bilingual education” may entail instruction primarily or exclusively through language, e.g. when is delivered through a minority language in order to give students the maximum opportunity to learn that language. Second language IMMERSION programs are implemented in certain countries.

2.8.8. ISSUES FOR BILINGUAL EDUCATION

The issues that are of particular relevance are:

The consequences of different forms of bilingual education for language learning and academic achievement, in both first language (L1) and second language (L2).

The impact of bilingual education on attitudes toward and use of languages by the students and their parents outside the school.

Within the general areas of language planning, the role of bilingual education in conferring status and power on the ethno linguistic groups whose languages receive institutional recognition in the public education system.

2.8.9. CLASIFICATION OF BILINGUAL EDUCATION

Fishman (1976) distinguishes the following four types of bilingual education for minority students, based primarily on program objectives:

2.8.9.1. TRANSITIONAL BILINGUALISM

That refers to programs that use the minority language to the extent to necessary to help students master subject matter until their skills in the majority language are developed to the point where it alone can be used as the medium of instruction.

2.8.9.2. MONOLITERATE BILINGUALISM

Programs are intermediate in orientation between language shift and language maintenance: they encourage the continued development of aural/oral skills in the majority language, but concern themselves with literacy only in the majority language.

2.8.9.3. PARTIAL BILITERATE BILINGUALISM

Programs aim at fluency and literacy in both languages, but literacy in the L1 is restricted to certain subject matter, generally that related to the ethnic group and its cultural heritage.

2.8.9.4. FULL BILITERATE BILINGUALISM

Program attempt to develop all skills in both languages in all domains.

2.8.10. OUTCOMES OF BILINGUAL EDUCATION

Both majority and minority students, instruction through the medium of a minority language appears to entail no long- term delay in the development of academic skills in the majority language. Thus students from Spanish home backgrounds who are instructed largely through the medium of a minority language the medium of English in the U.S.A perform as well in Spanish academic skills as students instructed entirely through Spanish.

For minority students who are at risk of school failure, strong promotion of the students' L1 in school often results in significantly better academic progress in the majority language than does instruction primarily through the majority language.

Research constantly shows that the use of the target language as a medium of instruction is highly effective in the developing students' proficiency in that language.

In the particular case of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL the idea of transforming this institution to a BILINGUAL high school has to be analyzed because to do this demands a great effort in the general context.

It is not possible to say that an institution is bilingual adding more hours for English subject, neither having one subject named SCIENCE, we have to understand that we cannot transform in bilingual students if we don't have bilingual teachers, if we don't change the whole system.

2.9. LEARNING EVALUATION AND ACCREDITATION

2.9.1. THE EVALUATION

For some authors it is an activity that should develop combined with the teaching-learning process. So its understood as a permanent and uninterrupted process to determine achievements, mistakes, gaps and difficulties in an academics practice, all this concerning to canalize , to amend or to enlarge the knowledge with a continuous feedback, reflection, analysis and criticizes to advance in the new knowledge production and to contribute to the problem solution.

Of this way, the evaluation as a process constitutes in the daily activity of the teacher's core, it is a complex task with serious social implications, bound to the didactic process and therefore conditioned by the circumstances as much as current characteristics that are immerse in this process.

In essence, the evaluation constitutes a research project that besides approaching the problem to investigate in a theoretically way, it should determine significant recovery and interpretation strategies in the different levels or stages where the learning are developed.

To give clear and coherent answers on the way of how learning takes place it is not simple; it is a phenomenon that requires knowing education in a social and psychological way. Then, the instrumentation of evaluation is closely linked with the conception of learning.

For some authors, learning is a complex phenomenon that cannot be measured taking a scale or a pattern; but if is a not quantifiable phenomenon, we wonder Why should the students be assigned with qualifications?

We can speak about a good or a bad learning because learning is conceived as a process rather than a result; in it, the individual is involved as an entirety that reacts to internal and external stimulus in his permanent adaptation to the environment.

According to these positions, the evaluation of the learning has the following characteristics:

Totalizer, which integrates the learning process in an educative practice conception.

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

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

Transformer that propitiates the knowledge production as well as it operates with this reality to modify it; this outlines a dialectical revision among the theory and practice.

Author Porfirio Morán Oviedo sustains that the evaluation process doesn't begin when the course ends; but, contrarily, it's the starting point is in the formulation of the objectives of the teaching-learning process, this means before the course has begun, when it is clarified what we want to achieve in learning terms.

The evaluation is an eminently didactic process; this is an activity that cooperates to improve the teaching-learning process and the achievement of significant learning; so to modify the evaluation the learning process should necessary be modified.

The evaluation is not a neuter activity, but it obeys to serious social implications and determines them. To evaluate the learning it is necessarily required the use of techniques, which bears an ideological load that has to show for its application.

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

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

According to Porfirio Morán "the evaluation's fundamental purpose doesn't consist on finding the few students that could be successful, but in making an effort so that most of the students can acquire knowledge, abilities and attitudes considered

essentials for their harmonic development, offering the opportunity and the necessary time to achieve it.¹⁶

Richard Anderson and Gerald Faust say that the most important function of evaluation in education is: “to provide a system of quality control”¹⁷.

By what was exposed, the understanding and application of evaluation process constitutes a challenge for the English teachers of the basic unit of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL, since they will have to consider it, as a continuous process of reflection, participation, discussion feedback, elaboration of analytic and critical works that would be given constantly during the teaching-learning process, this is, the evaluation as a dialectical process of confrontation of the own and group learning.

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

2.9.1.1. DIAGNOSTIC EVALUATION

When approaching to the formation by the problems of the reality, it is necessary to begin the teaching-learning process with some previous information of the students. For example: Which is the information over the problems of reality that are going to be approached? What is the attitude development? etc., this is the related theoretical-practice frame to operate the subject.

If the teacher-coordinator’s role is to know all of the group participants but he cannot deduce its reference frames he appeals to the evaluation as a technique.

¹⁶ MORAN OVIEDO, Porfirio: Propuesta de Evaluación y acreditación en la perspectiva de la Didáctica Crítica.

¹⁷ RICHARD Anderson, GERALD Faust: Educational Psychology, Page 126

Its application allows him to obtain the necessary information of the group with which will work. It also serves him as reference to contrast the learning of the students in the final evaluation. Then he will know their initial conceptual outlines and the changes that have experienced as a result of the process of the developed learning.

The evaluation instrument is elaborated with mixed questions (open and closed) or queries to promote the debate that is identified with the purposes and objectives of the subject (events or modules) to develop.

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

2.9.1.2. ORDINARY EVALUATION

When conceiving the evaluation as a permanent, dynamic and transforming process, the main concern for teachers is: How to take it?, How to assign the points so that the student will be responsible for their achievements and of the accreditations of the studying subject?

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

2.9.1.3. REFERENCE EVALUATION

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

Its execution demands the construction and applications of instruments that pick up information that allow emitting judge values made by the participants about the teacher-coordinator's of the module, the used methodology, the domain of contents, the depth of the course, the members of the group expectations, among other aspects of the teaching-learning process.

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

2.9.2. THE ACCREDITATION

Didactically, is conceived as institutional necessity for knowledge certifying and as the activity that refers to certain learning results that can be contemplated in the same program objectives but that in no way should constitute artificial courts in the process of the student's learning.

As in the above-mentioned consequence, it is necessary to have in mind the necessity to only differ conceptually among the identified accreditation with the

qualification and an accreditation opposed that the evaluation process is not dissociated.

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

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

Accreditation is by this viewed as a process and allows, to inform the student on its advance or setback, knowing his academic situation during the development of the teaching-learning process and revise his participation and responsibility in the diverse educative situations, avoiding, this way the habit of trying to rectify when concluding the event or cycle, when the teacher has made the decision on the accreditation.

After the analysis of the scientific-theoretical conceptions related to this process it is important to outline the following moments that should be implemented in THE COMBATIENTES DE TAPI MILITARY HIGH SCHOOL to value the teaching-learning process:

At the beginning of the academic activity (in the beginning of the year, course cycle in each subject), carrying out a diagnoses evaluation.

During the development of the module, carrying out a formative evaluation (ordinary).

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

2.10. THE SIGNIFICANT LEARNING AND THEIR GENERATION IN THE BASIC EDUCATION

2.10.1. CONCEPT OF LEARNING

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

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

On the other hand, not only they disregard the elements that invest in the learning, but rather, also it reduces to something that is observable. In opposition to this form of understanding, author Piaget tries to explain learning as a process of successive individuals restructuring in interaction with the objects of knowledge. In that relationship individual-object is made a reciprocal modification (assimilation-accommodation).

For other authors the learning concept are intimately bound to the behavior concept and, although not all behavior is learning, if all learning is a behavior, it

can be said that the total behavior (moral behavior) this characterized by five elements: the purpose, the motivation, the object, the meaning and the structure.

The purpose of all behavior consists in searching the person's internal balance that is put in danger by the presence of a tension in the individual's field.

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

The motivation of the behavior makes reference to the causes of it, in the understanding that a specific conduct doesn't have just one cause, but many that could be conscious or unconscious and they interact to produce this conduct.

Every behavior always refers to an object that could be concrete (real, external) or virtual (internal): it can also be partial or a total object.

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

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

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

As corollary of what was mentioned, as learning is understood:” an interaction process among the individual and the objects that can be concrete or virtual, people or things that modify or transform the behavior rules of the individuals, and in some way of the own objects.”

Starting from what was pointed out previously, it is necessary to meditate on the type of learning provided to the students. The purpose of teaching is to generate learning, but this learning must be significant.

2.10.2. THE SIGNIFICANT LEARNING

“Let’s leave from the following theoretical premises: learning is the end and the objective of teaching, since the teaching activity makes sense only in the way that looks for and tries that learning take place, the teaching then could be characterized by its intention and purpose: the learning.

Teaching implies explicit intentionality that certain learning are achieved. The achieving of learning when teaching are not whatever type, only those that are considered individual, significant, not dependant just in the intention of the teachers, depending also on other factors and elements that often are unaware to the teacher’s intentions.

The term of significant learning is distinguished from the mechanical learning or from repetition. Author Ausubel manifests that: "there is a significant learning if the task of learning can be related in a non arbitrary way and materialized, with what he student already knows... if it could be related with his cognitive structure”.

As it can be noticed, this consideration makes reference to the logical significance as to the psychological significance; so it refers as much to the inherent significance of certain symbolic materials, as well as to the cognitive experience.

The significance of the learning is related to the personal environment, but also to the social-cultural one that this is framed in it, in the understanding of what makes sense or significance to the individuals, and explains why this is socially significant for the values or predominant cultural patterns in a society or certain human group.

In this way, in the formative process, the learning can appear as significant in the way that they correspond to the sense and value that socially are assigned to them, they correspond to demands and concrete necessities of the own social reality or when they can generate valuations or different and divergent significances regarding the group values and culturally predominant patterns.

On what was mentioned previously, allows concluding that the problem of the significance makes reference to the individual psyche as much as to the social system when the individual is inside a social context and, depending on the concrete conditions of the existence of it, they will be able to have or to adopt a reality representation.

It is believed then that the pedagogic postulates: to learn how to make it; to learn how to learn; and, to learn how to be, can be starting points to establish a referential frame that allows to have criterions that will guide the teaching activity.

These postulates are related with the problem of significance, they arise in historically different moments that are impregnated by the conditions and circumstances of the socioeconomic and political context that originates it.

When treated as significant learning categories, they specify a revision and an analysis in the perspective of the individual and social significance that outlines our own historical-social situation.

For all these reasons, the authentic teacher is who has the capacity to produce an atmosphere of trust and stimulus that will make possible the student's significant learning.

The significant learning has a personal character implication. The majority of people show their sensitive and cognitive aspect in the act of learning. This learning is from own initiative and it feeds up from the environment's stimulus from which it memorizes and succeeds building the knowledge.

This type of learning allows changing the behavior, the attitudes and the personality of the student. Its essence is the significance, because when such type of learning takes place, the significance element for the students is structured inside the total experience.

For all this, the significant learning has great incidence in the basic education, because it guides the student in the areas with which is identified as a person, later he will build a satisfied professional with its chore with the benefit for the whole collectivity.

It will be said that significant learning, is that learning that takes place, when the learning task can be related in a non arbitrary and material way with what the student already knows. This is, if it is that there is already a relationship with their cognitive structure.

2.10.2.1. TYPES OF SIGNIFICANT LEARNING

It is necessary to have in account that the significant learning can be given by reception or by discovery. The first one, for reception, author Ausubel sustains, that is a human mechanism to acquire and store a great volume of information in any field of the knowledge.

The teaching activity in the classroom is organized according to this position, where knowledge is imparted with the idea that the student will learn concepts and proposals without the necessity of discovering it personally. This doesn't mean that a guided educative action is synonymous of passivity, since the significant learning is a dynamic process, where the student "discovers" for himself the contents of the knowledge.

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

2.10.2. 2. DIMENSIONS FOR SIGNIFICANT LEARNING

To produce a significant learning, some authors distinguish three dimensions: logic, cognitive and affective. Then the planning of the teaching-learning process is guided by these discussions: in first instance we should know the idea, mental structure of the student and the positive-affective disposition that involves the emotional environment and attitudes toward the acquisition of new knowledge to stimulate it.

The teacher that manages this theory will present a highly significant didactic material that can stimulate the interrelation between the student's experiences and the new given concepts. Their roll, is to be a facilitator of learning who establishes and structures the contents of the material that that is going to be learned, which is organized technically to achieve the effectiveness the learning with a minimum time and effort on the apprentice. In the same way emphasizes in the necessity of objectives, methods and materials evaluation and its relationship with the results of the learning what allows to introduce or not, modifications in the curriculum. According to this position, the programmatic contents are usually modified when they don't have harmony with the outlined elements and the cognitive and experiential baggage of the student.

2.10.2.3. SIGNIFICANT LEARNING CHARACTERISTICS

The most important characteristics of a significant learning are:

- It is related to the social cultural environment where the individual lives.
- It is related to the personal enclosure.
- What has sense or significance is determined by predominant cultural patterns in a society or certain human groups.
- It corresponds to demands and concrete necessities of the own social reality.
- They can generate valuations and different significances regarding the group of values and patterns culturally predominant.
- It has a personal character implication.

- The person's entirety, in its sensitive and cognitive aspect is materialized in the learning activity.
- It is of own initiative, it is fed by the environment stimulus from where he learns and understands and it is possible to build a knowledge. This learning allows changing the behavior, the attitudes and even the student's personality.
- Their essence is the significance, because when such learning takes place, the significance element for the student is structured inside his total experience.
- It can be concluded that the significant learning has a great incidence in the Basic Education, because it guides the student in the areas in which is identified as person, this will build later on a satisfied professional with his chore that will benefit the whole society"¹⁸.

2.11. HYPOTHESES SYSTEM

2.11.1. GENERAL HYPOTHESIS

2.11.1.1. NULL HYPOTHESIS (H₀)

There isn't any significant relationship between the micro curricular planning that English's teachers develop and the student's dynamic inter learning process at the

¹⁸ LEON, Ana; PAREDES, Dolores; VIVAR Antonio; DEL POZO Fabián: Metodología de la Enseñanza Aprendizaje del Idioma Inglés y su en la generación de aprendizajes significativos en los Cadetes de la Escuela Superior Militar Eloy Alfaro del Cantón Quito. Período Académico 1999-2000. Lineamientos Alternativos.

Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

2.11.1.2. ALTERNATE HYPOTHESIS (HI)

A significant relationship exists between the micro curricular planning that English teachers develop and the student's dynamic inter learning process at the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

2.11.2. SPECIFIC HYPOTHESES

2.11.2.1. SPECIFIC HYPOTHESIS

NULL HYPOTHESIS

There isn't any significant relationship between the Specific Skills that teachers develop and the methodological process used in the English teaching-learning process with the students of the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

ALTERNATE HYPOTHESIS

A significant relationship exists between the Specific Skills that the teacher develops and the methodological process used in the English teaching-learning

process, with the students of the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

12.11.2.2. SPECIFIC HYPOTHESIS

NULL HYPOTHESIS

There isn't any significant relationship between the Educational Contents and the development of significant learning on the English Subject, with the students at the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

ALTERNATE HYPOTHESIS

A significant relationship exists between the Educational Contents and the development of significant learning in English's Subject, with the students of the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

2.11.2.3. SPECIFIC HYPOTHESIS

NULL HYPOTHESIS

There isn't any significant relationship between the Expositive Methodological Strategies used by the teachers and the development of significant learning with

the students at the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

ALTERNATE HYPOTHESIS

A significant relationship exists between the Expositive Methodological Strategies used by the teachers and the development of significant learning with the students at the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

2.11.2.4. SPECIFIC HYPOTHESIS

NULL HYPOTHESIS

There isn't any significant relationship between the Didactic Resources used by teachers and the development of significant learning with the students at the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

ALTERNATE HYPOTHESIS

A significant relationship exists between the Didactic Resources used by the teachers and the development of significant learning with the students at the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

2.11.2.5. SPECIFIC HYPOTHESIS

NULL HYPOTHESIS

There isn't any significant relationship between the Techniques of Evaluation and Accreditation and the academic and formative achievements of the students at the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

ALTERNATE HYPOTHESIS

A significant relationship exists between the Techniques of Evaluation and Accreditation and the academic and formative achievements of the students at the Basic Unit of the "COMBATIENTES DE TAPI" MILITARY HIGH SCHOOL of Riobamba city.

PART III

METHODOLOGICAL

DESIGN

3.1. METHODOLOGY FOR THE RESEARCH

In the investigation problem it has being applied the scientific method that follows the next algorithm:

- Perception difficulty
- Problem positioning
- Bibliographical revisions
- Hypothesis formulations
- Techniques and instruments used for the data selection gathering.
- Information collections
- Data analysis
- Conclusions and recommendations
-

3.2. MODALITY OF THE RESEARCH

This is a quantitative research, because the general and specific hypotheses are having a statistical character, these demands information related to samples or continuous variables that admit division. On the other hand the obtained information will be numeric, subjected to descriptive statistic which will permit to organize, analyze and interpret information; it will be subjected to inferential studies allowing settling down the population's conclusions based on the study of the samples.

3.3. TYPE OF RESEARCH

This is a field research, since the investigator should move to the geographical place where the study phenomenon is developed and collect information through surveys, interviews, and direct observation. The information that gives the doctrinal body will be obtained through written material: books, pamphlets, internet, etc.

3.4. POPULATION AND SAMPLE

The statistical procedure to be used for the selection of the sample in this research is the Probabilistic Stratified Sampling procedure, applying in the first case, when the size of the sample is imposed. 56.52% of the student's population will be investigated randomly and two teachers of the English area of "The Combatientes de Tapi" Military High School.

To determine this sample the following steps were used:

Constant Sample calculation:

$$n = \frac{N.S^2Z^2}{(N-1)E^2 + S^2Z^2}$$

N= Population

n= Sample

C= Sample Coeficient

S= Standar Deviation

Z= Punctuation

E= Error

$$n = \frac{N \cdot S^2 \cdot Z^2}{(N-1)E^2 + S^2 Z^2} \quad n = \frac{207(0.5)^2(1.96)^2}{(207-1)(0.06)^2 + (0.5)^2(1.96)^2} \quad n = 117$$

$$C = \frac{n}{N} \quad C = \frac{117}{207} \quad C = 0.5652 \quad C = 0.5652 \times 100 = 56.52\%$$

STUDENTS UNITS OF OBSERVATION

YEAR OF BASIC EDUCATION	NUMBER OF SURVEYED STUDENTS	SAMPLE
SECOND	51	29
THIRD	51	29
FOURTH	52	29
TOTAL	207	117

SURVEYED ENGLISH TEACHERS

TEACHERS	2
----------	---

3.5. RESEARCH INSTRUMENTS AND TECHNIQUES

The Survey Technique will be applied for this research, and the questionnaire will be use as the instrument that will be structured through closed questions. The survey will be directed to the English Language Subject teachers and to the students of eighth year of basic education. The survey will deal about the components of the micro curricular planning; inter learning improvement and significant learning.

3.6. SURVEY'S APPLICATION METHODOLOGY

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

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

3.7. PROCESS TO VERIFY HYPOTHESIS

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

PART FOUR

TESTING THE

HYPOTHESIS

4.1. GRAPHICAL EXPOSITION OF RESULTS

4.1.1 SURVEY FOR:

SPECIFIC SKILLS

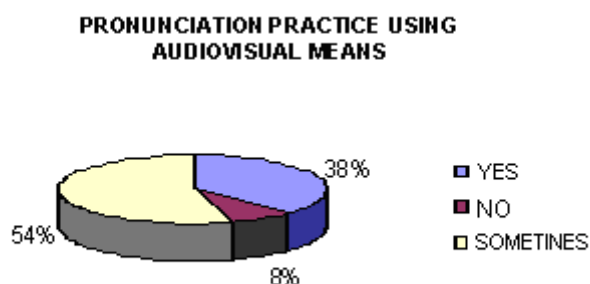
1. Does the teacher work pronunciation practice exercises by using audiovisual means in the English classes?

Table # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	44	38
NO	9	8
SOMETIMES	64	54
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

54% of the student's manifest that English teachers SOMETIMES carry out practical of pronunciation using audiovisual means, 38% says that YES they

carry out practical of pronunciation using audiovisual means and 8% indicates that NO they don't carry out practical of pronunciation using audiovisual means.

So that the learning becomes significant the development of some instruments of knowledge are required, this will allow the students to become researchers and the proposals of new learning.

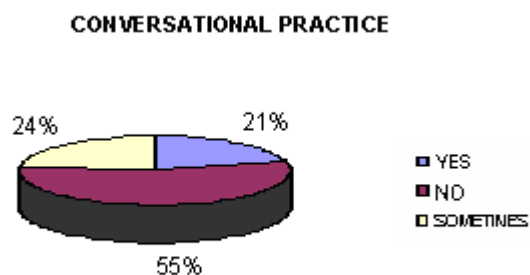
2. Does the teacher work conversational practice in pairs, groups, in the classroom?

Table # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	24	21
NO	65	55
SOMETIMES	28	24
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION

55% of the student's manifest that English teachers NO, they don't carry out practical conversational among partners in the classroom, 24% says that SOMETIMES they carry out practical conversational among partners in the classroom and 21% indicate that YES, they carry out you practice conversational among partners in the classroom.

ENGLISH subject is a discipline that needs practice, in which is required a huge number of practical conversational. There is no English without practice.

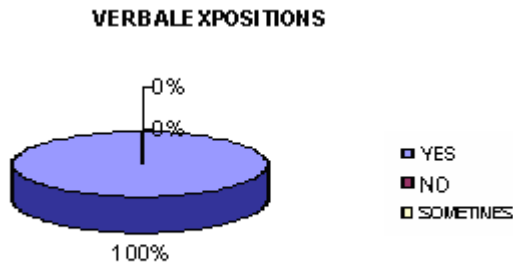
3. Do you carry out verbal expositions in the English classes?

Table # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	117	100
NO	0	0
SOMETIMES	0	0
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION

100% of the students manifest that English teachers only allow the student to carry out verbal expositions in English classes.

The theoretical exposition practice are part of the intellectual process, sustenance that all subject requires it; however it is of special importance that all exhibition goes accompanied with practical demonstrations in those reconstructed dialogues that are given in the daily life; you can also transfer this situations to new circumstances; this way the student learns in double way such as the induction and deduction and for the direct contact with present people.

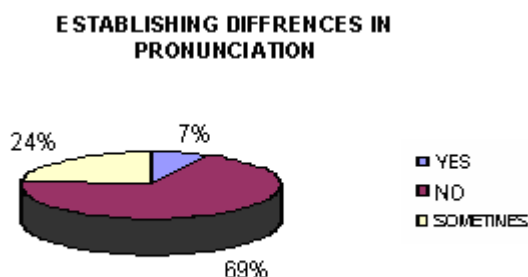
4. Do you establish differences between the ways of pronouncing English language with your partners?

Table # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	8	7
NO	81	69
SOMETIMES	28	24
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

69% of the students manifest that NO, they don't establish differences among the ways of to write and to pronounce with its partners, 24% says that SOMETIMES establishes differences among the ways of to write and to pronounce with its partners and 7% points out that YES, they establish differences among the ways of to write and to pronounce with its partners

The relationship between theory-practice allows establishing analogies and differences between the writing and the pronunciation inside a conversation. There is an impression that the teacher, person in charge of directing the learning doesn't look for an appropriate atmosphere so that the students can establish differences between writing and pronouncing, reaching their own conclusions. These practices, could be carried out in an organized and systematic form.

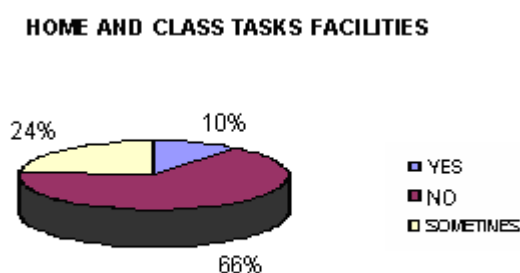
5. Does the teacher offer facilities so that you can do your tasks in class and at home?

Table # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	12	10
NO	77	66
SOMETIMES	28	24
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION

66% of the students manifest NO, that English teachers don't offer facilities so that the student can do their tasks in class and in the house, 24% says that sometimes English teachers offer facilities so that the student can do their tasks in class and at home, and 10% they say that English teachers YES, they offer facilities so that the student can make their tasks in class and at home.

An appropriate methodology doesn't exist on teachers, it is necessary to take into account that it is very important the ideas reconstruction to facilitate the works in class and at home, this process is inherent to practices, it is not only

repetition of certain words; but will help to increase knowledge and to enlarge the process of the writing and pronunciation.

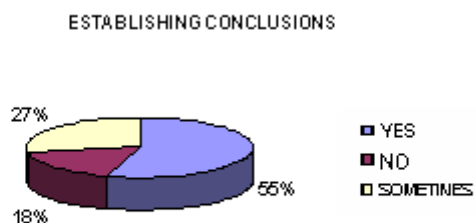
6. Does the teacher ask you to elaborate your own conclusions after the class has finished?

Table # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	64	55
NO	21	18
SOMETIMES	32	27
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

55% of the students manifest YES, that English teachers allow the student to establish conclusions after the class, 27% says that SOMETIMES English teachers allow the student to establish conclusions after the class and 18% y indicate that English teachers don't allow the student to establish conclusions after the class.

If the theoretical-practice process is followed, all activity should begin with the pronunciation and writing; later sustenance's would not be given in case the students don't carry out their own conclusions in the teaching-learning process, it is necessary to value each student's analysis and interpretation.

7. Does the teacher use simple techniques so that you can be able to understand, remember and use vocabulary to facilitate English comprehension?

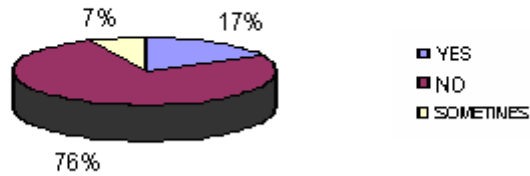
Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	20	17
NO	89	76
SOMETIMES	8	7
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

TEACHING SIMPLE TECHNIQUES FOR ENGLISH LANGUAGE UNDERSTANDING



ANALYSIS AND INTERPRETATION:

76% of the students manifest that English teachers don't teach them simple techniques that facilitate the student understanding, remembering and vocabulary use, 17% indicates YES, that English teachers teaches them simple techniques that facilitate the student understanding, remembering and vocabulary use, 7% point out that the English teacher SOMETIMES teaches them simple techniques that facilitate the student understanding, remembering and vocabulary use.

The direct practice in the teaching-learning process of the English language will allow the students to enter in direct contact with a conversational process. If they don't settle down technical simple in this process it would lose the value of the knowledge of this language.

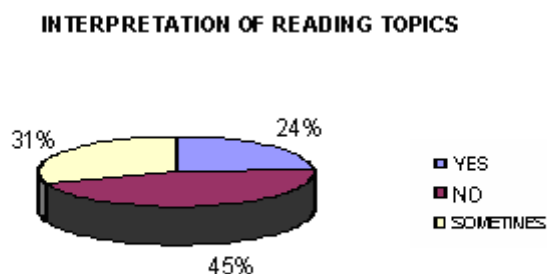
8. Does the teacher allow you to make interpretation of reading topics, vocabularies when the class has finished?

Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	28	24
NO	53	45
SOMETIMES	36	31
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION

45% of the students indicate NO, that English teachers don't admit that the student carries out the interpretation of reading topics, vocabularies after imparting classes, 31% points out that the English teachers sometimes admit to the students to carry out the interpretation of reading topics, vocabularies after imparting classes and 24% sustain YES, that English teachers admit to the students to carry out the interpretation of reading topics, vocabularies after imparting classes.

The interpretation of reading topics and vocabularies are part of the theoretical-practice process and should be carried out once finished imparting classes these are experiences that require to be generalized.

4.1.2 SURVEY FOR:

PROGRAM CONTENTS

1. Does the teacher elaborate learning guides for the English Language classes?

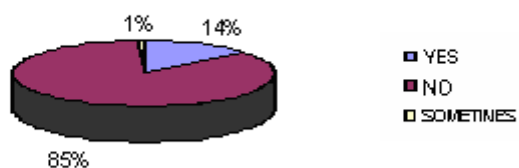
Table # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	16	14
NO	100	85
SOMETIMES	1	1
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

LEARNING GUIDES ELABORATION



ANALYSIS AND INTERPRETATION:

85% of students manifest NO, that English teachers don't elaborate learning guides, 14% indicates YES, that English teachers elaborate learning guides and 1% they point out SOMETIMES, that English teachers elaborate learning guides.

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

2. Do you use new vocabulary learned to solve the problems of dairy work in class?

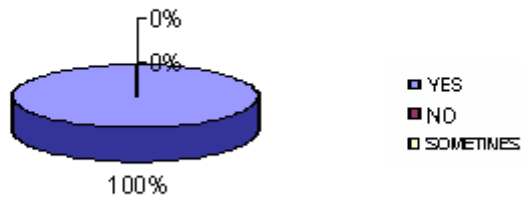
Table # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	117	100
NO	0	0
SOMETIMES	0	0
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

VOCABULARY USE TO SOLVE PROBLEMS



ANALYSIS AND INTERPRETATION

100% of the students manifest that English teachers use the new vocabulary learned to solve problems in class.

The use of new vocabulary to solve problems in class is important in significant learning, this will facilitate the student when doing practical exercises, pronunciation, and acquiring the second language.

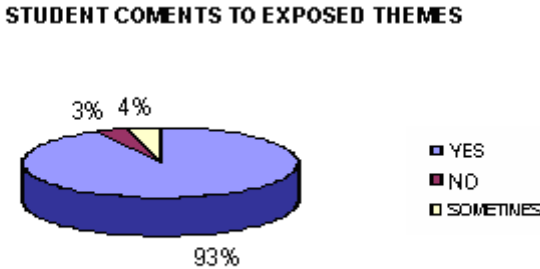
3. Does the teacher ask you to make comments to the exposed topics?

