ARMY POLYTECHNIC SCHOOL
DEPARTMENT OF LANGUAGES
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TITLE

"THE IMPORTANCE OF THE STANDARDS' KNOWLEDGE IN THE TEACHING OF ENGLISH AT THE FISCAL URBAN MORNING ELEMENTARY SCHOOLS IN RIOBAMBA IN THE SCHOOL YEAR 2006 – 2007".

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADO IN APPLIED LINGUISTICS

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CERTIFICATION

We, Msc. Daniel Herrera, Director and Dr. Oswaldo Villa, Co-Director duly certify that the final thesis **"THE IMPORTANCE OF THE STANDARDS' KNOWLEDGE IN THE TEACHING OF ENGLISH AT THE FISCAL URBAN MORNING ELEMENTARY SCHOOLS IN RIOBAMBA IN THE SCHOOL YEAR 2006 – 2007"** elaborated by Leonardo E. Cabezas A. has been accurately revised and found it apt for private and public oral sustain.

_____ _____

Msc. Daniel Herrera **Dr. Oswaldo Villa**
DIRECTOR **CO-DIRECTOR**

ACKNOWLEDGEMENT

DEDICATION

To:

Christian
       Blood
          of
             my
                blood

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ABSTRACT

The purpose of the present study was to investigate "The importance of the standards' knowledge in the teaching of English at the fiscal urban morning elementary schools in Riobamba in the school year 2006 – 2007". Their ability, attitude toward EFL standards, and the view of integrating standards into classroom teachers.

Participants completed a survey that addressed: fulfils professional responsibilities established by the school district, competence to content knowledge appropriate to the teaching position, competence in planning and preparing for instruction, competence in classroom management, use a variety of methods to monitor student learning, and their opinion about standards for EFL classes.

Results indicated that both directors and English teachers did not have knowledge about standards in teaching English, and have no information about standards from the different levels of educational departments.

Classroom teachers did not show a consistent knowledge about standards when evaluating the importance of using standards at elementary schools

INTRODUCTION

1.1 What is excellence?

Making sure all children have the opportunity to succeed. We are committed to helping school leaders ensure that every child can reach academic proficiency and achieve intellectual, social and emotional success—starting with pre-kindergarten. (*Dr. Vincent Ferrandino) the executive director of the National Association of Elementary School Principals.*

Among other definitions, my general understanding is that excellence is a quality whereby we do what we are expected to do in the best possible way. Standards are as important in English teaching as they are in the other fields. We can distinguish two purposes, first we want to achieve the highest levels for these objectives for which we are responsible. Second, we want to achieve the highest level according to our own personal capacities and preparation. Accordingly, it is not always possible for us to meet the standards set for the highest levels for what we are expected to do, or accomplish, or produce, or create. If so what happens? The result is an unbalanced program.

With this in mind, I seek to explore what are standards in the teaching/learning process and how to acquire English as a foreign language; several types of objectives have been set, to teach it at elementary level, some to teach it at high school level, and some to teach at the university level. At the same time, there is the objective for the formation at university level of English teachers. These objectives are not very specific for either of these levels. Nevertheless, no standards have ever been set for the field of teaching English in elementary schools in Ecuador even worse in Riobamba, for any of these levels.

1.2 Which are these levels?

I believe that we must set the standards for the teacher at first, because he/she is the model the one in charge of the students' formation, the guide, the conductor, the example for the student. If so, what are the standards for English teacher? The objectives for the teacher's professional training must be set first. In general, the teacher must demonstrate the capacity handle, produce, and teach English. Therefore, he/she must demonstrate this domain

to handle English, to understand the native speaker of English and to be understood by him/her.

He/she must show the ability to read English as well as the native reads and understands his/her own language, namely; newspapers, magazines books, journals: to understand English used on television, movies, He/she must be able to write English naturally in such a way that the native understands him/her.

As far the oral level is concerned, the science of linguistic will help to accomplish this objective as explained below. On the other hand. I believe that whoever is below these standards, he/she will not be able to achieve standards in any case, and it is for precisely this reason for the low levels of performance shown by the English students at elementary school, high school as well as at the university levels. With anything below these levels, the results are mediocre, a waste of time, effort, money, and the reason why a great number of students drop school at these levels.

RESEARCH THEME

"THE IMPORTANCE OF THE STANDARDS' KNOWLEDGE IN THE TEACHING OF ENGLISH AT THE FISCAL URBAN MORNING ELEMENTARY SCHOOLS IN RIOBAMBA IN THE SCHOOL YEAR 2006 – 2007".

RESEARCH THEME

"THE IMPORTANCE OF THE STANDARDS´ KNOWLEDGE IN THE TEACHING OF ENGLISH AT THE FISCAL URBAN MORNING ELEMENTARY SCHOOLS IN RIOBAMBA IN THE SCHOOL YEAR 2006 – 2007".

PART ONE
RESEARCH PROBLEM

1.1. Problem Identification

We want to achieve the highest level of preparation and training as professionals; simply stated, we want to be the best Elementary School English teachers we can be. We also want to achieve the highest levels in the teaching/learning process used to educate our students.

The question is how do we accomplish this?

I see two clean approaches to this question. First, it is the responsibility of the university. It is here where the professional must do his best to achieve excellence in his on training and preparation.

The second part of the solution is "Do the best we can by teaching English to our students," Obviously, the next question is then, How?.

Teachers' Standards this is a problem that has to be solved by the universities in charge of the educating English teachers. Their training curricula and programs must be subject to permanent investigation and review by planning and research departments. One issue, which is very sensitive along these lines is the evaluation of the would-be teachers to ensure that more learning English as a Foreign language on prospective The prospective teachers' training must demonstrate the required methods, abilities, skills, procedures to teach English to non- speakers of English as a second language.

1.2. Problem setting

It is necessary to set the standards for the teacher at first, because he/she is the model the one in charge of the students' formation, the guide, the conductor, the example for the student. If so, what are the standards for English teacher? The objectives for the teacher's professional training must be set first. In general, the teacher must demonstrate the capacity handle, produce, and teach English. Therefore, he/she must demonstrate this domain to handle English, to understand the native speaker of English and to be understood by him/her.

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As far the oral level is concerned, the science of linguistic will help to accomplish this objective as explained below. On the other hand. I believe that whoever is below these standards, he/she will not be able to achieve standards in any case, and it is for precisely this reason for the low levels of performance shown by the English students at elementary school, high school as well as at the university levels. With anything below these levels, the results are mediocre, a waste of time, effort, money, and the reason why a great number of students drop school at these levels.

There is another problem on the area of the tools and resources available to teachers. By this, I mean the textbooks to be used in the classroom by the students. They must be studied on a permanent basis as well, in an effort to best use be textbooks, which are being published according to the latest approaches at the same time, according to the recent discoveries by modern linguistics. Undoubtedly, the textbook is one of the most effective tools the teacher ever has to teach English to his students and his/her students to learn it. Besides most of the updated texts are expensive and difficult to find especially in small cities and one important aspect to mention is that most of universities have no native TFL teachers.

The Government didn't invest enough economical resources to have a real English program in the whole country, this is why most of the public elementary schools have no English teachers and most of particular schools have been using different kinds of English study materials.

Finally **How does the lack of standards' knowledge affect the teaching of English at the fiscal urban morning elementary schools in Riobamba in the school year 2006 – 2007?.**

1.3. **VARIABLES**

I.V. Lack of standards' knowledge

D.V. Affects negatively the English learning at the fiscal urban morning elementary schools in Riobamba in the school year 2006 - 2007.

1.4. **OBJECTIVES**

- **GENERAL OBJECTIVE**

  To determine the importance of standards' knowledge in the English teaching at the fiscal urban morning elementary schools in Riobamba in the school year 2007 - 2007.

- **GENERAL OBJECTIVE**

  To find out if the English teachers at the fiscal urban morning elementary schools in Riobamba in the school year 2006 – 2007 know about standards.

- **GENERAL OBJECTIVE**

  To contribute to the standards' knowledge in the English teaching at the fiscal urban morning elementary schools in Riobamba in the school year 2007 - 2008.

1.4.2. Specific Objectives

- To analyze the importance of standards' knowledge in the English teaching at the fiscal urban morning elementary schools in Riobamba in the school year 2006 - 2007.
- To detect the English teachers' knowledge about standards.
- To become aware of the importance of standards in the English teachers.

- To discover the teachers' ability in the standards application.
- To relate the traditional teaching of English with the standards' application.
- To differentiate which standards are used and which are not used.

- To prepare an interactive CD Rom about standards.
- To present a standard sample for EFL teachers at elementary level.
- To provide a standard of learning sample for the VI grade.

1.5. Justification

This research theme was selected as "**THE IMPORTANCE OF THE STANDARDS'
KNOWLEDGE IN THE TEACHING OF ENGLISH AT THE FISCAL URBAN
MORNING ELEMENTARY SCHOOLS IN RIOBAMBA IN THE SCHOOL YEAR
2006 – 2007** " for the following reasons:

According to the research performed, there is currently a lack of any such set of the
standards where English is taught as a foreign language.

The thesis is based on the experience of authoritative long-standing teachers, universities,
and university professors, who were interviewed.

With this assumption in mind, I hope it will benefit the educational officials, the English
teachers and elementary school professors involved in teaching English as a foreign
language, whichever is applicable, subsequently , to their students as well.

Similarly, this thesis has as its basis the science of language, or linguistics the most reliable
source for objectivity and methodology.

Some benefits that the TESL in Canada receives when standards are recognized in all
provinces:

The TESL Canada National Professional standards benefit educators by helping ensure
that:

• TESL training and ESL teaching experience are recognized as main professional
measures of Canadian ESL educators.