Table # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	108	93
NO	4	3
SOMETIMES	5	4
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

93% manifest YES, that English teachers admits that the students carry out comments to the exposed topics, 4% says that SOMETIMES English teachers admit that the students carry out comments to the exposed topics and 3% they indicate NO, that English's teachers don't admit that the students carry out comments to the exposed topics.

There is an opened mind of the teachers on the acceptance of approaches and comments on the exposed topics, this is positive because it confirms the active participation of the students and the respect of teachers toward them, it is

noticed that there is a horizontal relationship between the teacher and the student inside the experiences of inter learning.

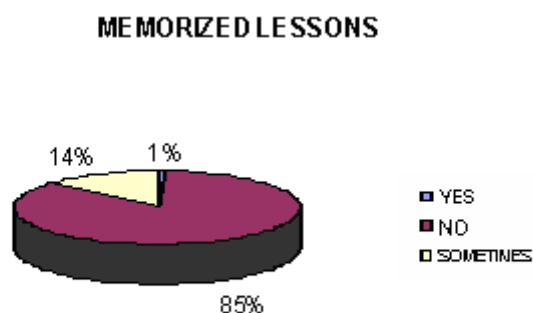
4. Does the teacher demand that the lessons have to be memorized?

Table # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	1
NO	100	85
SOMETIMES	16	14
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

85% of the students indicate NO, that English teachers don't demand learning lessons in a memoirist way, 14% points out SOMETIMES, that the English teachers demand learning lesson in a memoirist way and 1% point out YES that English teachers demand learning lessons in a memoirist way.

The memoirist learning doesn't facilitate the construction of significant learning, since they don't incorporate from a logical way the student's cognitive structure, the results reflect that this way to carry out the inter learning in English area is discarded, nevertheless, it is necessary to have a minimum database to be able to process the received information.

5. Does the teacher analyze the contents in the books?

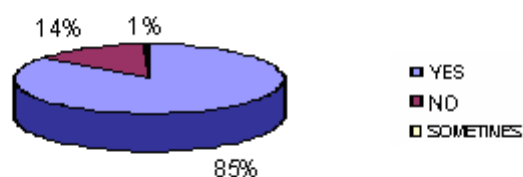
Table # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	100	85
NO	16	14
SOMETIMES	1	1
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

BOOK INFORMATION ANALYSIS



ANALYSIS AND INTERPRETATION

85% of the students manifest YES, that English teachers analyze the information that they have on the books, 14% says NO that English teachers

don't analyze the information that they have on the books and 1% point out that English teachers SOMETIMES analyze the information that they have on the books.

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

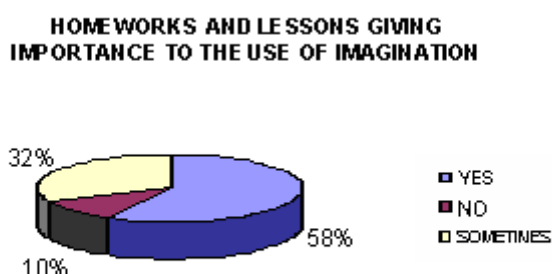
6. Does the teacher allow to present home works emphasizing to your imagination?

Table # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	68	58
NO	12	10
SOMETIMES	37	32
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

58% of the students manifest YES, that English teachers allow the students to present works and lessons according to their imagination, 32% says that the English teachers SOMETIMES allow the students to present works and lessons according to their imagination and 10% indicate NO, that English teachers don't allow them to present works and lessons according to their imagination.

This activity is a fundamental part when building significant learning, since teachers open the student possibilities to wake up their imagination and at the same time they are motivated by English language.

7. Does the teacher inform about the bibliography that will be used during the academic year?

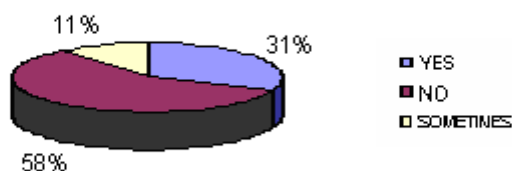
Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	36	31
NO	68	58
SOMETIMES	13	11
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

INFORMATION ABOUT BIBLIOGRAPHY USE



ANALYSIS AND INTERPRETATION

58% of the students say NO, that English teachers don't inform on the bibliography that they will use during the academic year, 31% points out YES, that English teachers inform on the bibliography that they will use during the academic year and 11% indicate that English teachers SOMETIMES, inform on the bibliography that they will use during the academic year.

It is necessary that the teachers show the bibliographical sources in use during the academic year and those that would recommend the students, with self learning objectives; when not doing it, the students is hindered to have referential information so they are also hindered in the development of the investigative works.

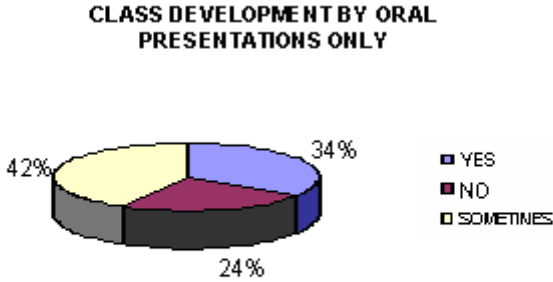
8. Does the teacher develop the class topics just by oral presentations?

Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	40	34
NO	28	24
SOMETIMES	49	42
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

34% of the students manifest YES, that English teachers develop the topics of the class with verbal exhibitions, 42% indicates SOMETIMES; that the English teachers develop the topics of the class with verbal exhibitions and 24% point out NO, that English teachers don't develop the topics of the class with verbal exhibitions.

The English Language is a very important subject, so it has to be treated pedagogically; the results indicate that, it is necessary to increase the practice of these activities.

4.1.3 SURVEY FOR:

METHODOLOGICAL STRATEGIES

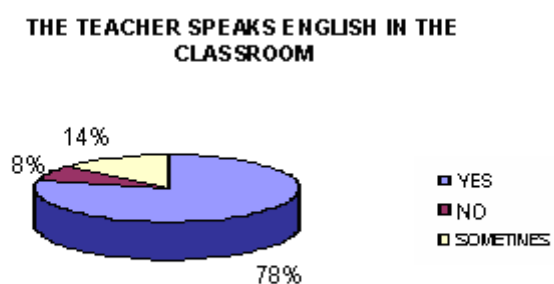
1. Does the teacher speak to you in English during the class?

Table # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	92	78
NO	9	8
SOMETIMES	16	14
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

78% of the student manifest YES, that English teachers speak English during the class, 14% says SOMETIMES, that sometimes English teachers speak English during the class and 8% manifest NO, that English teachers don't speak English during the class.

It is important to know whether the teacher is using a particular English teaching method, it is not convenient to translate in English classes.

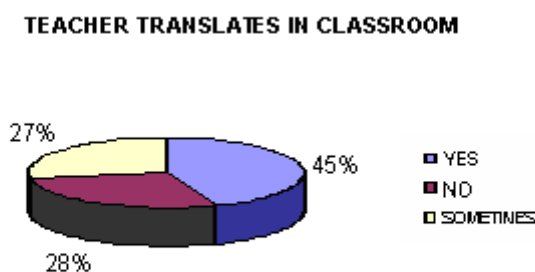
2. Does the teacher translate the words that you don't understand?

Table # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	52	45
NO	33	28
SOMETIMES	32	27
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

45% of the students manifest YES, that English teachers translate the words that the students don't understand, 28% indicates that NO, English teachers don't translate the words that the students don't understand and 27% says that SOMETIMES English teachers translate the words that the students don't understand.

The translation of words is important when understanding new vocabulary, but it's preferable to use other methods to show new words and teacher in English classes.

3. Do you understand when the teacher speaks in English?

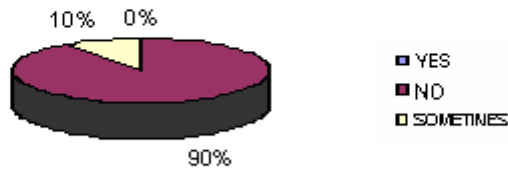
Table # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0
NO	105	90
SOMETIMES	12	10
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

STUDENTS ENGLISH LANGUAGE UNDERSTANDING



ANALYSIS AND INTERPRETATION

90% of the students manifest NO that they don't understand everything when teachers speak in English and 10% say YES, that sometimes they understand everything that teachers speak in English language.

Teachers are not understood by the students, this means that maybe the students need more vocabulary, more conversation practice, the teacher's pronunciation is not understandable.

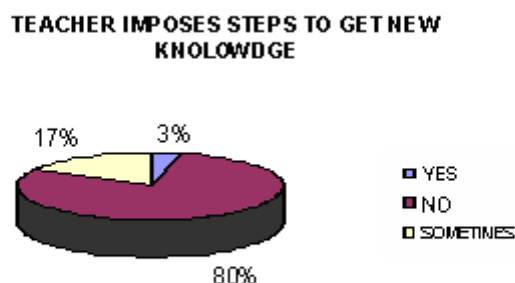
4. Does the teacher impose the steps that you should continue with to obtain a new knowledge?

Table # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	4	3
NO	93	80
SOMETIMES	20	17
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

80% of the students manifests NO, that English teachers don't impose the steps to continue in the obtaining of the new knowledge, 17% says that SOMETIMES English teachers impose the steps to continue in the obtaining of the new knowledge and 3% point out YES, that English teachers impose the steps to continue in the obtaining of the new knowledge.

The person that knows how to apply the steps to continue in the obtaining of new knowledge, has open the doors to any knowledge, the students manifest that this is not carried out in English's subject, in such a virtue it is necessary to incorporate this activity to the didactic chore.

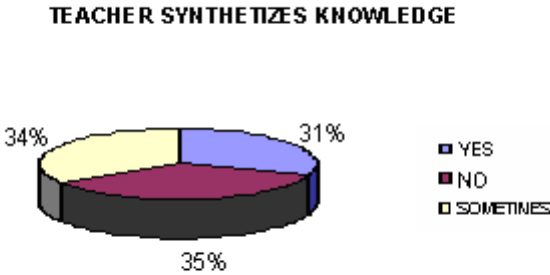
5. Does the teacher help you to internalize new words through the use of posters, chalk board, books, dictionaries, etc.?

Table # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	36	31
NO	41	35
SOMETIMES	40	34
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

35% of the students manifests NO, that the teachers don't help them to synthesize new knowledge through different means, 34% indicates SOMETIMES, that the teachers help them to synthesize new knowledge through different means and 31% they point out YES, that the teachers help them to synthesize new knowledge through different means.

To synthesize new knowledge through different means implies cognitive psycho motive and affective activity, these activities certify the integral formation of the students, in English area it is not working in an appropriate way, this educational parameter is neglecting even though it supplements an educational service of quality.

6. Does the teacher give any preference to procedures that allow you to reason, to analyze and to synthesize the knowledge acquired?

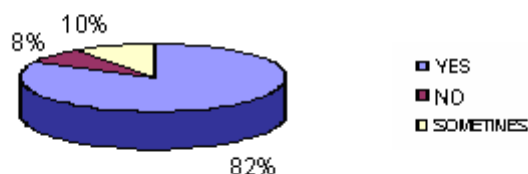
Table # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	96	82
NO	9	8
SOMETIMES	12	10
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

PREFERENCE FOR CERTAIN PROCEDURES TO OBTAIN NEW KNOWLEDGE



ANALYSIS AND INTERPRETATION:

82% of the students manifest that English teachers give preference to certain procedures that allow to reason, to synthesize the acquired knowledge, 10% says that SOMETIMES English's teachers give preference to certain procedures that allow to reason, to synthesize the acquired knowledge and 8% point out that English teachers don't give preference to certain procedures that allow to reason, to synthesize the acquired knowledge.

The respect to the individual differences as freedom of speech is given in the educational work, nevertheless, it is worth to emphasize that the content of the criterions that the student manifests should be clear, without ambiguities having a logical base, we should not accept incoherencies.

7. Does the teacher use comprehensive reading, as a form to understand the topic ideas, so that you can understand it in English?

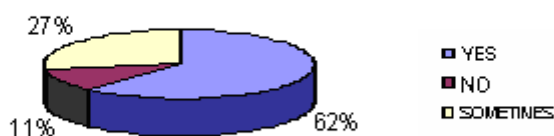
Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	72	62
NO	13	11
SOMETIMES	32	27
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

USE OF COMPREHENSIVE READING



ANALYSIS AND INTERPRETATION:

62% of the students manifest YES; that English teachers use comprehensive reading as a form of understanding the main ideas of topics in English, 27% indicates that the English teachers SOMETIMES use comprehensive reading and 11% they point out NO, that English's teachers don't use comprehensive reading as a form of understanding the main ideas of topics in English.

The comprehensive reading is an important axis of the teaching process, it should be present along the whole process, the teachers of this area carry out this didactic action, nevertheless, it is worth to say that, the student should present certain predisposition for learning, and to fulfill certain intellectual, understanding and affective conditions.

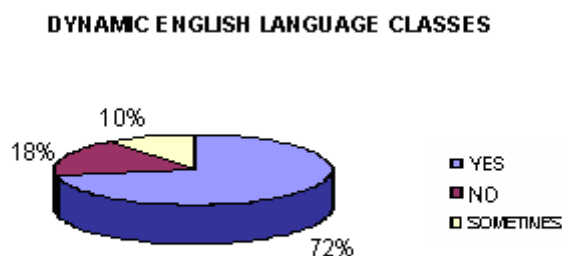
8. Are the English classes dynamic?

Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	84	72
NO	21	18
SOMETIMES	12	10
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

72% of the students manifest YES, that English classes are dynamic, 18% indicates NO that the English classes are not dynamic English classes and 10% say that SOMETIMES English classes are dynamics.

This question and the previous one, respond to the same motivational concept that should exist in the process, the teachers express favorable, so the teachers have a positive attitude to it, nevertheless, it is necessary to say that if student's will is not guided to the study it is not possible to carry out the inter learning process.

9. Does the teacher motivate your interest to learn more about English language?

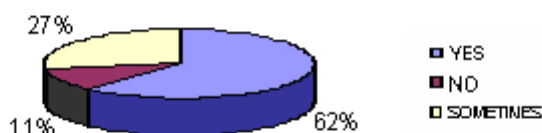
Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	72	62
NO	13	11
SOMETIMES	32	27
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

ENGLISH LANGUAGE TEACHERS MOTIVATION



ANALYSIS AND INTERPRETATION:

62% of the students manifest YES, that the English teachers motivate their interest in learning English language learning, 27% indicates that English teachers SOMETIMES motivate their interest in English language learning and 11% they point out that the English teachers don't motivate their interest in English language learning.

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

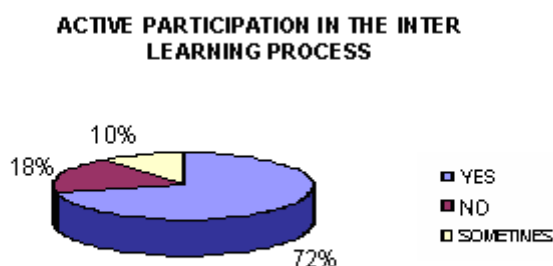
10. Does the teacher motivate you to participate actively and consciously in the teacher learning process?

Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	84	72
NO	21	18
SOMETIMES	12	10
TOTAL	117	100

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

72% of the students manifest YES, that teachers motivate their active and conscientious participation in the inter-learning process, 18% indicate NO that they don't motivate their active participation and conscientious participation in the inter-learning process and 10% say that teachers SOMETIMES motivate their active and conscientious participation in the inter-learning process.

This question responds to the same motivational concept that should exist in the educational process, the students express their interest and the teachers should have a positive attitude in the teaching learning process.

4.1.4 SURVEY FOR:

DIDACTIC RESOURCES

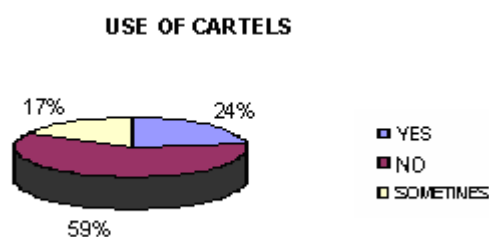
1. Uses cartels for the development of the classes?

Table # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	28	24
NO	69	59
SOMETIMES	20	17
TOTAL	117	100 %

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

59% of the students manifest that English teachers don't use cartels for the development of the class, 24% indicate YES, that English teachers use posters for the development of the class and 17% say that SOMETIMES English teachers use posters for the development of the class.

Training teachers in the use of didactic resources is needed; through the institutional supervision it is also necessary an efficient handling of them, since, the didactic resources are motivational learning factors, when not being used to fullness, it is evidenced that there is a continuous practice, pronunciation, experimentation, observation, demonstration, etc.

2. Uses slides to present the new study topics?

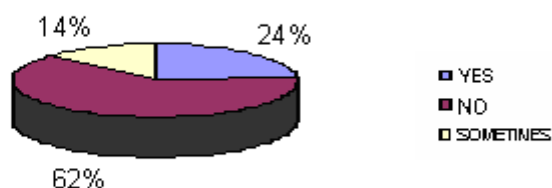
Table # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	28	24
NO	73	62
SOMETIMES	16	14
TOTAL	117	100 %

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

USE OF SLIDES



ANALYSIS AND INTERPRETATION:

62% of the students manifest NO, that English teachers don't use slides to present the new study topics, 24% points out YES, that English teachers use slides to present the new study topics and 14% say that SOMETIMES English teachers use slides to present the new study topics.

The slides constitute a visual resource that allow to present images of contents, the teachers use this didactic resource partially, we can say that other more sophisticated resources can be used as the documental videos.

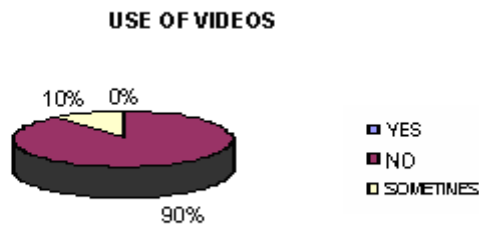
3. Uses videos to develop his classes?

Table # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0
NO	105	90
SOMETIMES	12	10
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

90% of the students manifest NO, that English teachers don't use videos to develop the classes, and 10% say that SOMETIMES English teachers use videos to develop the classes.

The videos are an indispensable mean for English language teaching, they allow having in front of us any type of dialogues that are intended to pronounce, it reduces the abstraction, and it is possible to be repeated as many times as wanted, when not being in use we are wasting the opportunity to form the students with the aid of a technological resources.

4. Records dialogues or conversational practice during English classes?

Table # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	76	65
NO	13	11
SOMETIMES	28	24
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

65% of the students manifest YES, that English teachers make practical conversational using recorders during the classes, 24% says that SOMETIMES English teachers make practical conversational using recorders during the classes and 11% indicates that English teachers don't make practical conversational using recorders during the classes.

The conversational practices are the condition without which is not possible to teach English, since the conversation practice allows to facilitate knowledge, these activity is carried out in a partial way, it is necessary then to incorporate this activity to the group of methodological strategies that have to being managed.

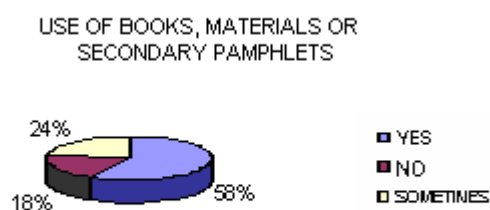
5. Develops the studies using additional materials, books or secondary pamphlets?

Table # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	68	58
NO	21	18
SOMETIMES	28	24
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

58% of the students manifest YES, that English teachers develop studies using materials, books or secondary pamphlets, 24% indicates that English teachers SOMETIMES develop studies using materials, books or secondary pamphlets and 18% they say that English teachers don't develop studies using material books or secondary pamphlets.

The materials, books or secondary pamphlets are constituted an alive library, and better if the teacher uses it in an appropriate way to teach, however it is

being used partially, so the inter learning process is done without the needed support, since the English language needs many devices to be taught.

6. Uses the English-Spanish dictionary as an aid in his classes?

Table # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	76	64
NO	17	15
SOMETIMES	24	21
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

58% of the students manifest YES, that English teachers permit the use of the dictionary on classes, 24% indicates that English teachers SOMETIMES permit the use of the dictionary in classes, 18% say that English teachers don't permit the use of the dictionary in classes.

The dictionary is an important device when learning English, this helps the student to solve new terms, unknown vocabulary, when not using it correctly we

can provoke mistakes in the word use and it's an important material that has to be used in English classes, as we can see it is used partially.

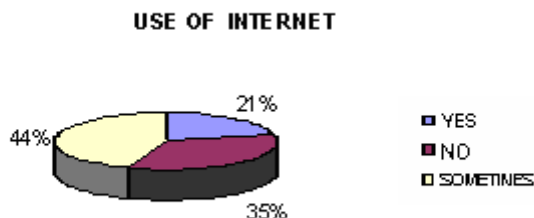
7. Motivates the use of Internet and the new technologies as a research resource?

Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	24	21
NO	41	35
SOMETIMES	52	44
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS E INTERPRETATION:

44% of the student manifest that the English teachers SOMETIMES motivate them to that develop their tasks using the Internet and the new technologies like consultation SOURCE, 35% says NO, that English teachers don't motivate them to develop their tasks using the Internet and the new technologies like consultation SOURCE and 21% they indicate YES, that English teachers

motivate them to develop their tasks using the Internet and the new technologies like consultation SOURCE.

The Internet, allows to have access to any type of information, the students can opt for this valuable resource, either for theoretical and practical research, in English subject this technological resource is not being used correctly, the net, has important information.

8. Develops interesting topics for the practice of direct conversation among their partners?

Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	88	75
NO	13	11
SOMETIMES	16	14
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

75% of the student manifest that English teachers develop conversational study topics by direct conversation with their partners, 14% indicate that the English teachers develop study topics practice by direct conversation with their partners, and 11% point out that English teachers don't develop study topics practice by direct conversation with their partners.

The direct conversation practice is being used by the teachers, in the inter learning process this means that the study topics can be reached by the student, this is beneficial as the student is integrated to the context where the conversational practice takes place, it is worth to say that she conversational practices has to be methodical, this is the need of theoretical-practice structure.

4.1.5 SURVEY FOR:

EVALUATION AND ACCREDITATION TECHNIQUES

1. During the development of the class allows the student to add notes in books, dictionaries and others?

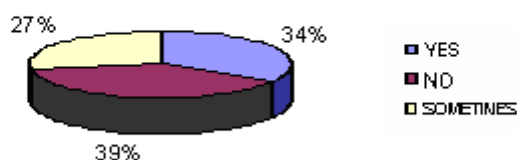
Table # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	40	34
NO	45	39
SOMETIMES	32	27
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

**DURING THE CLASS STUDENTS ARE
ALLOWED TO CONSULT IN BOOKS**



ANALISIS AND INTERPRETATION:

39% of the students manifest that English teachers during the development of the evaluation don't allow the student to carry out consultations in books, dictionaries and others, 34% indicate YES, that English teachers during the development of the evaluation allow the student to carry out consultations in books dictionaries and other and 27% say that SOMETIMES English teachers during the development of the evaluation allow the student to carry out consultations in books dictionaries and others.

The elaboration of summaries implies, to determine the essential points of the topic that it is approaching in class, this dexterity works partially in the area of English, it is worth to say that a summary is not to clip the contents copying that of the beginning, of the center and of the end, the summary allows to determine the proposition thesis and the argumentative of a scientific content.

2. In the evaluations the teacher gives more importance to your creativity?

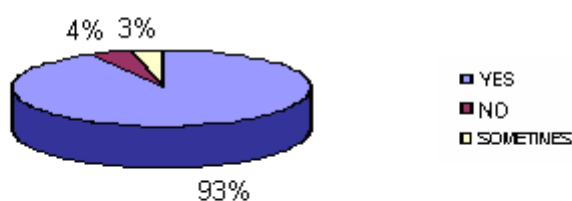
Table # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	108	93
NO	5	4
SOMETIMES	4	3
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

IMPORTANCE TO CREATIVITY IN THE EVALUATION



ANALYSIS AND INTERPRETATION:

93% of the students manifest YES, that English teachers give more importance to the student's creativity, 4% indicates that English teachers don't give more importance to the student's creativity and 3% say that SOMETIMES English teachers give more importance to the student's creativity.

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

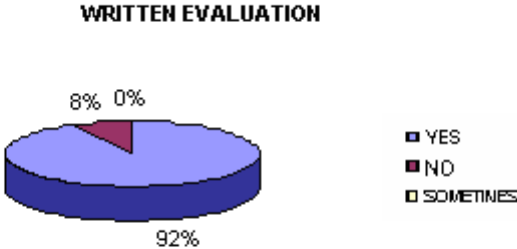
3. Does the written evaluation allow you to realize that the studied topics serve as a support for the study of others?

Table # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	108	92
NO	9	8
SOMETIMES	0	0
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

92% of the students manifests YES, that English teachers carry out written evaluations to realize if the treated topics serve as support for the treatment of other topics and 8% indicate that English teachers don't carry out written evaluations to realize if the treated topics serve as support for the treatment of other topics.

The evaluation that teachers apply is being used as parameter to determine the applicability of knowledge in the learning of other contents, in such way, learning activity is completing its transferring work, serving as a support instrument for new learning.

4. Do you think that the evaluations help the teacher to detect learning difficulties; does he consider on it and provide with feed back exercises?

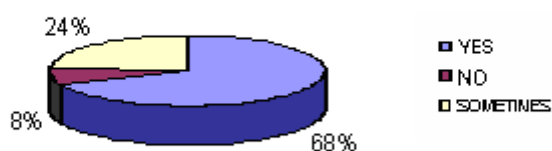
Table # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	80	68
NO	9	8
SOMETIMES	28	24
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

EVALUATION HELPS TO DETECT DIFFICULTIES



ANALYSIS AND INTERPRETATION:

68% of the students manifest YES, that English teachers carry out evaluations to detect the learning difficulties and to do reinforcement exercises, 24% says that SOMETIMES English teachers carry out evaluations to detect the learning difficulties and to do reinforcement exercises and 8% indicate NO, that English teachers carry out evaluations to detect the learning difficulties and to do reinforcement exercises.

The formative evaluation is applied in a correct way, since the teachers determine learning difficulties in the process; they can correct the errors of micro curricular planning and help the students to overcome their problems.

5. Does the teacher allow you to self grade?

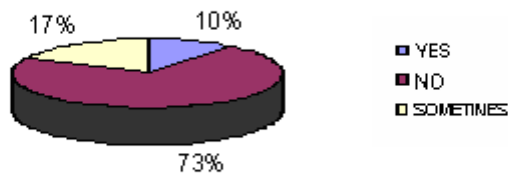
Table # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	12	10
NO	85	73
SOMETIMES	20	17
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

STUDENT SELF GRADE



ANALYSIS AND INTERPRETATION:

73% of the students manifest NO, that English teachers don't allow the students to self grade themselves, 17% says that SOMETIMES English teachers allow the students to self grade themselves and 10% point out that English teachers allow the students to self grade themselves.

The self grade activity allows the students to determine in an autonomous way the advances in their learning, this activity is being carried out partially in the area, it is worth to say that it is necessary to incorporate this type of evaluation, since it is a mechanism that allows the student to achieve autonomy in the process.

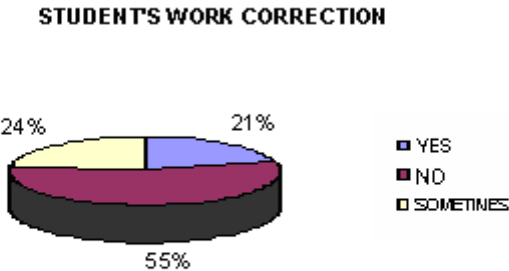
6. Does the teacher allow you to correct home works with your partners?

Table # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	24	21
NO	65	55
SOMETIMES	28	24
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

55% of the students manifest NO that English teachers don't allow the student to correct their works among partners, 24% says that English teachers SOMETIMES allow the student to correct their works among partners and 21% point out YES, that English teachers don't allow the student to correct their works among partners.

The evaluation among partners, is being carried out partially in the inter learning process, this means that ALTERNATIVES are giving so that the student can emit value judges respect of the work of other students, this is important, since

also allows the student to learn how to respect, the criterions, other people's points of view, these means learning how to live in democracy.

7. Is the evaluation done in an accumulative form?

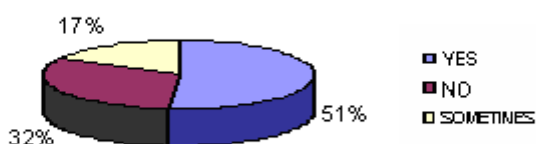
Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	60	51
NO	37	32
SOMETIMES	20	17
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo

ACCUMULATIVE EVALUATION



ANALYSIS AND INTERPRETATION:

51% the students manifest YES, that English teachers carry out the evaluation in accumulative form, 32% indicates that English teachers don't carry out the evaluation in accumulative form and 17% say that English teachers SOMETIMES carry out the evaluation in accumulative form.

The evaluation by nature is systematic, continuous, permanent, so that for the validity of contents, it should be in function to all the proposed objectives, this

way it is ensured that the applied evaluation respond to the entirety of dexterities that are described in the plan, in English area this pedagogic aspect is fulfilled.

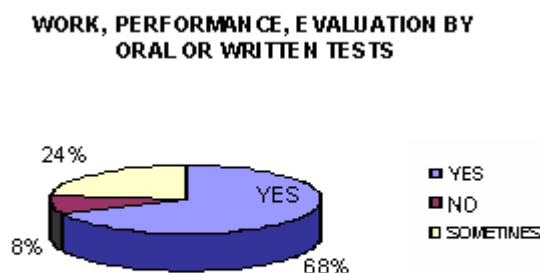
8. Does the teacher evaluate your, performance, based on oral and written tests?

Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	80	68
NO	9	8
SOMETIMES	28	24
TOTAL	117	100%

SOURCE: Survey Applied to the students

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

68% manifest YES, that English teachers evaluate their work, performance by oral and written tests, 24% indicates that English teachers SOMETIMES evaluate their work, performance by oral and written tests, and 8% says that English evaluate their work, performance by oral and written tests.

The evaluation instruments are being used in an appropriate way in general terms taking the oral, and written tests as the most important, nevertheless it is necessary to consider that these should contain concrete activities that allow to observe the quality of the knowledge tools and the functionality of the intellectual operations.