• Teaching credentials are recognized not only from province to province but by virtue
of their national status, from country to country.

• Credentials are recognized by international students when they compare faculty at post-
secondary schools and language institutes across Canada before their arrival in Canada. As
a result, programs that hire qualified professionals will attract more students.

• Qualifications are valued appropriately by government and non-government founders
when educators request financial support for awards, scholarships, and projects. (TESL
Canada)

EFL Standards in Paraguay (Stael Ruffinelli de Ortiz) said that the lack of standards for
teachers provides little financial incentive for teachers to seek training.

The Department of education in Puerto Rico accepts and demands high standards "The
development of model standards will help to identify what all children should know and be
able to do to live and work in the forthcoming century". "Standards will help create

coherence and sequence among instructional materials, grade levels, assessment practices, and the teaching/learning process."

In the United States several analysis of state standards have been critical of the quality of the standards have being adopted by states. For example, a recent analysis of state standards (Chester E. Finn, et al., The State of State Standards, July 1998) concluded, "most of the states have a long way to go before their academic standards will be strong enough to bear the considerable burden now being placed on them."

If we never try we will never know, it is necessary to change the old paradigms, we need to look ahead, this century demands from us students from ESPE many challenges, and this is why I consider this dissertation theme appropriately to be researched.

PART TWO

THEORETICAL FRAME

2.1. Theoretical and Conceptual Focus

The tendency in the 21st century education is to work with standards; we can find standards for ESL teachers, (English as a second language) Standards of learning and content for ESL students, standards for what principals should know and be able to do, foreign language standards, Standards for professional development schools. This is why standards are considered a road map for any academic development.

As an English teacher, it is necessary to be familiar with the following acronyms:

EFL: English as a foreign language. Most often used to refer to teaching English as a foreign language, in a setting in which English is not a major language used by the surrounding society.

ESL: English as a second language. Most often used to refer to the English used or taught in English-speaking settings or for long-term continuous purposes

The main point here is that both EFL and ESL refer to teaching English

TEFL: Teaching English as a foreign language, in a setting in which English is not a major language used by the surrounding society.

TESL: Teaching English as a second language, in an English-speaking or English-bilingual setting.

TESOL: Teachers of English to Speakers of Other Languages, Inc., a professional organization for individuals teaching ESL or EFL around the world. The field of teaching English to speakers of other languages for whom English is not the first language.

2.2. Theory of children in intellectual growth

The EFL teachers at elementary schools should beat in mind, that there are qualitative differences in the intellectual ability of children at different stages. These are introduced by Piaget in his theory of intellectual development.

Chart 1

<table>
<tr><td rowspan="20" style="writing-mode: vertical-lr">P R E O P E R A T I O N A L T H O U G H T</td><td>

AGE (2-7 years)

Child develops his ability to:

- Construct symbols.
- Use languages.
- Engage in imaginative or make-believe play.

He goes through a period of <u>preconceptual thought.</u>

- He has relatively a little ability to understand:
  o The class.
  o Class membership.

He goes on to a period of intuitive <u>thought.</u>

- He is capable of learning:

  o Concepts and
  o Principles.
  o Using these simple problem situation.

- These concepts and principles are derived <u>through experience.</u>

  o With a manipulation of concrete objects.
  o They are very much limited by the child's experience with concrete objects.

  > The five-year-old child learning the concept "square," <u>for example</u>, must come into contact with many exemplars and nonexemplars of his concept before he will acquire the concept.

Once he has acquired <u>the concept:</u>

- He is limited in his use or manipulation of it in problem solving.
- The problem solving in this stage requires:

  o overt manipulation of objects or
  o mental manipulation of once-experienced or remembered objects.

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Chart 2

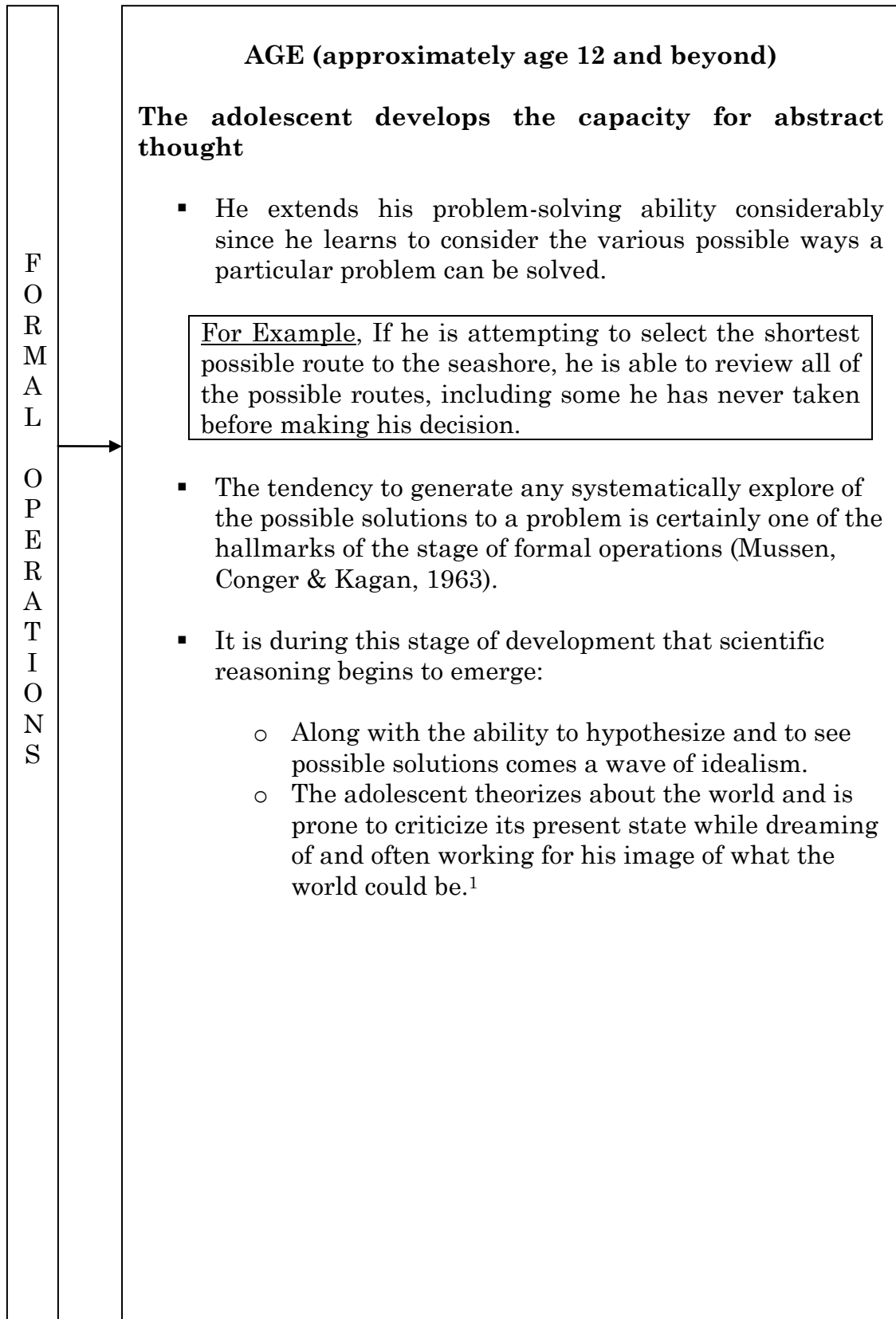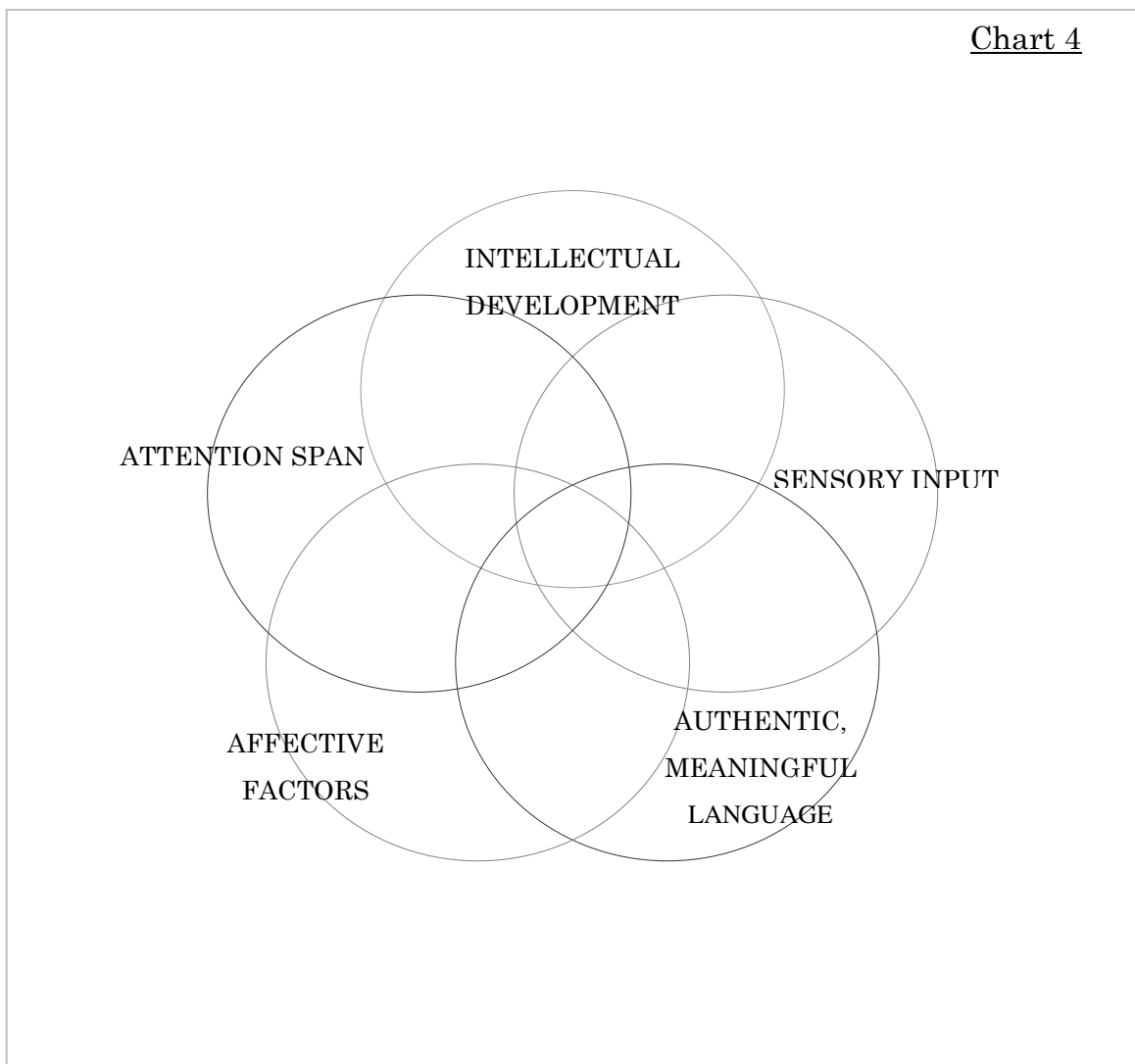|	
C **O** **N** **C** **R** **E** **T** **E** **O** **P** **E** **R** **A** **T** **I** **O** **N** **S**	**AGE (7-11 years)** **He begins to learn and be able to:** ▪ Manipulate relationships between objects or set of objects. ▪ produce a mental image of a series of actions and begins to realize that relational terms like brighter, smoother, taller, or fatter refer two or more objects and not to absolute quantities. ▪ Reason about the whole and its parts simultaneously. ▪ Learn concepts from rules or descriptions of critical attributes. ▪ However he will still require some experience with concrete exemplars of these critical attributes. For Example, the child will grasp the concept "square" only if he has seen a square. He will use the square which he has seen as a reference from which to extract his conceptualization of the critical attributes of squares. Unlike a child at the preoperational level, a child at the stage of concrete operations will need only one or a few exemplars of a concept since he has acquired greater facility in generalizing and handling abstractions. ▪ Problem solving during the period of concrete operations involves: 　○ Less matching to real or remembered samples. 　○ More comparison with a conceptualization which is remembered with reference to a single previously experienced object or event. ▪ The child's ability to think is still limited during this period: 　○ He is very limited. For example, in his ability to conceptualize or hypothesize about that which exists only in terms of potentially or possibility. ▪ He has "acquired a rudimentary conception of time, space, number and logic" (Baldwin, 1976) ▪ He is able to use conceptions to organize, order, and manipulate objects or events which confront him.

Chart 3

<table>
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AGE (approximately age 12 and beyond)

The adolescent develops the capacity for abstract thought

- He extends his problem-solving ability considerably since he learns to consider the various possible ways a particular problem can be solved.

  > For Example, If he is attempting to select the shortest possible route to the seashore, he is able to review all of the possible routes, including some he has never taken before making his decision.

- The tendency to generate any systematically explore of the possible solutions to a problem is certainly one of the hallmarks of the stage of formal operations (Mussen, Conger & Kagan, 1963).

- It is during this stage of development that scientific reasoning begins to emerge:

  - Along with the ability to hypothesize and to see possible solutions comes a wave of idealism.
  - The adolescent theorizes about the world and is prone to criticize its present state while dreaming of and often working for his image of what the world could be.[1]

</td></tr>
</table>

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[1] I.E. Faver, Lindley J. Stiles, Educational Psychology, pages 118,119

2.3. Teaching Children

Sometimes EFL teachers feel frustrated when we are assigned any elementary grade. The first question is what am I supposed to do,? The second question is what do I have to teach,? The third, How do I take control of children, and above all how can I make the children to understand me in English?

Most teachers feel more comfortable with high school students. This is because, they have already experimented a 6 or 7-year instruction process, and their sophisticated intellectual processing has increased considerably.

To successfully teach children as foreign language requires specific skills. H. Douglas Brown, 1994 presents five categories of practical approaches to teaching Children[1].

Chart 4

INTELLECTUAL DEVELOPMENT

ATTENTION SPAN

SENSORY INPUT

AFFECTIVE FACTORS

AUTHENTIC, MEANINGFUL LANGUAGE

---

[1] H. Douglas Brown, Teaching by principles (Michigan, 1994) , pages. 91,92,93,94.

2.4. INTELLECTUAL DEVELOPMENT

We must keep in mind the children's limitations. They are at the intellectual stage of what Piaget called the "concrete operations" stage that was explained on (**pages 3-5**). They do not care about correctness, and it could be impossible trying to explain linguistic concepts.

- **Don't explain grammar** →

  - Using terms like:
    - Present progressive or
    - Relative clause

- **Rules** →

  - That are stated in abstract terms:
    - "To make a statement into questions"
    - You add a "d" or "does"
    - Should be avoided

- **Some grammatical concepts** →

  - Specially at the upper levels of childhood can be called to learner's attention by showing them certain:
    - **patterns:** "Notice the ing at the end of the word"
    - **Examples:** "This the way we say it when it is happening right now: "I am walking to the door".

- **Certain more difficult concepts or patterns require more repetition than adult need** →

  - Repeating certain patterns (without boring them) may be necessary to get the brain and the ear to cooperate
  - Children must understand the meaning and relevance of repetitions

2.5. ATTENTION SPAN

Holding the attention of a child is the teacher's responsibility, our job as EFL teachers is to create interesting, lively, and fun language lessons. On the other hand, short attention span could be caused by boring, useless, and too difficult lessons.

- **Because children are focus on the immediate here and now** →
  - Activities should be designed to capture their immediate interest.

- **A lesson needs to have** →
  - A variety of activities to:
    - Keep interest.
    - Attention alive.

- **A teacher needs to be** →
  - **Animated**, lively and enthusiastic about the subject matter.
  - Consider the classroom a stage in which you are the **lead actor.**
  - Your energy will be infectious to others.
  - While you may think that you are **overdoing** it, children need this exaggeration to keep spirits buoyed and minds alert.

- **A sense of humor** →
  - A **sense of humour** will go a long way to keep children laughing and learning.
  - Since children's humour is quite different from adults, remember to **put yourselves in their shoes.**
  - Children have a lot of **natural curiosity** make sure you tap into that curiosity whenever possible and you will thereby help to maintain attention and focus.

2.6. SENSORY INPUT

Children need to have all five senses stimulated. Our activities should strive to go well beyond the visual and auditory modes that we usually feel are sufficient for a classroom.

- **Pepper your lesson with physical activity**

  →
  - Having students **act out** things:
    - o Role play.
    - o play games, or
    - o Total Physical Response activities.

- **Projects and other hands-on-activities**

  →
  - Will go a long way toward helping children to **internalize language.**
    - o Small group **science projects** are excellent ways to get them to learn words and structures and to practice meaningful language.

- **Sensory aids**

  →
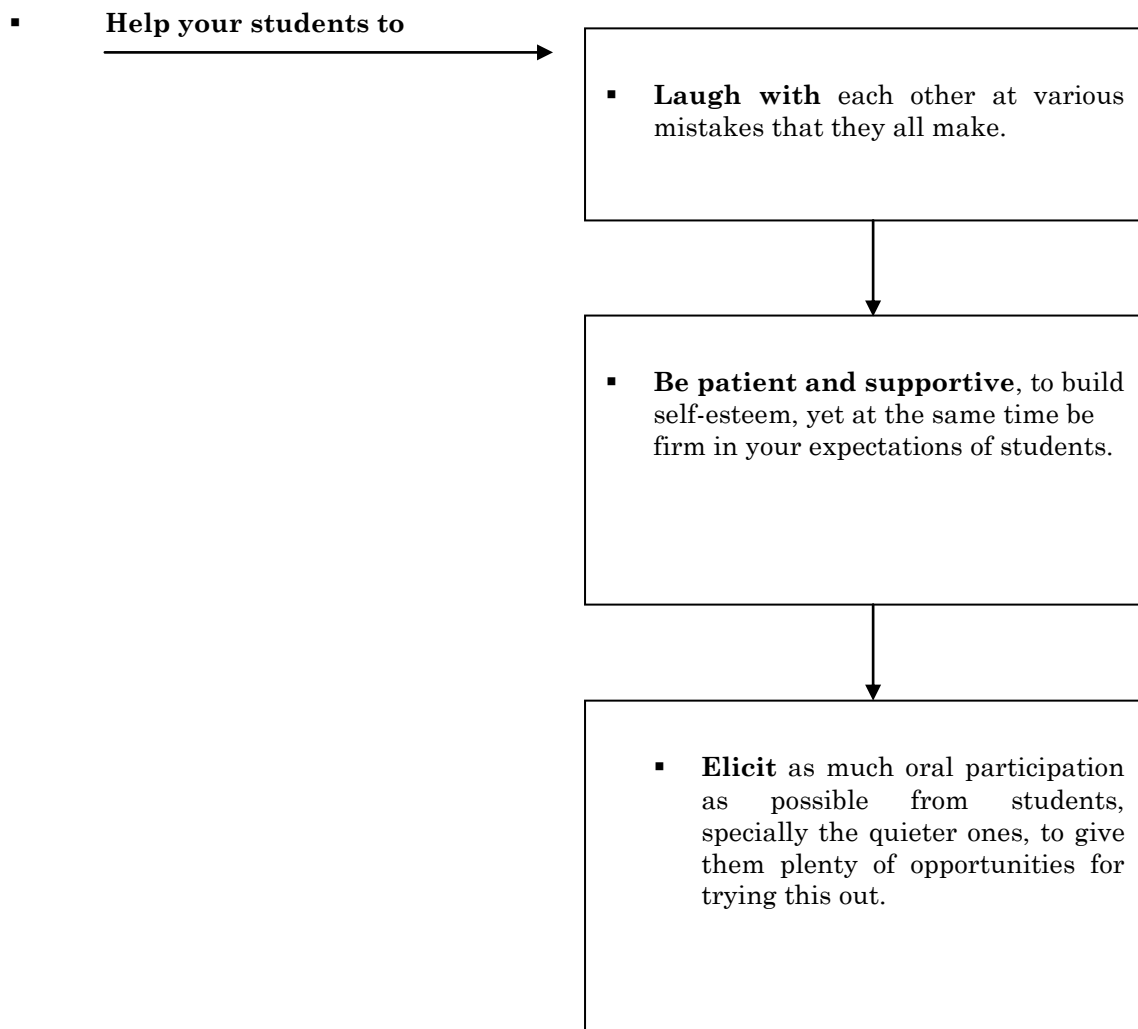 - Here and there will help children to **internalize concepts.**
    - o The smell of flowers, the touch of plants and fruits, the taste of foods, liberal doses of audio-visual aids like videos, pictures, tapes, music,- all these are important.