4.2. DATA ANALYSIS AND INTERPRETATION FOR THE TEACHER'S

4.2.1. SURVEY FOR:

SPECIFIC SKILLS

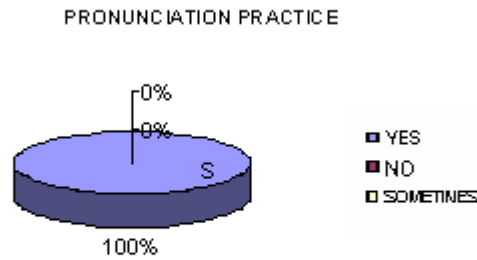
- 1. Do you carry out pronunciation practice exercises with your students using audiovisual means in your English classes?**

Table # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION

100% of the students manifest YES that English teachers carry out practical pronunciation exercises using audiovisual means in English's classes.

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

2. Do you carry out conversational practice among your students in the classroom?

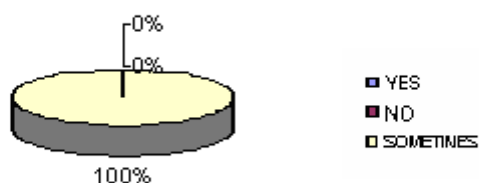
Table # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0
NO	0	0
SOMETIMES	2	100
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

CONVERSATIONAL PRACTICE IN THE CLASSROOM



ANALYSIS AND INTERPRETATION:

100% of the student manifests that SOMETIMES carries out practical conversational practice with the students in the classroom.

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

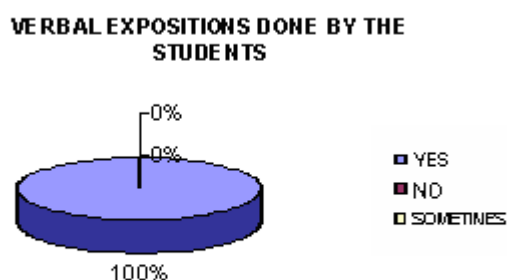
3. Do your students make verbal expositions at your English classes?

Table # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

100% of the students manifest that the students only carry out verbal exhibitions in English classes.

In English area the demonstrative and practical work should be prioritized, consider to the nature of the subject, since these activities develop the argumentative capacity of the students, the capacity to support the actions and thoughts that are emitted in a demonstration or practice, this is the reason to

eradicate the verbal exhibitions that block the development of the student's critical and creative thought.

4. Do you allow your students to establish differences among the ways of writing and pronouncing English language with their partners?

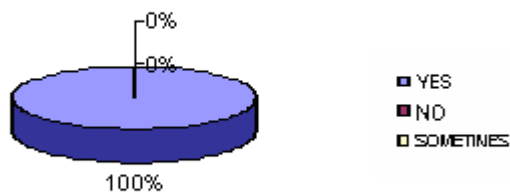
Table # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

ESTABLISHING DIFFERENCES IN WRITING AND PRONUNCIATION



ANALYSIS AND INTERPRETATION:

100% of the students manifest that English teachers establish differences among the ways of writing and pronouncing the English language.

It is part of the teaching-learning process that settles down differences among the ways of writing and pronouncing English language, this means that an analysis of the diverse parts that conforms the writing and the pronunciation is carried out and the relationships are determined that are given among them, also the development of the thought is favoring through this activity.

5. Do you offer your students the facilities to do their tasks in class and at home?

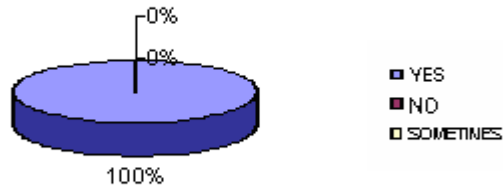
Table # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

FACILITIES TO DO WORKS AT CLASS AND AT HOME



ANALYSIS AND INTERPRETATION:

100% of the student manifest that English teachers give facilities to do their tasks in the class and at home.

In English area teachers are working efficiently allowing the students the reconstruction and modification of their task, it is necessary to manifest that this depends in great manner that didactic material and necessary technological teams are available.

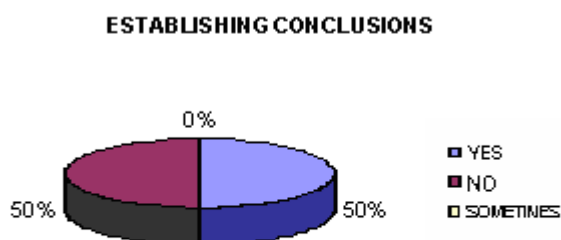
6. Do you allow your students to make their own conclusions after the class has finished?

Table # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	1	50
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

50% of the teachers manifest that they allow the students to establish conclusions after the class and 50% point out that English teachers don't allow the students to establish conclusions after the class.

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

7. Do you transmit to your student's simple techniques to be able to understand, remember and use vocabulary to facilitate English their comprehension?

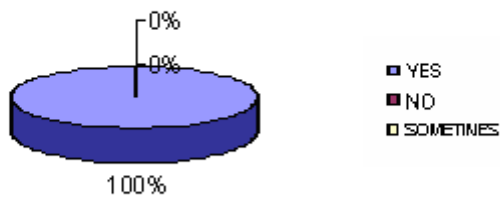
Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

USE OF SIMPLE TECHNIQUES TO FACILITATE ENGLISH COMPREHENSION



ANALYSIS AND INTERPRETATION:

100% of the teachers manifest that they use simple instruments so that students understand, remember and can use vocabularies that facilitate the English language comprehension.

The use of simple instruments, is part of the teaching-learning process, since this allows making English practical demonstrations of what is studied later, it is worth to say that is necessary to have certain statistical knowledge so that this activity is reliable and valid.

8. Do you allow to your students to carry out the interpretation of reading topics, vocabulary at home?

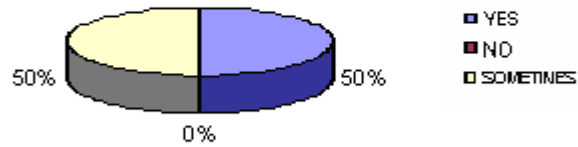
Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

READING TOPICS INTERPRETATION BY THE STUDENTS



ANALYSIS AND INTERPRETATION:

50% of teachers tell that they allow the student to carry out the interpretation of reading topics, vocabularies after imparting classes, 50% indicates that SOMETIMES allows the student to carry out the interpretation of reading topics, vocabularies after imparting classes.

To interpret reading topics, vocabularies imply in putting apparent intellectual capacities of induction and deduction, in such a virtue, to make it SOMETIMES is hindering the integral process of learning, on the other hand the student should have certain knowledge of descriptive statistic to be able to carry out it.

4.2.2. SURVEY FOR:

PROGRAM CONTENTS

1. Do you elaborate learning guides for you English Language class?

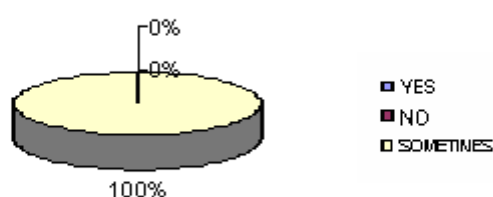
Table # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0
NO	0	0
SOMETIMES	2	100
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

LEARNING GUIDES ELABORATION



ANALYSIS AND INTERPRETATION:

100% of teachers manifest that they SOMETIMES carry out modules of foundation so that the student can study English language.

The modules make more efficient the learning process, since it allows through a previous planning having all the indispensable elements to carry out the process of inter learning, English teachers design it this mean as a valuable didactic resource.

2. Do your students use new vocabulary to solve dairy work in class?

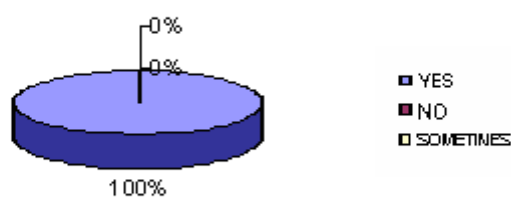
Table # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

USE OF VOCABULARY TO SOLVE PROBLEMS



ANALYSIS AND INTERPRETATION:

100% of teachers manifest that they use the new vocabulary taught to the students to solve problems in class.

Teachers know that what the students have learned necessarily has to be significant and these means that the learned instruction will help the students to solve English problems.

3. Do you allow your students to make comments on the exposed topics?

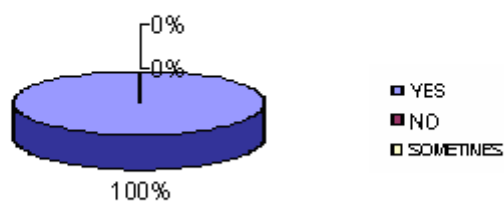
Table # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

STUDENTS COMMENTS ON EXPOSED TOPICS



ANALYSIS AND INTERPRETATION:

100% of the teachers manifest that they allow the students to make comments on exposed topics.

The student's active participation is evidenced in the inter learning process, when making interpretations on the exposed topics, this is well carried in this institution.

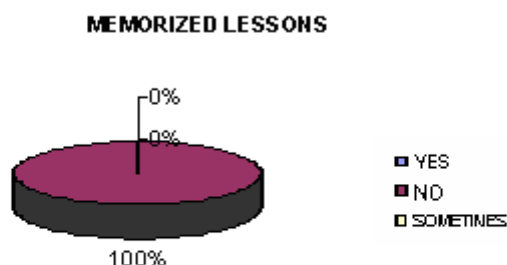
4. Do you demand that the lessons have to be memorized?

Table # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0
NO	2	100
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

100% of teachers manifest that they don't demand memoirist study for lessons.

Studying in the traditional memoirist way in English area has been discarded, it is worth to say that this doesn't generate significant learning, the process of

forgetfulness is imminent, because the information is stored in the short term memory, nevertheless it is important to say that the intelligence cannot work over nothing so the person should have a minimum database.

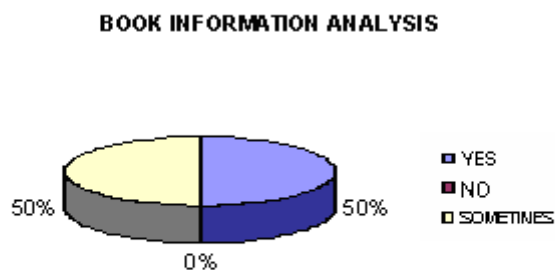
5. Do you allow your students to analyze the contents in the books?

Table # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

50% of the teachers analyzes the books information before dictating the class, 50% says that SOMETIMES analyze book information before dictating the class.

The knowledge update integrate the formation processes permanently where the teachers should participate, it is noticed that it is necessary to include in these processes to all the teachers of the area, since, updating allow to transfer fresh knowledge to the students, it is worth to write down the fact that the science and the technology is updating every day.

6. Do you allow your students to do the home works using their imagination?

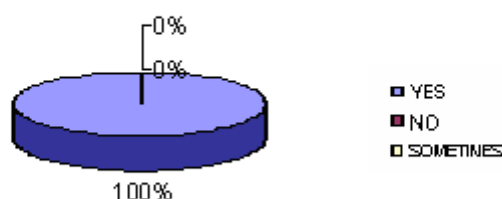
Table # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

HOMEWORKS USING STUDENT'S IMAGINATION



ANALYSIS AND INTERPRETATION:

100% of the teachers manifest that they allow their student to present their work in a synthesized way.

The synthesis is an intellectual activity that allows to establish important proposals of scientific contents, when we work with resumes we are giving the possibility to establish relationships, schemes in general, so by this way se are fomenting the thought development.

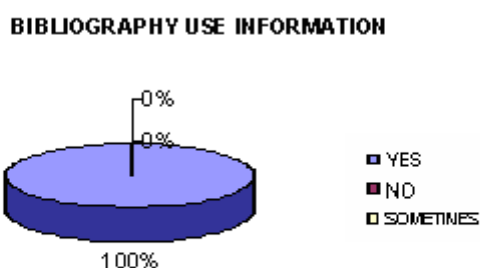
7. Do you give the necessary information about the bibliography that is going to be used during the academic year?

Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

100 % of the students manifest that they use updated and a diversity of bibliography.

It's important that the teachers use update and diverse bibliography, but it is also important to give the required information so that the student could have available the information fonts.

8. Do you develop the contents of your class in a verbal form?

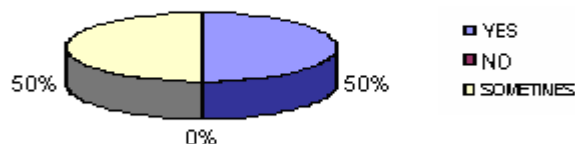
Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

CONTENT DEVELOPMENT IN A VERBAL FORM



ANALYSIS AND INTERPRETATION:

50% of the teachers said that they develop contents in a verbal form and 50% points out that SOMETIMES develop contents in a verbal form.

When developing the contents only in a verbal way, a few interest is demonstrated related to the practical exercises and demonstration, e have to remember that is the teacher's obligation to take to the classroom study topics that take place in a normal environment.

4.2.3. SURVEY FOR:

METHODOLOGICAL ESTRATEGIES

1. Do you speak English to the students during your classes?

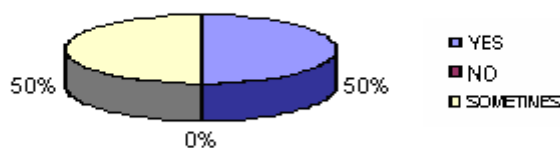
Table # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

ENGLISH SPEAKING DURING THE CLASSES



ANALYSIS AND INTERPRETATION:

50 of the teachers manifest that they speaks English during the class and 50% say that they SOMETIMES speak English during the class.

The teacher's roll is to guide the student so that they develop significant learning, there is not a clear English language teaching methodology that the teachers should follow this will be negative for the students because English language is taught by speaking and hearing practice.

2. Do you translate the words that your students don't understand?

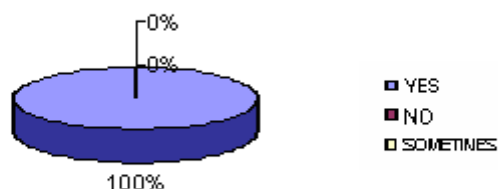
Table # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

TRANSLATION DURING ENGLISH CLASSES



ANALYSIS AND INTERPRETATION:

100% of the teachers manifest that they translate words that the students don't understand.

It is important to make the student understand new vocabulary but the translation of words is not the only solution, there are many ways to make the students understand, teachers must realize that teach English is done by the use of teaching English Language methodologies.

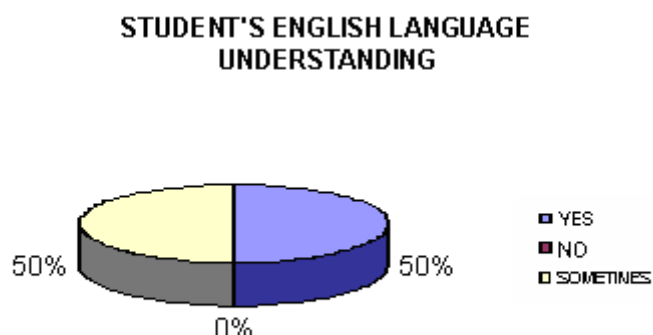
3. Do you think that your students understand everything you speak?

Table # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

50% of the teachers manifest that the students understand everything that they speak in English language in the classroom and 50% say that the students SOMETIMES understand everything that they speak in English language in the classroom.

It is important to remember that when the teaching-learning process is going on all the senses are working, if not everything that is spoken in the classroom is understood, there is a gap in the significant learning, teachers must orient their classes to solve this problem, with more conversational exercises.