- **Remember that nonverbal language**

  →
  - is important as children will indeed attend **very sensitively** to your facial features, gestures, and touching.
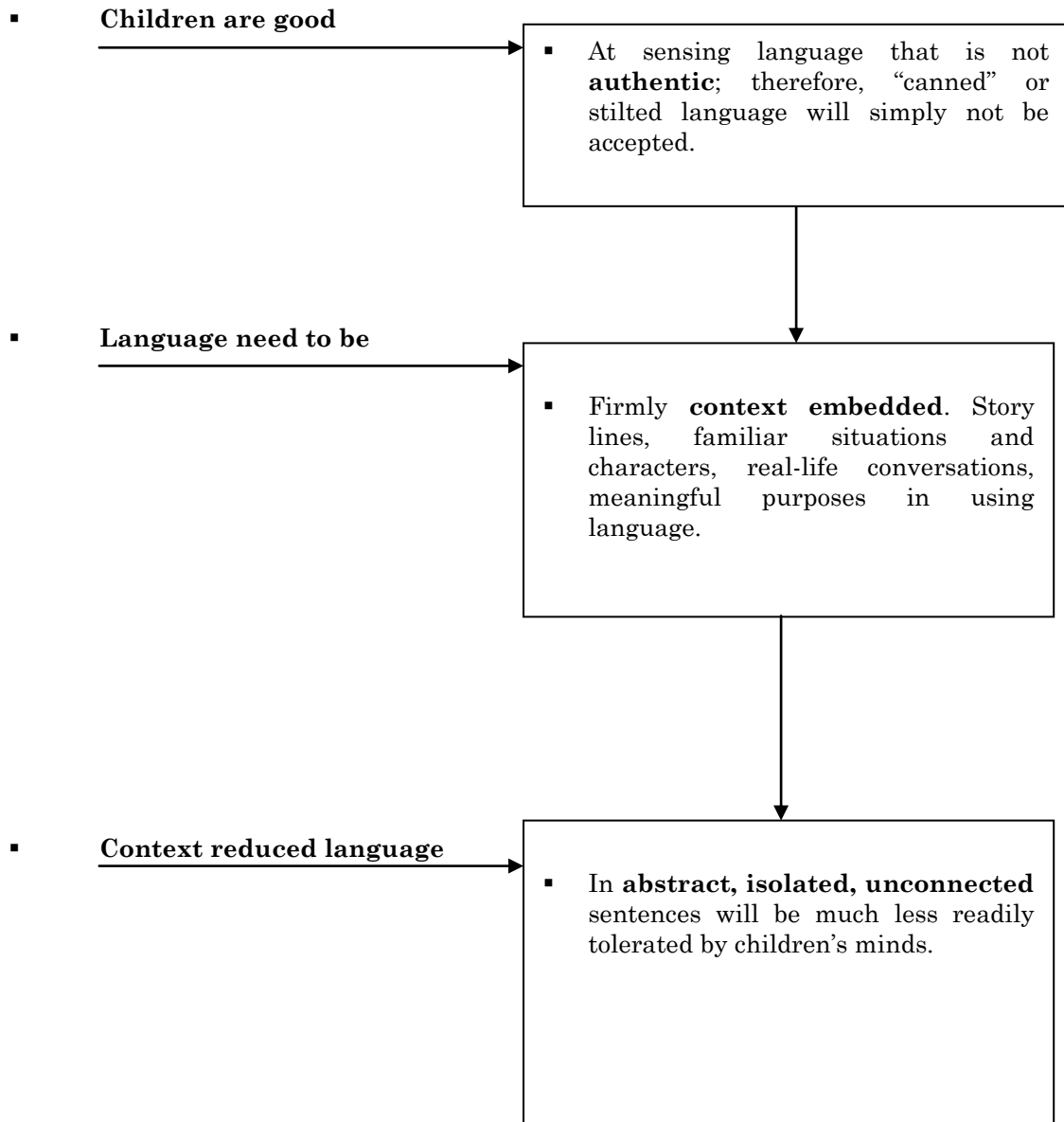
2.7. AFFECTIVE FACTORS

The EFL teachers need to help children to overcome some learning barriers. Children are extremely sensitive, especially to peers, "what do others think of me?" What will so and so think when I speak in English? How do I say this word in English? I cannot pronounce well, because I have no front teeth. This is my first time that I have heard a person speaking English, I cannot understand the words, etc. Remember children are most of the time more fragile than adults are.

- **Help your students to**

- **Laugh with** each other at various mistakes that they all make.

- **Be patient and supportive**, to build self-esteem, yet at the same time be firm in your expectations of students.

- **Elicit** as much oral participation as possible from students, specially the quieter ones, to give them plenty of opportunities for trying this out.
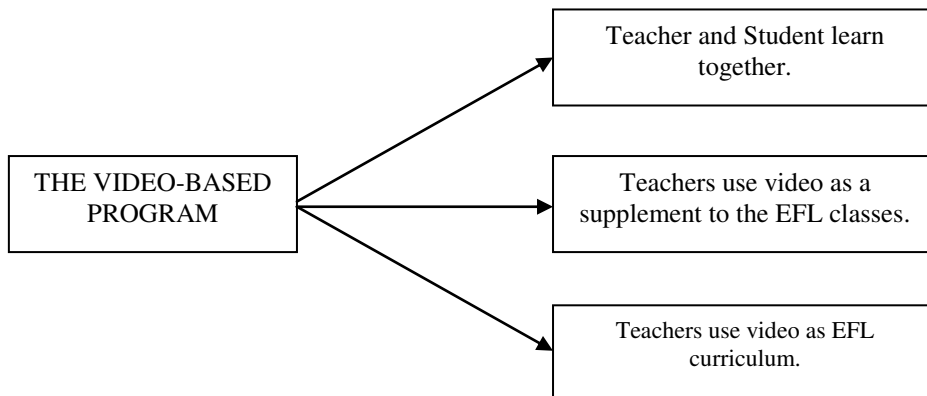
2.8. AUTHENTIC, MEANINGFUL LANGUAGE

The EFL teachers need to help children using authentic and meaningful material for their new language.

- **Children are good** → At sensing language that is not **authentic**; therefore, "canned" or stilted language will simply not be accepted.

- **Language need to be** → Firmly **context embedded**. Story lines, familiar situations and characters, real-life conversations, meaningful purposes in using language.

- **Context reduced language** → In **abstract, isolated, unconnected** sentences will be much less readily tolerated by children's minds.