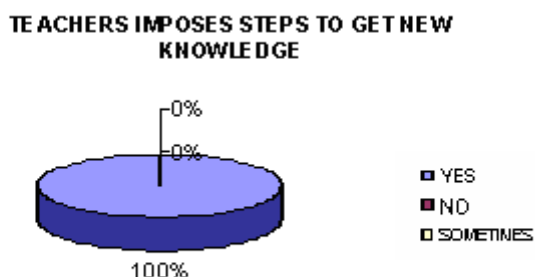
4. Do you impose the steps that your students should continue to arrive in the new knowledge?

Table # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

100% of the teachers manifest that they impose the steps to continue for obtaining a new knowledge.

Imposing rules or norms to the students, needs to know a high level of methodological strategies, it demands from the student to know how to decode contents, in English's area, this activity is totally done, so there are being developed favorable dexterities that will allow the student later to work written documents of high category complexity.

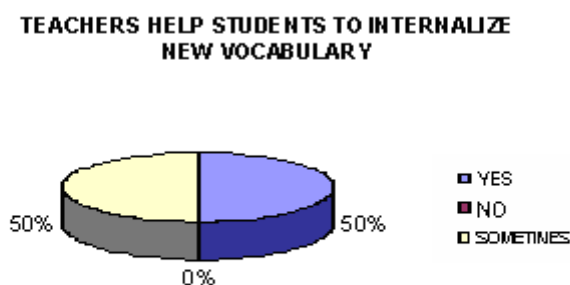
5. Do you help your students to internalize the new vocabulary by the use of posters, black board, books, dictionaries etc.?

Table # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

50% of the teachers manifest that they help their students to internalize new knowledge by means of use of varied means, 50% indicates that SOMETIMES help their students to synthesize new knowledge by the use of varied means.

Synthesizing knowledge should be constant through the whole process, this attitude is being applied fifty-fifty by the teachers of English area, if the student doesn't train this dexterity they lose a great opportunity to learn and the inter learning process is interrupted.

6. Do you give any preference to procedures in which your students reason, analyze and synthesize the knowledge?

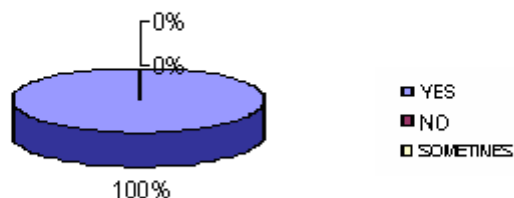
Table # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

TEACHERS HAVE PREFERENCE FOR CERTAIN LEARNING PROCEDURES



ANALYSIS AND INTERPRETATION:

100% of the teachers manifest that they respect the student's way to learn, reason, analyze, synthesize the knowledge. criteria of the students with relationship to the different writing forms, pronunciation and understanding the English language.

The respect is the axis of the pedagogic relationship teacher- student inside the process of inter learning, in English's area, this attitude carries out it, the respect of the students individual way of learning.

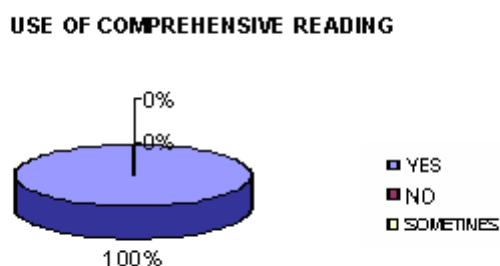
7. Do you use comprehensive reading, as a form to make your students understand the topic ideas, and to be able to understand English?

Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

100% of the teachers manifest that they use the comprehensive reading to make them understand the treated topics.

One of the ways of learning is by means such as comprehensive reading, the student enters in the cognitive and affective activity when they put all their potential to the service of the learning, in English's area, it is being applied in a satisfactory way so the student is motivated to rediscover something new.

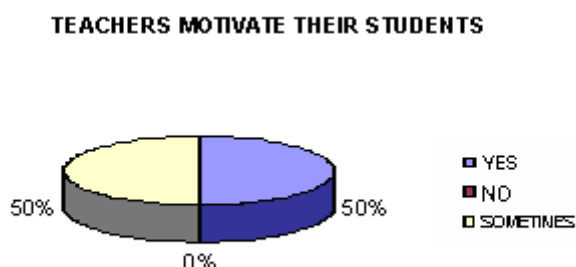
8. Do you motivate your students constantly during the inter learning process of the English Language?

Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

50% of the teachers constantly motivate their students during the process of Inter. - learning and 50% indicate that SOMETIMES motivate their students during the teaching-learning process.

It is necessary that the teachers constantly motivate the students that lose the interest for the English language study, this pedagogic attitude is carried out partially, when not carrying out it we are opening the doors to the student mediocrity, and that it is not a teacher's work.

4.2.4. SURVEY FOR:

DIDACTIC RESOURCES

1. Do you use posters for the development of your classes?

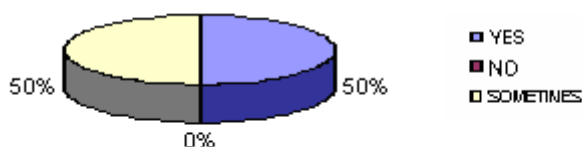
Table # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

ELABORATE CARTELS



ANALYSIS AND INTERPRETATION:

50 of the teachers elaborate posters to support the English classes, and 50% indicate that SOMETIMES they elaborate posters for the support of the classes.

The posters allow to present information on a study topic, in the different exhibitions can be illustrated to facilitate the teaching-learning process, in English's area; this activity is carried out fifty-fifty.

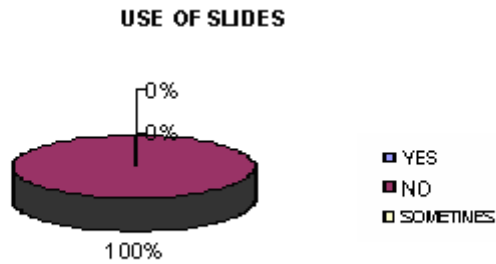
2. Do you use slides to present the new study topics?

Table # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0
NO	2	100
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

100% of the teachers don't use slides, or similar means to present the development of the study topics.

The results demonstrate that teachers are not using slides, perhaps it owes them, using other didactic resources, for example, videos, projector of acetates, etc., or in turn because a domain doesn't exist therefore in the handling of the calculation teams a training it should be given that helps the teacher to put to the student's disposition a new form to reach significant learning.

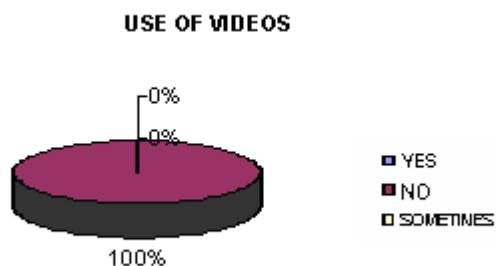
3. Do you use videos to develop your classes?

Table # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	0	0
NO	2	100
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

100% of the teachers said that they don't have videos to reinforce the class topics.

The teachers are not using, slides, neither videos, in the inter learning process, this means that teachers are not taking advantage of the video graph technology, that is to say, wasting the possibility to see or to observe English language situations.

4. Do you make dialogues or conversational practice using recorders during your English classes?

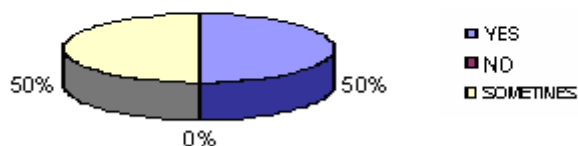
Table # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

USE OF TAPE RECORDERS



ANALYSIS AND INTERPRETATION:

50% of the teachers manifest that they carry out dialogues or conversational practice using recorders during English classes, 50% indicate that SOMETIMES carry out dialogues or conversational practice using recorders during English classes.

The conversational practice allows to multiply the significant knowledge of English language, this activity is carried out partially in English area, it is worth to say that conversational practice gives the student the possibility to live a motivational learning experience, the student will manage the variables that conform dialogue and will be in direct contact with it.

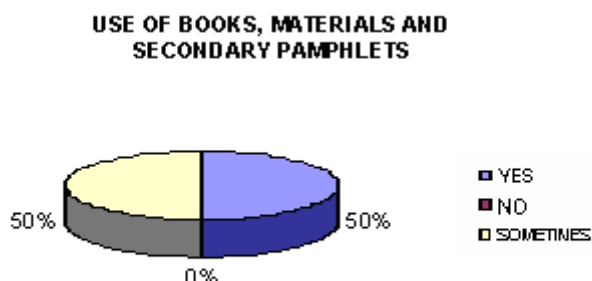
5. Do you use materials, books or secondary pamphlets to develop your classes?

Table # 5

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

50% of the teachers manifest that they use materials, books, secondary pamphlets in the teaching-learning process and 50% indicate that they SOMETIMES use materials, books, secondary pamphlets in the teaching-learning process.

The materials, books and secondary pamphlets causes that the student sees a reason for studying, curiosity in English language, therefore it should often be used, the partial use of these, indicates that the teaching activity is only centered to a single book with out the aid of multiple resources.

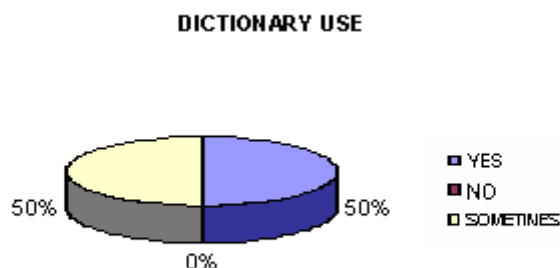
6. Do you use the English-Spanish dictionary as an aid in your classes?

Table # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

50% of the teacher's manifest that they use the dictionary as an aid in their classes 50% indicates that they SOMETIMES use the dictionary as an aid in their classes.

The dictionary allows organizing and verifying the words correctly, giving the possibility to incorporate it to a correct writing and a correct pronunciation and of course building significant learning, in English area this activity is done partially.

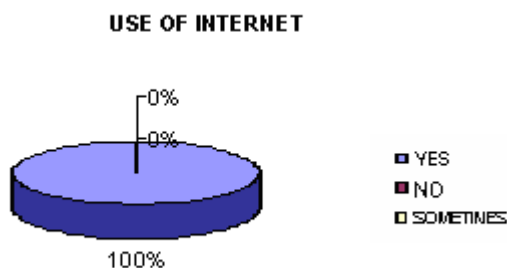
Do you motivate the use of Internet and the new technologies as a research resource?

Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

100 % of the teachers manifest that they motivate their students to use the Internet and the new technologies as a consultation source.

The Internet, allows to find first hand, updated information and doesn't care it leaves of the world something, the information in English area it is being fomented the use of this valuable resource that helps the student obtaining a new updated knowledge.

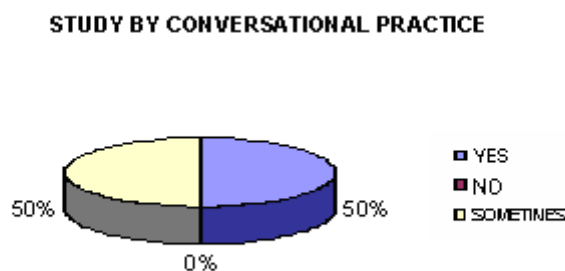
7. Do you develop study topics by means as the practice of direct conversation among your students?

Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

50% of the teachers manifest that they develop study topics by the use of direct conversation with the students and 50% indicate that they SOMETIMES develop study topics by the use of direct conversation with the students.

The daily direct conversation implies living an important experience in the teaching-learning process, for example a conversation with native people from English language speaking countries as seen this activity is done in a partial way and its not scheduled correctly.

4.2.5. SURVEY FOR:

EVALUATION AND ACCREDITATION TECHNIQUES

1. Do you make evaluations during the whole process of learning?

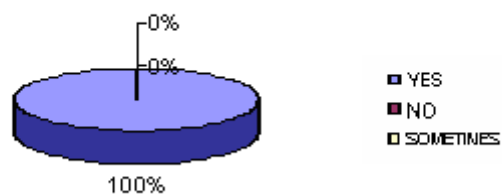
Table # 1

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

**EVALUATION DURING THE LEARNING
PROCESS**



ANALYSIS AND INTERPRETATION:

100% of the teachers indicate that they carry out evaluation activities during the whole learning process.

In the English area the evaluation is a constant process, this allows to determine students troubles in the learning and makes possible correcting errors of our pedagogic attitude.

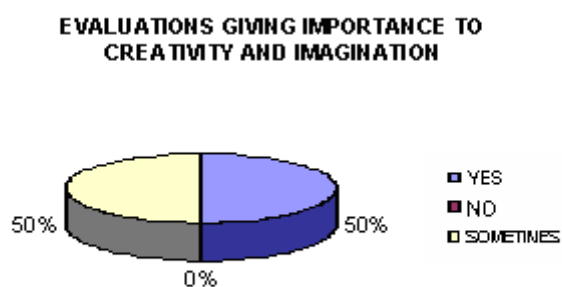
2. In the evaluation tests that you elaborate, you give more importance to reasoning and creativity questions?

Table # 2

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

50% of the teachers manifest that in the evaluation tests that they elaborate they give importance to reasoning questions and creativity and 50% points out that in the evaluation tests that they elaborate they SOMETIMES give importance to reasoning questions and creativity elaborates evaluation tests giving importance to reasoning questions and creativity.

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

3. The written tests allow you to notice if the students have acquired the knowledge?

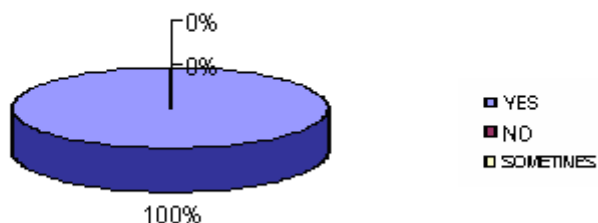
Table # 3

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

EVALUATION BY ORAL AND WRITTEN TESTS



ANALYSIS AND INTERPRETATION:

100% of the teachers indicate that the evaluative oral and written tests that they carry out allow them to know if the student has acquired the knowledge.

The important thing is that the written tests make sense, be planned with technical- didactical approach that is to respond to the necessities of teacher's information, in English area they are applied this type of tests, nevertheless, it is necessary to say that there are not the only available and that it is necessary to diversify the evaluation instruments.

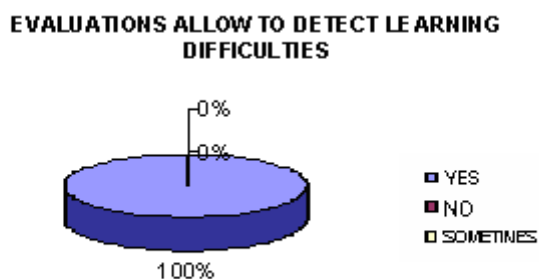
4. The evaluations help you to detect the learning difficulties that your students have?

Table # 4

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo



ANALYSIS AND INTERPRETATION:

100% of the teachers indicate that the evaluation tests allow them to detect learning difficulties that has the students.

The teachers have to be conscious that the evaluation in general terms allow detecting the problems that the student has in the teaching-learning process, this evaluative practice, helps to reorient our actions, to satisfy the students' educational necessities, and to respond in a positive way to the interests that the students have.

5. Do you allow to your students to evaluate their own personal performance as in the acquisition of new knowledge in English Language?

Table # 5

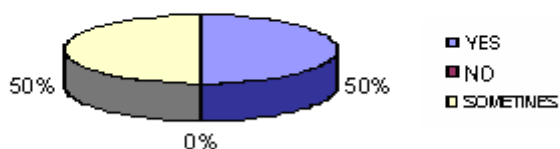
ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	1	50
NO	0	0
SOMETIMES	1	50
TOTAL	2	100

SOURCE:

Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

SELF GRADE EVALUATION BY STUDENTS



ANALYSIS AND INTERPRETATION:

50% of the teachers allow the students to carry out the evaluation of their personal performances and over the acquisition of the learning, 50% indicates that SOMETIMES allow the students to carry out the evaluation of their personal performances and the acquisition of the learning.

Self evaluation is being used partially in English area, it is necessary to be applied totally. This activity allows the students to formulate value judges on

their learning process giving them to know the achieved objectives, it also allows determining their learning difficulties.

6. Do you allow your students to make corrections with their partners in their tasks?

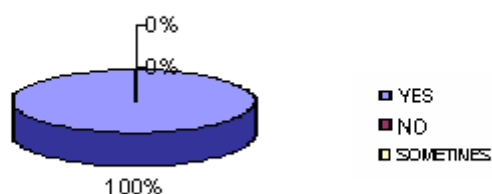
Table # 6

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

EVALUATION CORRECTIONS BY PARTNERS



ANALYSIS AND INTERPRETATION:

100% of the students indicate that they allow the student to correct their works with their partners.

The evaluation between partners is being practiced in an efficient way in English's area, it is necessary to emphasize that, this type of evaluation allows sharing inter learning experiences among the students, it favors the respect for the other student's criterion.

7. The evaluations that you carry out are according to the contents dealt with?

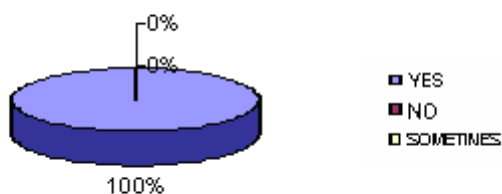
Table # 7

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

EVALUATIONS BASED ON CONTENTS



ANALYSIS AND INTERPRETATION:

100% of the teachers indicate that the evaluations are based on the contents studied in the class classroom.

One of the requirements of the evaluation, is the validity of contents, that is to say, the fact that the evaluation responds to the topics tried in class, in English's area this activity is carrying out in a correct way, nevertheless, the evaluation has to consider the proposed objectives versus studied contents it is not necessary to forget that objectives are evaluated in function of dexterities.

8. The evaluation to your students are made by exams only?

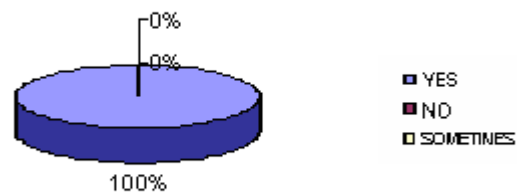
Table # 8

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	100
NO	0	0
SOMETIMES	0	0
TOTAL	2	100

SOURCE: Survey Applied to the Teachers

Author: Jilmar Bayardo Pérez Hidalgo

EVALUATIONS DONE BY EXAMS ONLY



ANALYSIS AND INTERPRETATION:

100% of the teachers indicate that the evaluation is only carry out by exams or tests.

The evaluation doesn't have to only be done through exams, it is necessary to diversify the evaluation instruments, considering all the possibilities that the students have to express, what they have learned or the dexterities that have developed by inter learning experiences, when using a single outline, we are hindering the possibilities to demonstrate what has being acquired.

4.2. ANALYSIS OF RESULTS

CHI SQUARED CALCULATION

SPECIFIC SKILLS AND METHODOLOGICAL PROCESS STUDENTS

QUESTION	FREQUENCY		
	YES	NO	SOMETIMES
1. Does the teacher work pronunciation practice exercises by using audiovisual means in the English classes?	44	9	64
2. Does the teacher work conversational practice in pairs, groups, in the classroom?	24	65	28
3. Do you carry out verbal expositions in the English classes?	117	0	0
4. Do you establish differences between the ways of pronouncing English language with your partners?	8	81	28
5. Does the teacher offer facilities so that you make your tasks in class and at home?	12	77	28
6. Does the teacher ask you to make your own conclusions after the class has finished?	64	21	32
7. Does the teacher use simple techniques so that you can be able to understand, remember and use vocabulary to facilitate English comprehension?	20	89	8
8. Does the teacher allow you to make interpretation of reading topics, vocabularies when the class has finished?	28	53	36
TOTAL	317	395	224
AVERAGE	39,625	49,375	28,000

**SPECIFIC SKILLS AND METHODOLOGICAL PROCESS
TEACHERS**

QUESTIONS	FREQUENCY		
	YES	NO	SOMETIMES
1. Do you carry out pronunciation practice exercises with your students using audiovisual means in your English classes?	2	0	0
2. Do you carry out conversational practice among your students in the classroom?	0	0	2
3. Do your students make verbal expositions at your English classes?	2	0	0
4. Do you allow your students to establish differences among the ways of writing and pronouncing English language with their partners?	2	0	0
5. Do you offer your students the facilities to do their tasks in class and at home?	2	0	0
6. Do you allow your students to make their own conclusions after the class has finished?	1	1	0
7. Do you transmit your student's simple techniques to be able to understand, remember and use vocabulary to facilitate English their comprehension?	2	0	0
8. Do you allow your students to carry out the interpretation of reading topics, vocabulary at home?	1	0	1
TOTAL	12	1	3
AVERAGE	1,500	0,125	0,375

CHI SQUARED CALCULATION

SUBJECTS OF RESEARCH	OBSERVED FREQUENCIES			
	SI	NO	SOMETIMES	TOTAL
STUDENTS	39,625	49,375	28,000	117,000
TEACHERS	1,500	0,125	0,375	2,000
TOTAL	41,125	49,500	28,375	119,000

SUBJECTS OF RESEARCH	EXPECTED FREQUENCIES		
	SI	NO	SOMETIMES
STUDENTS	40,434	48,668	27,898
TEACHERS	0,691	0,832	0,477

SQUARED CHI CALCULATION

O	E	O - E	$(O-E)^2$	$(O-E)^2 / E$
39,625	40,434	-0,809	0,654	0,016
1,500	0,691	0,809	0,654	0,946
49,375	48,668	0,707	0,500	0,010
0,125	0,832	-0,707	0,500	0,601
28,000	27,898	0,102	0,010	0,000
0,375	0,477	-0,102	0,010	0,022
CALCULATED SQUARED CHI				1,596

CALCULATED SQUARED CHI 1,60

THEORETICAL SQUARED CHI

GL = (Line N° -1) (Column N° -1)

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

GL = 2

Significance Level : 0,01

Statistical Decision :

With 2 grades of freedom and a Significance Level 0,01
Corresponds to a **THEORETICAL SQUARED CHI de 9,21**

Statistical Decision for Specific Hypothesis N° 1

ONCE CALCULATED SQUARED CHI (1,60) smaller than the THEORETICAL SQUARED CHI (9,21) the Null Hypothesis H_0 is accepted, this means that there isn't any "significant relationship" between the Specific Skills developed by the teachers and the Methodological aspects used in the English Language teaching-learning process with the STUDENTS at the Basic Unit of the "Combatientes de Tapi" Military High School of Riobamba city.

**PROGRAM CONTENTS AND SIGNIFICANT LEARNING
STUDENTS**

QUESTIONS	FREQUENCY		
	YES	NO	SOMETIMES
1. Does the teacher elaborate learning guides for the English Language classes?	16	100	1
2. Do you use new vocabulary learned to solve the problems of dairy work in class?	117	0	0
3. Does the teacher ask you to make comments to the exposed topics?	108	4	5
4. Does the teacher demand that the lessons have to be memorized?	1	100	16
5. Does the teacher analyze the contents in the books?	100	16	1
6. Does the teacher allow to present home works emphasizing to your imagination?	68	12	37
7. Does the teacher inform about the bibliography that will be used during the academic year?	36	68	13
8. Does the teacher develop the class topics just by oral presentations?	40	28	49
TOTAL	486	328	122
AVERAGE	60,750	41,000	15,250

**PROGRAM CONTENTS AND SIGNIFICANT LEARNING
TEACHERS**

QUESTIONS	FREQUENCY		
	YES	NO	SOMETIMES
1. Do you elaborate learning guides for you English Language class?	0	0	2
2. Do your students use new vocabulary to solve dairy work in class?	2	0	0
3. Do you allow your students to make comments on the exposed topics?	2	0	0
4. Do you demand that the lessons have to be memorized?	0	2	0
5. Do you allow your students to analyze the contents in the books?	1	0	1
6. Do you allow your students to do home works emphasizing to their imagination?	2	0	0
7. Do you inform about the bibliography that will be used during the academic year?	2	0	0
8. Do you develop the class topics just with verbal presentations?	1	0	1
TOTAL	10	2	4
AVERAGE	1,250	0,250	0,500

CHI SQUARED CALCULATION

SUBJECTS OF RESEARCH	OBSERVED FREQUENCIES			
	SI	NO	SOMETIMES	TOTAL
STUDENTS	60,750	41,000	15,250	117,000
TEACHERS	1,250	0,250	0,500	2,000
TOTAL	62,000	41,250	15,750	119,000

SUBJECTS OF RESEARCH	EXPECTED FREQUENCIES		
	SI	NO	SOMETIMES
STUDENTS	60,958	40,557	15,485
TEACHERS	1,042	0,693	0,265

SQUARED CHI CALCULATION

O	E	O - E	$(O-E)^2$	$(O-E)^2 / E$
60,750	60,958	-0,208	0,043	0,001
1,250	1,042	0,208	0,043	0,042
41,000	40,557	0,443	0,196	0,005
0,250	0,693	-0,443	0,196	0,283
15,250	15,485	-0,235	0,055	0,004
0,500	0,265	0,235	0,055	0,209
CALCULATED SQUARED CHI				0,543
CALCULATED SQUARED CHI				0,54

THEORETICAL SQUARED CHI

GL = (Line N° - 1) (Column N° - 1)

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

GL = 2

Significance Level : 0,01

Statistical Decision :

With 2 grades of freedom and a Significance Level 0,01

Corresponds to a **THEORETICAL SQUARED CHI de 9,21**

STATISTICAL DECISION FOR THE SPECIFIC HYPOTHESIS N° 2

ONCE CALCULATED SQUARED CHI (0,54) smaller than the THEORETICAL SQUARED CHI (9,21) the Null Hypothesis H_0 is accepted, this means that there isn't "any significant" relationship between the Educational Contents and the development of Significant Learning in English's Subject, with the STUDENTS at the Basic Unit of the "Combatientes de Tapi" Military High School of Riobamba city.

**METHODOLOGIC ESTRATEGIES AND TEACHING- LEARNING PROCESS
STUDENTS**

QUESTIONS	FREQUENCY		
	YES	NO	SOMETIMES
1. Do you elaborate learning guides for you English Language class?	92	9	16
2. Do your students use new vocabulary to solve dairy work in class?	52	33	32
3. Do you allow your students to make comments on the exposed topics?	0	105	12
4. Do you demand that the lessons have to be memorized?	4	93	20
5. Do you allow your students to analyze the contents in the books?	36	41	40
6. Do you allow your students to do home works emphasizing to their imagination?	96	9	12
7. Do you inform about the bibliography that will be used during the academic year?	72	13	32
8. Do you develop the class topics just with verbal presentations?	84	21	12
TOTAL	436	324	176
AVERAGE	54,500	40,500	22,000

**METHODOLOGIC STRATEGIES AND TEACHING LEARNING PROCESS
TEACHERS**

QUESTIONS	FREQUENCY		
	YES	NO	SOMETIMES
1. Do you speak English during your classes?	1	0	1
2. Do you translate the words that your students don't understand?	2	0	0
3. Do you think that your students understand everything you speak?	1	0	1
4. Do you impose the steps that your students should continue to arrive in the new knowledge?	2	0	0
5. Do you help your students to internalize the new vocabulary by the use of posters, black board, books, dictionaries etc.?	1	0	1
6. Do you give any preference to procedures in which your students reason, analyze and synthesize the knowledge?	2	0	0
7. Do you use comprehensive reading, as a form to make your students understand the topic ideas, and to be able to understand English?	2	0	0
8. Do you motivate your students constantly during the inter learning process of the English Language?	1	0	1
TOTAL	12	0	4
AVERAGE	1,500	0,000	0,500

CHI SQUARED CALCULATION

SUBJECTS OF RESEARCH	OBSERVED FREQUENCIES			
	SI	NO	SOMETIMES	TOTAL
STUDENTS	54,500	40,500	22,000	117,000
TEACHERS	1,500	0,000	0,500	2,000
TOTAL	56,000	40,500	22,500	119,000

SUBJECTS OF RESEARCH	EXPECTED FRQUENCIES		
	SI	NO	SOMETIMES
STUDENTS	55,059	39,819	22,122
TEACHERS	0,941	0,681	0,378

SQUARED CHI CALCULATION

O	E	O - E	$(O-E)^2$	$(O-E)^2 / E$
54,500	55,059	-0,559	0,312	0,006
1,500	0,941	0,559	0,312	0,332
40,500	39,819	0,681	0,463	0,012
0,000	0,681	-0,681	0,463	0,681
22,000	22,122	-0,122	0,015	0,001
0,500	0,378	0,122	0,015	0,039

CALCULATED SQUARED CHI 1,070

CALCULATED SQUARED CHI 1,07

THEORETICAL SQUARED CHI

GL = (Line N° - 1) (Column N° - 1)

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

GL = 2

Significance Level : 0,01

Statistical Decision :

With 2 grades of freedom and a Significance Level 0,01

Corresponds to a **THEORETICAL SQUARED CHI de 9,21**

STATISTICAL DECISION FOR THE SPECIFIC HYPOTHESIS Nº 3

ONCE CALCULATED SQUARED CHI (1,07) smaller than the THEORETICAL SQUARED CHI (9,21) the Null Hypothesis H_0 is accepted this means that there isn't a significant relationship between the Expositive Methodological Strategies used by the TEACHERS and the development of Significant Learning with the STUDENTS at the Basic Unit of the "Combatientes de Tapi" Military High School " of Riobamba city.