How Teachers Use Videos in the Classroom

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                                    ┌──────────────────────────┐
                                    │  Teacher and Student learn│
                                ┌──▶│        together.          │
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│  THE VIDEO-BASED    │────────┼──▶│  Teachers use video as a  │
│     PROGRAM         │        │   │ supplement to the EFL classes.│
└─────────────────────┘        │   └──────────────────────────┘
                                │   ┌──────────────────────────┐
                                └──▶│  Teachers use video as EFL │
                                    │        curriculum.        │
                                    └──────────────────────────┘
```

Why do the EFL teachers should use video in their classes?

The teaching of foreign languages at the elementary school level has changed immensely over the past two decades. Growing public awareness of the benefits of early foreign language learning has led to an increase in both foreign language teaching and professional development for language teachers at the elementary school level (Rhodes & Branaman, 1999).

This positive trend, however, has been jeopardized by a shortage of trained language teachers (Duncan, 2000) and by budgetary constraints. In addition, parents and educators are increasingly concerned about a lack of equity in elementary school language programs, which are viewed by some as special classes for a select group of students. School districts are now looking for ways to provide language classes for all students (Steele & Johnson, 2000).

ADVANTAGES:

- Is cost-effective.
- Facilitates lesson scheduling.
- Can serve as a substitute during the absence of the foreign language teacher.
- Provides new students with ready access to parts of the program they have missed.
- Allows students who have missed a lesson to review it.

- ▪ Appeals to children.
- ▪ Creates visual contextualization.
- ▪ Appeals to different learning styles.
- ▪ Develops listening comprehension skills by exposing children to native speakers with a variety of accents.
- ▪ Provides access to aspects of the culture not usually available to local teachers.

DISADVANTAGES

- ▪ Requires video technology.
- ▪ May be boring if overused; may encourage passive learning.
- ▪ Lacks feedback and reinforcement if the teacher does not speak the language.
- ▪ Does not foster interaction among students and between students and the teacher.
- ▪ Does not allow teacher control over content and vocabulary.
- ▪ May give administrators a false sense of how much language students are learning.
- • Often does not articulate with long-sequence programs[1]

2.9. Teachers Knowledge

Areas

Linguistic

For the purpose of this paper, we can understand Linguistics as "the studies of the human language"; professional English teacher must keep in mind that his/her most powerful source of information is the science of linguistics. It is the science that deals with language as a system of natural communication both oral and written.

As state above language is a system for natural communication of the speakers of English, both natives and non-natives. This system is governed by laws, norms, rules, principles, and uses.

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[1]Language by video: An Overview of Foreign Language Institutional Videos for Children (Professional Practice Series No. 4) http://calstore.cal.org

This is precisely what the professional English teacher must be aware of Phonemic system, Stress, Intonation, grammatical level, Dictionary, basic vocabulary, reading, Writing, Communicative method, Culture. More over, the professional English teacher must know that English, like any other language is a complex system, which, in turn, consists in subsystems. This is to say, the system which governs the oral production and comprehension, this is the phonological system which consist of the phonetic system and phonemic system It is at this level that the English teacher needs to have a specific knowledge of the systems used in English, where it is produced and how it is produced.

Phonemic system

The domain by the English teacher is fundamental, essential as far as the phonemic system is concerned. There are 24 consonant phonemics, of which 15 are voiced and 9 are voiceless. The teacher is expected to know these phonemes well, so that he or she has within her/his mind and mouth at all times, the map of these phonemes.

This is an excellent standard that must be omnipresent for the domain of English possessed by the English teacher and, therefore can be ever be absent. As an illustration on **Annex "1"** is a chart showing the consonant phonemic system in English published by Peter Avery and Susan Ehrlich, 1992, page 7

Summary list

Six stops	/p, t, k, b, d, g/
Two affricatives	/č, j/
Four fricatives	/ f, v, θ, ð, s, z, š, ž, h, /
Four sibilants	/s, š, z, ž/
Three nasals	/m, n, ŋ/
One lateral	/l/
Four semivowels	/r, w, y, h/

We must insist that each of (the above elements of charts) must be an integral part of the domain, both in isolation and in context, and more so for the natural communication as English speakers, whether natives and non-natives

especially for teaching purposes in the classroom, which is the place where English is taught and learned as a second language.? This does not mean that the non-professional English students have to learn English with the same phonetic and phonemic accuracy awkward. However, the professional English teachers, will be qualified to provide the student with an objective description, in order for the student to apply the vowel and consonant sounds while imitating the teacher and so by so doing, he can reproduce them with the same precision when using his or her English, as well in his natural communication for the development and growth in the process of learning the language.

The English language has eleven vowel phonemes. Likewise, the map of these phonemes must be present in the mind and vocal awkward of the professional English teacher. The chapter of vowel phonemes is provided from the book of Mary Finvechiaro, Ph.D, new edition, page 25 as we can see on **<u>Annex "2"</u>**

Stress

Stress is another essential element for the natural communication among English speaking people; there are four kinds of stress in English.

- The strongest called **PRIMARY** represented in this way ∕

- **SECONDARY** it is represented like this ^

- **TERTIARY** Y this stress is not marked by the authors of many textbooks. This stress is known as weak stress.

The stress is also considered as phonemic element inasmuch as it is used to determine the function or the roll of a word in a sentence. Likewise, it also adds a semantic connotation according to the degree of intensity and location in the sentence. Therefore, these are four more phonemes in the English language according to the description above. Down below are illustrations showing the stress distribution according to syllabus, phrases and sentences. These illustrations are taken from the book Joan Morley, Improving Spoken English (Michigan,1979) , page. 6.

Two.-Syllable Words	I forgót my péncil
Three-Syllable Words	Tomórrow is Sáturday
Reduced Syllables and Schwa	Call me toníght aróund séven.

Past Tense	I closed the door and wáited for the bus
Plural	I bought four books for my two classes
Rhythm and Sentence Stress	I ate a <u>chick</u>en-salad <u>sand</u>witch.

Intonation

The knowledge and domain of the levels of intonation is another standard that the professional English teacher must possess. Accordingly, the teacher needs to recognize these levels of intonation, one by one separately, as well as, be able to use them in context in his natural/functional communication with English speakers, both natives and non-natives. These levels are used in words, phrases, and sentences. Below are some examples illustrating each one of these levels taken from "Improving Spoken English" by Joan Morley Michigan University.

We will note four levels of intonation expressed in the form of a formula these levels are:

The formula 2-3-1, for ordinary communication to begin with normal tone of voice all the way to the tone with the greatest intensity of voice, that is level 3 and then it comes down to level one, the lowest level of all.
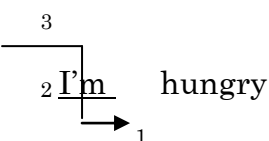
The formula 2-3-3 is for questions, which likewise, begin with a normal tone of voice all the way to the point of greatest intensity of voice, that is level 3 and then it comes down to level one the lowest level of all.
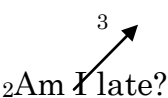
The formula 2-3-3 is for questions, which likewise, begin with a normal tone of voice all the way to the points of greater emphasis or greater intensity, and they end with the same level of intonation. These are questions calling for either affirmative or negative questions.
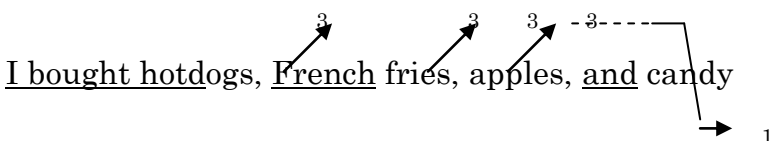
The formula 2-3-1 is for questions, which require affirmative answers. They start with a normal tone of voice all the way to the points of grater intensity or emphasis. Then they come down to the lowest level. This level is exactly the same for affirmative and negative sentence or utterances.
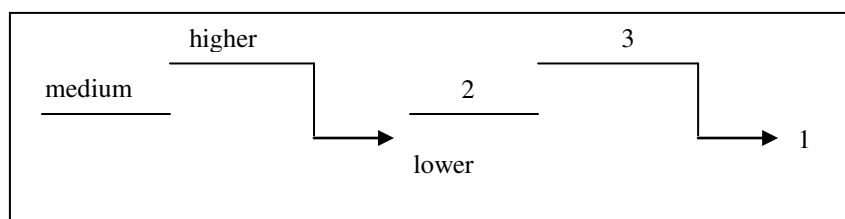
The levels of intonation and stresses are what mark the naturalness in the communication, which, in turn, is the essential characteristic of the speakers who speaks with naturalness as the case of native speakers. The distortion of these two elements, that is stresses and level of intonation, likewise, automatically identifies a foreign accent. A speaker who is not a native speaker, or those who has not reached the level of domain through study and practice in an environment or under circumstances adequate for such outcome. Intonation is the most complex of all the aspects of English stress, rhythm, and intonation patterns. It is difficult to analyze; to interpret to students; and to provide meaningful and useful practice[1].

Rising/Falling Intonation (Final) $_2$ I'm   hungry

Rising Intonation (Final) $_2$ Am I late?

Nonfinal Intonation   I bought hotdogs, French fries, apples, and candy

[1] Joan Morley, Improving Spoken English (Michigan, 1979) , pages. 6-71.

Morphology deals with the structure of words and syntax includes the study of the structure of the sentence.

Second is for the purpose proposed for this thesis, I will limit myself to the fundamental structure of a sentence, which is the essential element for professional domain.

Grammatical level

The professional English teacher never will achieve the standard unless he has a thorough domain of the English grammar. How is this excellence achieved?, what is the extent of this grammatical knowledge processed by both the teacher and the student? I will start with the professional English teacher.

The grammar system consists of two subsystems: morphology and syntax.

With this objective in mind, I will use the following model made by George E. Wishon and Julia M. B, in his English textbook, Let's Write English. This book is divided into lessons, which deal with the basic structures from grammar inventory of the English language as you can see in "**Annex 3**"

Dictionary

"An English dictionary is merely a record of how English speakers define, pronounce, spell, and use the words of their language". Richard C. Yorkey, Study Skills (Second Edition), page 7.

Obviously, a second language student needs some tools be seen in the process of accomplishing his objective of acquiring a second language and more so in achieving excellence. The dictionary is among the best. Here there are reasons.

It is necessary to distinguish to types of dictionaries: a monolingual dictionary and a bilingual one, the monolingual dictionary is the dictionary that provides all kinds of definitions and meanings and uses of the language in this case, only in English an English student may over have.

A monolingual dictionary has the following advantages for an English student, and for everybody for this matter. It provides the spelling of each word; it provides the pronunciation of it according to the International Phonetic Alphabet symbols. If so, every one may learn fairly well, how to pronounce all words he or she looks up in the dictionary.

It indicates the part of speech, thus noun, adjectives, verbs, adverbs, and in most cases, whether transitive or intransitive, or both, and not only this, but also whether regular or irregular and if so, the main three forms of a verb, infinite, past, past participle. Then the meaning, it consists of a short of definitions. Then some illustrations of it showing how a word is used, in what environment with what other words.

I list some of the dictionaries the English teachers and students of English could get, but it is necessary to have the most recent editions:

The American Heritage Dictionary of the English Language (New York: American heritage Publishing Co., and Boston: Houghton Mifflin Company).

Funk and Wagnalls Standard College Dictionary (New York: Funk and Wagnalls).

The Random House Dictionary of the English Language, College Edition (New York: Random House).

Webster's New World Dictionary of the American Language, Second College Edition (Cleveland, Ohio: World Publishing Company).

Webster's New Collegiate Dictionary, Eighth Edition (Springfield, Mass.: G. and C. Merriam Co.).

A dictionary shows also the division of syllables of a word. Another important factor for the purpose of this analysis in the frequency for vocabulary rates of frequency. Not all words are used with same frequency, both when speaking and in written material. Some are very extremely frequent. Others are less frequent and others are rarely used.

Whatsoever one has to become a dictionary worm if he or she wants to reach a good grasp of the language. It takes years and years of study and practice over a lifetime career. It should be noted that the result of use of the dictionary at the beginning, it is a painstaking job of looking up in the dictionary more often than not. As the time goes by, you begin to become familiar with not only with more words but also common expressions and phrases; then sayings, and sentence, and thoughts and proverbs, and adages by this time, your analytical capacity has developed tremendously, and you find yourself at home when talking, reading and writing. However, as it was said it has taken time and

effort, and perseverance. (Now your repertoire of all kinds of language elements is pretty large and varied: words, expressions, phrases, idiomatic expressions, proverbs and so on and so forth. Before you know, you could have gone native.

I would say that the level of professional English teacher is not something you reach in a blink of an eye.

Richard C. Yorkey in his book Study Skills presents the things that you can learn from your dictionary:

> *Spelling* A dictionary shows the accepted spelling of every world that is listed, as well as the spelling of irregular verb forms and plurals.
>
> *Pronunciation* Each dictionary has a special way of showing how words are pronounced, including stress.
>
> *Syllable division* This helps in spelling and pronouncing words and indicates where the word should be divided at the end of a line.
>
> *Derivation* A dictionary includes the history of each word, indicating its origin and development through different languages before it became an English word.
>
> *Meaning* Almost every word has more than a single meaning. Different meanings are given, often with illustrative sentences. Special, technical definitions are also listed.
>
> *Part of speech* these are determined, of course, by actual use in a sentence. A dictionary indicates, however, whether the word is commonly used as a noun, pronoun, verb /transitive and intransitive), adjective, adverb, conjunction, or preposition.

Basic Vocabulary

Obviously, we need a basic vocabulary, a functional one, to survive when it comes to communication with these who speak the language, above all with native speakers of the language. In addition, to come as teachers, we also need a practical means, to show it to our students, to be the model for them: How to do it?

Evidently, it comes as part of our formal training at school and university. It comes naturally. And yet, for the most part. English is taught now by using the communicative approach or the method whereby current language is used to teach vocabulary and grammar in natural ways. To this effect, almost all textbooks are designed along these lines. To this. I list the subjects that deal

with by one of the most commonly textbooks used by secondary schools and universities now. This book is New Interchange by Jack C. Richards, Third Edition Cambridge University Press 2005.

Course components:

Student's book

Student's workbook

Teacher's book

Teacher's manual

Class Audio cassettes

Class Audio CDs

Video

Video activity book

Video teacher's guide

Teacher-Training video with Video Manual

Placement test

The student book contains:

16 six-page units, each divided into two topical/functional "cycles", as well as four review units. At the back of the book are 16 communication tasks, called "Interchange activities", and summaries of grammar and vocabulary taught in each unit.

What each unit contain:

Snapshot

Conversation

Grammar Focus

Fluency Exercise

Pronunciation

Listening

Word Power

Approach and Methodology:

New Interchange teaches students how to use English for every day situations and purposes related to school, social life, work, and leisure. The underlying philosophy is that learning a second or foreign language is more rewarding,

meaningful, and effective when the language is used for *authentic communication.* Throughout new interchange, students are presented with natural and useful language. In addition, students have the opportunity to personalize the language and experiences, and express their ideas and opinions.[1]

The above approach is herein prescribed for the teacher in an effort to achieve standards. Now the important question is how one can make sure the students achieve standards along these lines. I have to reiterate once again that the teacher is the model for the students, and that students are expected to learn it from the teacher through imitation and by repetition of what is been taught over and over again. This repetition will be done in terms of the subjects and the exercises designed in the textbooks. In the end, the students are expected to talk about the subjects provided with a fairly good degree of functionality. That is to say in such a way that everyone who speaks English knows what they are talking about and, therefore, can exchange ideas about the topic in a natural conversation. The best accomplishment that may ever be achieved on the part of the students by the school and or the teacher will be to make the students be functional, that is, to handle it in a natural way when facing real situations.

Reading

One standard I believe that is a vital requirement is functionality. By this, I mean to develop the ability to read basic texts in English. That is, newspapers, magazines, books written in Basic English in a natural way as the native speakers in such a way that the message makes complete sense in their minds. How is this accomplished? It is a matter of learning by doing One learns to read by reading, and reading, You begin to understand more and more what you read quantitatively and qualitatively. If so, you become more and more aware of words, phrases and sentences, and eventually you pick up more words and expressions used figuratively, sayings and thoughts, and you are able to grasp more details and meanings from the message, in time, you are aware of

---

1 Jack C. Richards, New Interchange Intro third edition, (Cambridge University Press 2005), page iV

The full story, and you are able to draw inferences and connotations, and implications. In short gradually, you have also "gone native" in this area. You are able to read between lines, In many ways, you feel at home and, you are able to make the most of your reading. You have come to the point where English has become instrumental. Now you are able to read all kinds of written materials for your information and improving your own major subject or in any others of your interest, or preference. It has become your second nature to a great extent. Françoise Grellet in his book Developing Reading skills (Cambridge University Press) 190, page, 3-4 presents a various types of reading.

Reading comprehension

"Understanding a written text means extracting the required information from it as efficiently as possible."

What do we read?

Novels, short stories, tales, other literary texts, and passages (e.g. essays, diaries, anecdotes, biographies).

Plays, Poems, limericks, nursery rhymes, letters, postcards, telegrams, notes.

Newspapers and magazines (headlines, articles, editorials, letters, summaries, accounts, pamphlets, (political and other).

Handbooks, textbooks, guidebooks.

Recipes

Advertisements, travel brochures, catalogues.

Puzzles, problems, rules for games.

Instructions, directions, notices, rules and regulations, posters, signs (e.g. road signs), forms (e.g. application forms, landing cards), graffiti. Menus, price lists, tickets.

Comic strips, cartons and caricatures, legends (of maps, pictures).

Statistics, diagrams, flow / pie charts, timetables, maps.

Telephone directories, dictionaries, phrasebooks.

Why do we read?

There are two main reasons for reading:

- *Reading for pleasure*
- *Reading for information* (in order to find out something or in order to do something with the information you get).

How do we read?

The main ways of reading are as follows:

- *Skimming*:

  quickly running one's eyes over a text to get the gist of it.

- *Scanning:*

  Quickly going through a text to find a particular piece of information.

- *Extensive reading*:

  Reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

- *Intensive reading*:

  Reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

Writing