**DIDACTIC RESOURCES
DEVELOPMENT OF SIGNIFICANT LEARNING
STUDENTS**

QUESTIONS	FREQUENCY		
	YES	NO	SOMETIMES
1. Uses cartels for the development of the classes?	28	69	20
2. Uses slides to present the new study topics?	28	73	16
3. Uses videos to develop his classes?	0	105	12
4. Records dialogues or conversational practice during English classes?	76	13	28
5. Develops the studies using additional materials, books or secondary pamphlets?	68	21	28
6. Uses the English-Spanish dictionary as an aid in his classes?	76	17	24
7. Motivates the use of Internet and the new technologies as an RESEARCH resource?	24	41	52
8. Develops interesting topics for the practice of direct conversation among their partners?	88	13	16
TOTAL	388	352	196
AVERAGE	48,500	44,000	24,500

**DIDACTIC RESOURCES
DEVELOPMENT OF SIGNIFICANT LEARNING
TEACHERS**

QUESTIONS	FREQUENCY		
	YES	NO	SOMETIMES
1. Do you use posters for the development of your classes?	1	0	1
2. Do you use slides to present the new study topics?	0	2	0
3. Do you use videos to develop your classes?	0	2	0
4. Do you make dialogues or conversational practice using recorders during your English classes?	1	0	1
5. Do you use materials, books or secondary pamphlets to develop your classes?	1	0	1
6. Do you use the English-Spanish dictionary as an aid in your classes?	1	0	1
7. Do you motivate the use of Internet and the new technologies as a research resource?	2	0	0
8. Do you develop study topics by means as the practice of direct conversation among your students?	1	0	1
TOTAL	7	4	5
AVERAGE	0,875	0,500	0,625

CHI SQUARED CALCULATION

SUBJECTS OF RESEARCH	OBSERVED FREQUENCIES			
	SI	NO	SOMETIMES	TOTAL
STUDENTS	48,500	44,000	24,500	117,000
TEACHERS	0,875	0,500	0,625	2,000
TOTAL	49,375	44,500	25,125	119,000

SUBJECTS OF RESEARCH	EXPECTED FREQUENCIES		
	SI	NO	SOMETIMES
STUDENTS	48,545	43,752	24,703
TEACHERS	0,830	0,748	0,422

SQUARED CHI CALCULATION				
O	E	O - E	$(O-E)^2$	$(O-E)^2 / E$
48,500	48,545	-0,045	0,002	0,000
0,875	0,830	0,045	0,002	0,002
44,000	43,752	0,248	0,061	0,001
0,500	0,748	-0,248	0,061	0,082
24,500	24,703	-0,203	0,041	0,002
0,625	0,422	0,203	0,041	0,097
CALCULATED SQUARED CHI				0,185

CALCULATED SQUARED CHI

0,19

THEORETICAL SQUARED CHI

GL = (Line N° -1) (Column N° -1)

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

GL = 2

Significance Level : 0,01

Statistical Decision :

With 2 grades of freedom and a Significance Level 0,01

Corresponds to a **THEORETICAL SQUARED CHI de 9,21**

STATISTICAL DECISION FOR THE SPECIFIC HYPOTHESIS Nº 4

ONCE CALCULATED SQUARED CHI (0,19) smaller than the THEORETICAL SQUARED CHI (9,21) the Null Hypothesis H_0 is accepted, this means that there isn't a "significant relationship" between The Didactic Resources used by the TEACHERS and the development of Significant Learning with the STUDENTS at the Basic Unit of the "Combatientes de Tapi" Military High School of Riobamba city.

**EVALUATION AND ACREDITATION
ACADEMIC AND FORMATIVE ACHIEVEMENTS
STUDENTS**

QUESTIONS	FREQUENCY		
	YES	NO	SOMETIMES
1. During the development of the class allows the student to add notes in books, dictionaries and others?	40	45	32
2. In the evaluations he gives more importance to your creativity?	108	5	4
3. Does the written evaluation allow you to realize that the studied topics serve as a support for the study of others?	108	9	0
4. Do you think that the evaluations help the teacher to detect learning difficulties; does he consider on it and provide with feed back exercises?	80	9	28
5. Does the teacher allow you to self grade?	12	85	20
6. Does the teacher allow you to correct home works with your partners?	24	65	28
7. Is the evaluation done in an accumulative form?	60	37	20
8. Does the teacher evaluate your, performance, based on oral and written tests?	80	9	28
TOTAL	512	264	160
AVERAGE	64,000	33,000	20,000

**EVALUATION AND ACCREDITATION
ACADEMIC AND FORMATIVE ACHIEVEMENTS
TEACHERS**

QUESTIONS	FREQUENCY		
	YES	NO	SOMETIMES
1. Do you make evaluations during the whole process of learning?	2	0	0
2. In the evaluation tests that you elaborate, you give more importance to reasoning and creativity questions?	1	0	1
3. The written tests allow you to notice if the students have acquired the knowledge?	2	0	0
4. The evaluations help you to detect the learning difficulties that your students have?	2	0	0
5. Do you allow to your students to evaluate their own personal performance as in the acquisition of new knowledge in English Language?	1	0	1
6. Do you allow your students to make corrections with their partners in their tasks?	2	0	0
7. The evaluations that you carry out are according to the contents dealt with?	2	0	0
8. The evaluation to your students are made by exams?	2	0	0
TOTAL	14	0	2
AVERAGE	1,750	0,000	0,250

CHI SQUARED CALCULATION

SUBJECTS Of RESEARCH	OBSERVED FREQUENCIES			
	SI	NO	SOMETIMES	TOTAL
STUDENTS	64,000	33,000	20,000	117,000
TEACHERS	1,750	0,000	0,250	2,000
TOTAL	65,750	33,000	20,250	119,000

SUBJECTS OF RESEARCH	EXPECTED FREQUENCIES		
	SI	NO	SOMETIMES
STUDENTS	64,645	32,445	19,910
TEACHERS	1,105	0,555	0,340

SQUARED CHI CALCULATION				
O	E	O - E	$(O-E)^2$	$(O-E)^2 / E$
64,000	64,645	-0,645	0,416	0,006
1,750	1,105	0,645	0,416	0,376
33,000	32,445	0,555	0,308	0,009
0,000	0,555	-0,555	0,308	0,555
20,000	19,910	0,090	0,008	0,000
0,250	0,340	-0,090	0,008	0,024
CALCULATED SQUARED CHI				0,971
CALCULATED SQUARED CHI				0,97

THEORETICAL SQUARED CHI

GL = (Line N° - 1) (Column N° - 1)

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

GL = 2

Significance Level : 0,01

Statistical Decision :

With 2 grades of freedom and a Significance Level 0,01
Corresponds to a **THEORETICAL SQUARED CHI de 9,21**

STATISTICAL DECISION FOR THE SPECIFIC HYPOTHESIS Nº 5

ONCE CALCULATED SQUARED CHI (0,97) smaller than the THEORETICAL SQUARED CHI (9,21) the Null Hypothesis H_0 is accepted, this means that there isn't any "significant relationship" between the Evaluation and Accreditation Techniques and the Academic and Formative Achievements of the STUDENTS at the Basic Unit of the "Combatientes de Tapi" Military High School of Riobamba city.

4.3. CONCLUSIONS AND RECOMMENDATIONS

4.3.1. CONCLUSIONS

The specific conclusions are related in a direct way to the specific objectives of the research:

4.3.1.1. THEORETICAL AND METHODOLOGICAL FOUNDATIONS

- Related to the theoretical and methodological foundations in the majority of cases these are done in a traditional way, these aspects don't look for the development of the specific skills, in the intent to have a better comprehension of the English language, having as the main indicators to what is exposed the following points:
- The teaching-learning process in the "COMBATIENTES DE TAPI" Military High School of Riobamba city is imposed by the teacher and there is a strong relationship of dependence between teachers and students, this relationship has produces on the students a small performance with a minimum of active participation in the learning construction, this situation doesn't permit a significant learning because there is not a good environment of work, so the student doesn't participate actively.
- The teachers are the main characters and they decide the way that the students work, without taking care of their initiatives and creativity. They continue teaching in a traditional way, having the students as passive

learners that listen and repeat with a great amount of memorized learning.

- English is taught in using a direct method, teacher emphasizes in grammatical aspects with literal translations during the class.
- Speaking two languages at the same time makes a double effort on the student when thinking twice in English and in Spanish, this situation doesn't facilitate finding a correct way of learning English language.
- There isn't an adequate relationship method-content, and for this reason the students have a poor assimilation and comprehension of the theoretical contents and in consequence there is a difficulty to apply it in a practical situation.

4.3.1.2 TECHNIQUES AND INSTRUMENTS

There is not been used correctly the teaching techniques neither the instruments as we can see in the next points:

- The working techniques implemented have been centered in teaching English language by the teacher and not in learning by the student.
- In many cases the techniques used have the goal to accomplish the program and the schedule made in the beginning of the year.
- The techniques used are mainly traditionalists, passive and with no motivation to the student so that he could participate in the construction of knowledge.
- Knowledge instruments are not used, the learning activities are done in a verbal form, limiting the incorporation of new learning to those that already exist.

- The didactic resources used to guide the learning are not original; direct practice doesn't exist among people that provide enough resources so that the students can be inserted and can interpret their manifestations.
- The multimedia resources that the students have, don't allow them to be located in their environment; they continue being instruments of the way teachers conceive the English language.
- Evaluation techniques are not used correctly.

4.3.1.3. GENERATION OF SIGNIFICANT LEARNING

Because of the methodological foundation that has been implemented, the learning generated on the students of the “COMBATIENTES DE TAPI” MILITARY HIGH SCHOOL” can not be applied in the student’s daily work; these difficulties are reflected in the following items:

- The learning that have been constructed on the students don’t permit them to speak English, to understand English language, so it can’t be said that this institution is been transformed in bilingual.
- The students in this institution learn for the moment, they study to complete the grades, but they are not motivated to learn more or to understand the English language. The implemented methodologies have contributed to this situation.
- There is not enough laboratory practice that will benefit the students.

4.3.2. RECOMMENDATIONS

4.3.2.1. THEORETICAL AND METHODOLOGICAL FOUNDATIONS

- This institution must provide good teacher-student relationships that permit the student a high confidence with the teacher.
- It would be necessary to plan extracurricular events where students and teachers could cooperate and to establish the English language as a common part of the student's life.
- To improve the working methodology it would be necessary to change some methods as to: communicative method, scientific method which promote the development of skills such as speaking, reading, listening and writing.
- To use the group method by the execution of games where the student can participate actively.
- The program contents must be changed, because the goal is to transform this high school in a bilingual institution.
- It's not enough to orient the teacher to the new goals, it is necessary to prepare in a different way to the teachers to reach the established goals.

4.3.2.2 TECHNIQUES AND INSTRUMENTS

- It's necessary to adapt some techniques to the group characteristics according to the proposed objectives.
- To include some techniques such as: internal contests, debates, to improve student's knowledge.
- Implementing tours to museums, parks, with the use of English Language exclusively.
- Teachers must remember that there are available different evaluation techniques.
- Teachers should differentiate the types of evaluations that allow establishing a judge value, decision making and offering the improvement of the student's learning it could be necessary to prepare teachers.

- The teachers should prepare enough Learning Guides in the way it is established in the alternative proposal for teaching improvement, which guides the education through stages like: practices, context, experience, action reaction and evaluation.

4.3.2.3. GENERATION OF SIGNIFICANT LEARNING

- It's important to generate some strategies to use other subjects in the use of English language so that the student could enlarge his knowledge.
- To start the use of English Language as a common activity in the High School.
- To contract native speaking English language teachers.
- To improve teachers in the domain of English language.
- Propitiate activities where the student can use English language in real life and where he can put in practice his previous knowledge.
- Implement opportunities so that the teachers and students could use all the infrastructure and didactic means that this high school has.

BIBLIOGRAPHY

1. ARREDONDO, Martiniano. Notas para un Modelo de Docencia. Texto de estudio de Universidad Nacional de Loja, de 1998.
2. AUSUBEL, David. Psicología Educativa: Un punto de vista cognoscitivo, Editorial Trillas, México.
3. BARTOLOME, Rocío y CRISTINA Pascual. Manual para el Educador Infantil, Colombia 1977.
4. BAULEO, Armando. Grupos Operativos y Psicología Social, Editorial Imago, Montevideo, 1980.
5. BISQUERRA, Rafael. Metodología de la Investigación Educativa. Editorial CEAC, Barcelona, España, 1989.
6. BLEGER, José. Psicología de la Conducta. Editorial Paidós, Buenos Aires, 1972.
6. BRUNNER, Jeromo Aprendizaje por experiencia directa y aprendizaje por experiencias mediatizadas, en Perspectivas, Volumen III, 1973.
7. CHOMSKY, Noam. Language and Problems of Knowledge. The Massachusetts Institute of Technology Press, 1988.
8. DIAZ BARRIGA, Angel Práctica Docente y Diseño Curricular, México 1989.
9. FREEMAN, Diane. Techniques and Principles in Language Teaching. Oxford University Press. 1986.
10. GAGNE, Robert. Las Condiciones del Aprendizaje, Editorial Aguilar, Madrid, España.

11. ILLICH, Iván. Hacia el fin de la Era Escolar, Editorial CIDOC, México, 1971.
- 12 LEON, Ana; PAREDES, Dolores; VIVAR Antonio; DEL POZO Fabián, Metodología de la Enseñanza Aprendizaje del Idioma Inglés y su en la generación de aprendizajes significativos en los Cadetes de la Escuela Superior Militar Eloy Alfaro del Cantón Quito. Período Académico 1999-2000. Lineamientos Alternativos.
12. LYON, Jean. Language Acquisition in a Bilingual Community, London August 1995.
13. LOBROT, Michael. Pedagogía Institucional, Editorial Humanistas, Buenos Aires, 1974.
14. PANSZA, Margarita. Didáctica Crítica en Investigación del Proceso Educativo.
16. WALLACE, Betty. Teaching English to Speakers of Other Languages, University of Minnesota Press-Minneapolis and McGraw Hill International Book Company, New York, 1983.

ANNEX



**ARMY POLYTECHNIC SCHOOL
SCHOOL OF LANGUAGES
LINGUISTICS APPLIED TO ENGLISH LANGUAGE
QUESTIONNAIRE FOR THE STUDENTS**

INFORMATIVE DATA

Subject	:	
Year of Basic Education	:	
Educational Unit	:	
Evaluation date	:	

OBJECTIVE

To identify the **Didactic Resources** that are used to develop significant learning in English Subject.

INSTRUCTIONS

Read the questionnaire carefully

Circle the answer that is considered the appropriate for each numeral.

As an English language teacher:

9. Uses cartels for the development of the classes?

YES	NO	SOMETIMES
-----	----	-----------

10. Uses slides to present the new study topics?

YES	NO	SOMETIMES
-----	----	-----------

11. Uses videos to develop his classes?

YES	NO	SOMETIMES
-----	----	-----------

12. Records dialogues or conversational practice during English classes?

YES	NO	SOMETIMES
-----	----	-----------

13. Develops the studies using additional materials, books or secondary pamphlets?

YES	NO	SOMETIMES
-----	----	-----------

14. Uses the English-Spanish dictionary as an aid in his classes?

YES	NO	SOMETIMES
-----	----	-----------

15. Motivates the use of Internet and the new technologies as an investigation resource?

YES	NO	SOMETIMES
-----	----	-----------

16. Develops interesting topics for the practice of direct conversation among their partners?

YES	NO	SOMETIMES
-----	----	-----------



**ARMY POLYTECHNIC SCHOOL
SCHOOL OF LANGUAGES
LINGUISTICS APPLIED TO ENGLISH LANGUAGE
QUESTIONNAIRE FOR TEACHERS**

INFORMATIVE DATA

Subject	:	
Year of Basic Education	:	
Educational Unit	:	
Evaluation date	:	

OBJECTIVE

To identify the Didactic Resources that teachers use to develop significant learning with the students of the Basic Unit of the Comil No. 6 "Combatientes de Tapi."

INSTRUCTIONS

Read the questionnaire carefully

Circle the answer that is considered the appropriate for each numeral.

As an English language teacher:

17. Do you use posters for the development of your classes?

YES	NO	SOMETIMES
-----	----	-----------

18. Do you use slides to present the new study topics?

YES	NO	SOMETIMES
-----	----	-----------

19. Do you use videos to develop your classes?

YES	NO	SOMETIMES
-----	----	-----------

20. Do you make dialogues or conversational practice using recorders during your English classes?

YES	NO	SOMETIMES
-----	----	-----------

21. Do you use materials, books or secondary pamphlets to develop your classes?

YES	NO	SOMETIMES
-----	----	-----------

22. Do you use the English-Spanish dictionary as an aid in your classes?

YES	NO	SOMETIMES
-----	----	-----------

23. Do you motivate the use of Internet and the new technologies as a research resource?

YES	NO	SOMETIMES
-----	----	-----------

24. Do you develop study topics by means as the practice of direct conversation among your students?

YES	NO	SOMETIMES
-----	----	-----------