A standard must also set for writing. What seems to be a reasonable one to be achieved at secondary school and university levels? When we talk about university levels, we mean professional students. It has to be similar to that set for reading in that only the functional activity to convey a message in writing form can be justified is it possible?. Actually, I believe it is more difficult to develop the ability to read with functionality than it is to be able to convey a message in the case of someone who is not a native speaker. Why is it this so? For one thing, writing in nexus of two complicated skills: form and content, that is to say, message, proper. How to struggle with one and the other one, form has already been dealt with above in terms of linguistics. That is what linguistics is all about, to provide the description of the language, therefore if someone becomes familiar with all levels of structure the language consist of, he has made it. These levels, as we have discussed before are: phonemic, morphemic, and syntactical. In addition, we need the vocabulary to make them work.

I will briefly discuss content deals with ideas and thoughts that combine in the process of communication; in this case, in writing form, the same question has to be asked once again how to do that? Writing is learned by writing, writing, writing, and writing. In a similar vein, we start small and keep growing bigger and bigger as we keep writing. At the beginning we may write one, two sentences for our daily journal, for example. Then our journal increases to whole stories about what we do or we like on a daily basis. Then in time, they are true books. It becomes our personal biography to include our intimate secrets, experiences, emotions, conflicts, most sincere confections, about we really are, our true self. And along with that we include thoughts, truths, and concepts we keep finding along the way, which enlarge our mental repertoire, and at the end, we find ourselves, possessors of a larger degree of knowledge, and wisdom. Our ability to write has come closer and closer to that of natives. In some cases, it may become, even better, when it comes to the average native, largely because he may have serious linguistic gaps in his own language.

When we non-natives have measured up to this level of maturity, we could find ourselves natives using words, phrases, idiomatic expressions, sayings, proverbs, adages, and the like in the same way that native speakers do. At this point, once again, we have "gone native", Obviously, method is one effective tool, and yet, which one is the best method to this effect? Undoubtedly, the communicative method is a method that uses the most direct communication in English. With this purpose in mind, all the modern textbooks are designed to teach English by this method using a variety of realistic subjects in terms of most practical functional situations and exercises.

Authors of these books follow one or two approaches; they teach the language all the way for direct natural communication, or they insert grammatical rules in between each unit or lesson in order to explain one pattern or another of the grammatical structure in support of the pattern to be highlighted in the course approach of the unit. This way may be the more practical. However, in either case experience has taught me that it has not worked quite well as it could be expected, what is the matter?

After a course or a completely teaching/learning cycle is over, the teacher, to his surprise, May find that the students lack almost all-systematical knowledge of grammar, which might enable them to apply the respective grammatical pattern in other similar situations. They simply find themselves. The teacher has to start all over again to try to group these patterns properly for them to make the generalizations they need to draw generalizations or to be able to use them functionally and naturally. What should be done under such circumstances? Which is the best approach?. I believe that the teacher cannot neglect to continue forming the grammatical inventory of the language systematically as he or she goes along the process designed for each unit or lesson. "New Interchange" has two areas, designed to accomplish this. It has what has been called grammar focus and conversations. The grammar focus addressed with grammar rules for the most basic grammatical patterns of the English language plus some exercises to apply those patterns involved in the rules.

The new Interchange textbooks have conversations mostly as dialogues that deal with practical situations from the real life. Like Home schooling, ten keys to a better night's sleep silly questions brilliant answers etc. To tell the truth, they are the most appropriate way of teaching the student to speak practical, natural English. At the same time, these dialogues reflect the culture of the nation that speaks it in that conversations in each case show how natives think and how they say or act upon, what they feel and think; their life style and once again, we feel at home placing the language in a natural, functional way.

Communicative Method

How are standards achieved through conversation exercises? As I mentioned before, New Interchange series and another textbooks series actually use their respective reordered material in CDs and Audiotapes. If so, the students have plenty of material to practice these conversations in the classroom and at home with the right pronunciation and intonation and, by so doing, to use them in similar situations in the most practical, functional way.

The book has also short compositions dealing with practical personal situations and settings. This type of exercise can be used orally by repeating them this way as descriptions or narratives. As an illustration in **Annex "4"** we can find a brief description of a communicative and Total Physical Response methods useful in teaching children.

Culture

Naturally, standards for teachers at elementary school are quite relevant. The students are not supposed to learn just the language but also culture. They should be able to distinguish between their own culture, and the culture of the language that they are studying. Probably, they are going to find many similarities and differences, and when they are exposed to other people who speak, English they could have a better behavior?

As it was said before, it is reflected in the approach, which the modern textbooks follow to deal with the language. We, as English teachers, must be quite aware of the basic cultural patterns used by the natives. For example, we must be aware of how they say things, which does not coincide with the way we use our own language in identical situation, It is not only a question of words and ways of saying them.

We do not think the same way even if we want to express the same opinion, the same thought, the same feeling, and the same views. What culture is about, a set of ideas beliefs, and ways of behaving; people from different cultures and ancient cultures.

Cambridge Dictionary: defines *culture* (way of life) "the way of life of a particular people, especially as shown in their ordinary behavior and habits, their attitudes toward each other, and their moral and religious beliefs".

The goal of modern teaching/learning English is to qualify in some degree or another not only bilingual individuals, but also bicultural as well.

2.2. Structure

Chapter 1

First we deals with the Problem Identification with its indicators and symptoms, causes and effects containing the indexes and the percentages.

Second, the Independent and dependent variables are presented.

Finally, the general and specific objectives and the justification are introduced.

Chapter 2

First, we present the theoretical frame with an exposition of what excellence is.

Second, the theory in the intellectual growth introduced by Piaget.

Third, we have an explanation about teaching children: the intellectual development, attention span, sensory input affective factors, and authentic meaningful language. How teachers use videos in the classroom its advantages and disadvantages.

Fourth, the minimal knowledge about the English language that the teachers need to posses to use standards in the EFL classes.

We present the areas of Linguistic, Phonemic system, Stress, Intonation, Grammatical level, Dictionary, Basic Vocabulary, Reading, Writing, Communicative Method, Culture.

Finally, the hypothesis systems introduced, with the working hypothesis, null hypothesis, and alternative hypothesis.

Chapter 3

First the methodological design mention the implemented methodology, the population and sample definition, the instruments of data collection, fielding and the processing and analysis of data.

Chapter 4

The graphical exposition of results is presented, as well as the analysis of results, conclusions, and recommendations.

Chapter 5

The standards proposal is presented What are the EFL standards?, Who can use the EFL standards?, How can teachers use the ESL standards?, How can administrators use standards?, Five domains for EFL teachers, Professional

certification standards, designing the EFL programs, Implementing the ESL standards, English standards of learning for VI grade sample, Iowa teaching standards & criteria for elementary levels sample.

2.3. Hypothesis system

RESEARCH HYPOTHESIS

The lack of standards' knowledge affects negatively the English learning at the fiscal urban morning elementary schools in Riobamba in the school year 2006 - 2007?

VARIABLES:

I.V. Lack of standards' knowledge

D.V. affects negatively the English learning at the fiscal urban morning elementary schools in Riobamba in the school year 2006 - 2007.

PROPOSALS:

The elaboration of interactive CD Rom with the standards' sample

HYPOTHESIS OF GENERAL IMPLICATION

I.V. If the English teachers at the fiscal urban morning elementary schools in Riobamba in the school year 2007 - 2008 have the standards' knowledge for English teaching.

D.V. THEN the students will develop in social and academic language, as well as sociocultural knowledge.

CONCEPTUAL HYPOTHESIS

The lack of standards' knowledge affects negatively the English learning at the fiscal urban morning elementary schools in Riobamba in the school year 2006 - 2007?

VARIABLES:

I.V. The Lack of standards' knowledge

- Use of standards
- Teachers` opinions about standards
- Reasons

D.V. The English teachers at the fiscal morning elementary schools in Riobamba.

- Place of work
- Number of teachers
- Names, sex, age, grades

PROCESSING

Operational Hypothesis

X Number of schools which use standards

Y Level of teacher knowledge

INDICATORS

INDEPENDENT INDICATOR

Number of schools that use standards

Reasons for not using standards

DEPENDENT INDICATOR

Teacher qualifications

The teachers' knowledge about standards

QUESTIONS

- How many Institutions use standards? 1) None 2) from 1 to 10 3) from 11 to 20 4) 20 or more.
- How long schools have been using standards. 1) Number of school years.
- Why do not they use standards? 1) There are not standards 2) They do not remember? 3) They did not learn at the university 4) there is no information.
- What are the results of teachers' evaluation? 1) 30-50 2) 51-70 3) 71-90 4) 91-100.
- What does the teacher know about standards? 1) a lot 2) some 3) a little 4) have no idea.

		I.V. Standards				
		What does the teacher know about standards?	**Use standards**		**How long? (School years)**	**Reason**
			yes	**no**		
D.V. Name of Institutions	1					
	2					
	3					

		I.V. Qualifications			
		30-50	**51-70**	**71-90**	**91-100**
D.V. English teachers	1				
	2				
	3				

STRUCTURE OF THE RESEARCH PROJECT
PART THREE
METHODOLOGICAL DESIGN
The methodological design was prepared in the following manner:

INITIAL THEORY

Theoretical construction in the research area
↓

Objective definition
↓

Gathering of information

↓

To establish Dimensions	To define the sample characteristics	To define contextual characteristics
↓	↓	↓
To write questions	To select sample	To select the survey method

↓
To design the questionnaire type
↓

To prepare for Appling surveys	Guide survey	To prepare a letter of presentation

↓

Technical characteristics
↓
Questionnaire modifications
↓
PRINCIPAL SURVEY
↓
Codification and systematization of information
↓

Tabulation and analysis
↓

Conclusion writing
↓

Integration in the theoretical frame

The implement methodology

The investigation process used a survey to English teachers at the fiscal urban morning elementary schools in Riobamba in the school year 2006 - 2007, besides, a bibliographic research. In which three development phases are established: theoretical conceptual, methodological and statistic - conceptual. The first level will include the objects or problems position and the investigation hypothesis. The second level begins with the selection of the sample and the definition of variables that will be the object of study. The sample questionnaires and their definitive formulation will permit the statistical level, in which it was possible to elaborate conclusions after the data code and analysis, to carry out generalizations and to integrate to the theoretical frame.

The investigation process has been made trough surveys to English teachers at the fiscal urban morning elementary schools in Riobamba, and a bibliographic research. in which three development phases are established: theoretical conceptual, methodological and statistic - conceptual. The first level will include the objects or problems position and the investigation hypothesis. The second level begins with the selection of the sample and the definition of variables that will be the object of study. The sample questionnaires and their definitive formulation will permit the statistical level, in which it will be possible to elaborate conclusions after the data code and analysis, to carry out generalizations and to integrate at the beginning of theoretical frame of elaborated conclusions.

The population and sample definition:

The population was the 19 English teachers from the 9 fiscal urban morning elementary schools in Riobamba in the school year 2006 - 2007.

Sampling method and sample error

Where:

n=   sample number
D=   pretended error margin
p=   presumption over % of schools which have the researched characteristic.
q=   percentage of schools which don't accomplish the characteristic researched
u=   Universe (total of population)

The trust level required to determine the sample is 86%, with an error margin of 10% in the surveys' results.. To get the results a sample of 9 schools was applied, in which a survey was applied to the English teachers in these schools, being obtained this way a total of 19 surveys. The schools and the English teachers who participated in this researched are listed in **annex 5**

$$n = \cfrac{1}{\cfrac{D^2}{p.q} + \cfrac{1}{u}}$$

$$n = \cfrac{1}{\cfrac{10^2}{86.14} + \cfrac{1}{29}}$$

$$n = \cfrac{1}{\cfrac{100}{1344} + \cfrac{1}{29}}$$

$$n = \cfrac{1}{\cfrac{2900 + 1344}{38976}}$$

$$n = \cfrac{1}{\cfrac{4244}{38976}}$$

$$n = 9.18$$

Data Processing

The registrations with questions and coded answers was filled during the field phase; later on the code it was transcribed from each answer to the database using numeric code of questions and answers. The results are presented in charts and graphics.

The method

Three development phases are established: theoretical conceptual, methodological and statistic - conceptual. Where the method inductive-descriptive was used.

Techniques

The techniques used were the survey, interview, and the direct observation.

Instruments of fielding

In **annex 5**, we can find the Survey sample used to identify EFL standards for elementary school teachers in Riobamba.

TECHNICAL CHARACTERISTICS OF THE INSTRUMENTS

CORRELATION CHART OF THE SURVEY
CHARTE 5

VARIABLES	ITEMS																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
A. LACK OF STANDARDS.																														
1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.	X	X	X	X	X																									
2. Engages in professional growth.						X	X	X																						
3. Fulfills professional responsibilities established by the school district.																														
4. Variety of methods to monitor student learning.									X	X																				
B. TEACHERS QUALIFICATIONS.																														
1. Competence to content knowledge appropriate to the teaching position.											X	X	X	X																
2. Competence in planning and preparing for instruction.															X	X	X	X												
3. Competence in classroom management.																			X	X	X	X	X							
C. TEACHING OF ENGLISH AS A FOREIGN LANGUAGE.																														
1. Use a variety of methods to monitor student learning.																								X	X	X	X	X		
2. Peronal Opinion.																													X	X

3.3. Fielding

First, once the survey was elaborated I visited the 9 selected schools with the purpose of requesting to the pertinent authorities, and getting the respective authorization to carry out this survey, likewise to verify the number of English teachers working in these institutions.

Second, after obtaining the corresponding permission, a chronogram was carried out to visit the different educational institutions.

Third, all the directors were interviewed; then the surveys were applied to 19 English' teachers.

The schools were selected according their geographical location, trying to coincide all the urban parishes.

Finally, we got the information it was necessary to process all data.

3.4. Instrument for data collection

The instrument was developed by a consultant with input from Iowa Standards & Criteria Ankeny High School who have developed Standards for English teachers for local or regional area. The final draft was sent to the advisor teachers. The original e-mails were sent on February 20th, 2007. A reminder notice was sent 1 week later.

The survey was applied to 19 English teachers from 9 fiscal urban morning elementary schools in Riobamba, they were asked to answer 30 questions and some information related to age, years of experience, sex, and marital status.
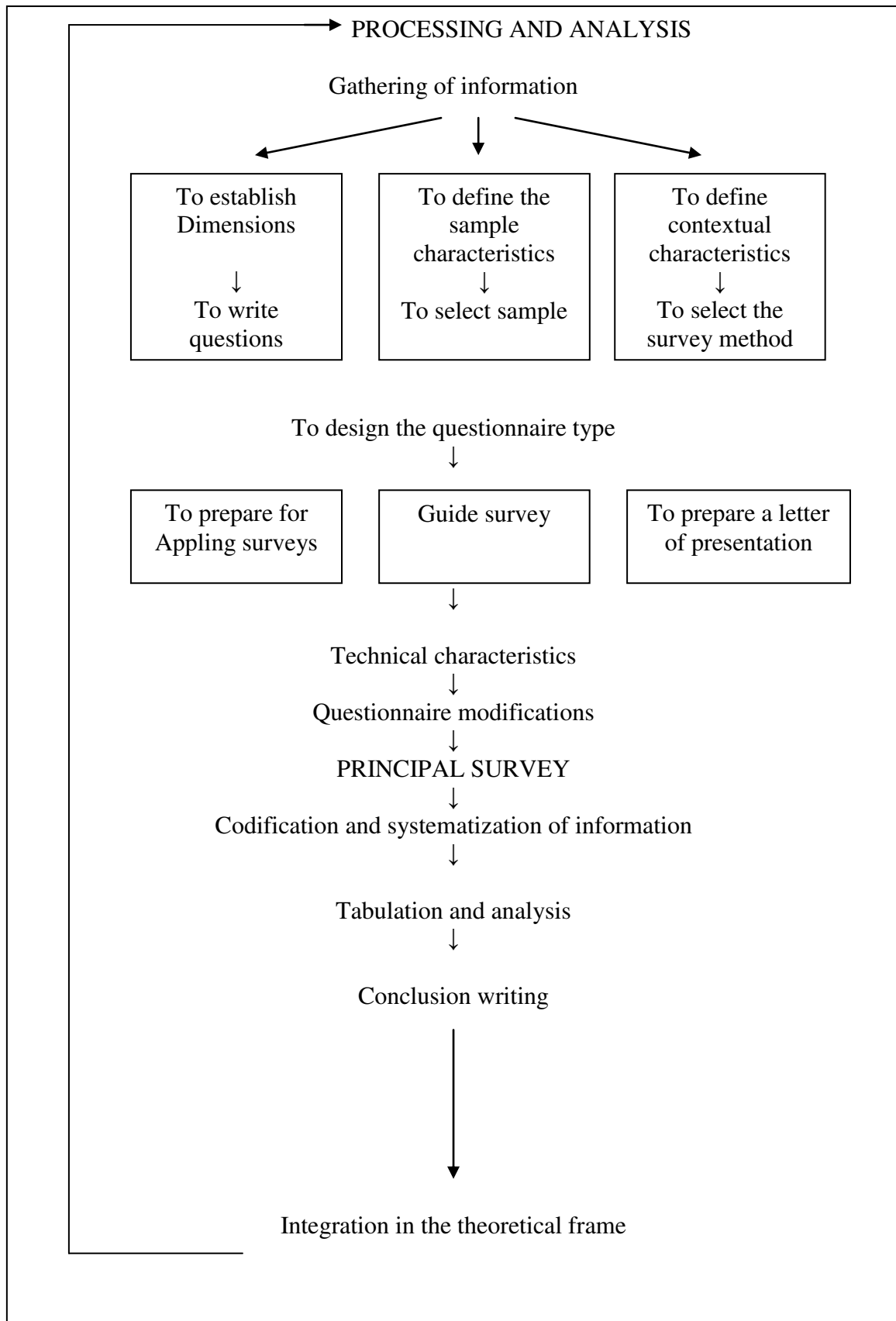
Responses were submitted in a handwriting survey form. 9 institutions participated with the trust level required to determine the sample was 86% with an error margin of 10% in the survey results.

Compilation of data used 570 of these responses to determine the use of standards by the English teachers at the fiscal urban morning elementary schools in Riobamba,

The 8 schools or 89% answered except the 11 de Noviembre School, This is why it was necessary to select another School, and Sergio Quirola School was chosen to complete the sample.

3.5. Processing and analysis.

CHART 6

PROCESSING AND ANALYSIS

Gathering of information

To establish Dimensions ↓ To write questions	To define the sample characteristics ↓ To select sample	To define contextual characteristics ↓ To select the survey method

To design the questionnaire type
↓

To prepare for Appling surveys	Guide survey	To prepare a letter of presentation

↓

Technical characteristics
↓
Questionnaire modifications
↓
PRINCIPAL SURVEY
↓
Codification and systematization of information
↓

Tabulation and analysis
↓

Conclusion writing

Integration in the theoretical frame

PART FOUR

ADMINISTRATIVE FRAME

TESTING THE HYPOTHESIS

The present research studies how does the Lack of knowledge of Standards affect the English teaching at the fiscal urban morning elementary schools in Riobamba in the school year 2006 - 2007?

According with the survey results, we can sum up the following criteria:

1. Teachers have no sufficient language skills and qualifications to teach because in annex 6 table 13 we can notice that only two of the 8 teachers who took the exam have an score over 80 and the others have a score below 60 over 100.

2. English programs without the necessary funding only 3 teachers are appointed by the government and the rest are paid by the parents' support.

3. The programs and their goals are unrealistic and Inappropriate, because according with the standards the minimum amount of time recommended for an elementary school foreign language class is 75 minutes per week, with classes meeting at least every other day (Rosenbusch, 1992). And most of the schools in Riobamba has 45 minutes a week.

4. Most of the interviewed directors express the lack of information and coordination across the educational departments about standards in English teaching.

5. As we can see in annex 6 in table 4 Inappropriate teaching methodologies for young students only the 22% of teachers answers coincide with the competence to content knowledge appropriate to the teaching position.

6. If the schools have no funding to pay the teachers salary even worse they will not buy adequate and sufficient instructional materials.

7. Lack of evaluation procedures for students, teachers, and the program. All the students' evaluation is prepared by the teachers under their own criteria.

8. In annex 6 table 8 the teachers' opinions are diverse they told the need of working under quality standards with the same system methods and techniques, they express that the standards will help the teaching learning

process, The teachers wants that the EFL standards to be applied, they consider that the implementation of standards improve the children's learning of the English language.

4.1. Graphical exposition of the results analysis of results

The graphical exposition of results are presented in **annex 6**

4.2. Analysis of results

First, Questions 1-5 refer to the use of video taped lessons, school newsletter articles, analysis of test scores, the use of contact/phone log or communication notebook, communication with parents the results are 40% sometimes, followed by 31% often, 18% never and 11% always, if we compare the teachers number that always use standards, we can notice a high percentage of teachers don't use standards 89%.We can notice on the second graphic that the graphic deviation is to the left side showing the absence in the use of standards. Standards are not used always they are used from time to time.

Second, Questions 6,7,8 refers to teacher's professional growth, according to results the 100% of teachers are in an updating process, the graphic shows a tendency to the right, it directs to the compromise always to do. That is good because the English teachers are ready to change their personal and educational development.

Third, In questions 9, teachers who accomplish with their responsibilities at class are in 37%, and the others the 63% made it with a low frequency. Question number 10 the 90% of teachers do not use a communication trough E-mails, we can determine that the knowledge about internet system is insufficient and they do not have Internet service at schools.

Fourth, in questions, 11-14 refers to the use of multiple assessment, power point presentations, standardized tests, lesson assessments, feedback from Ss. and Parents, and video recording of class discussion. Only the 22% of teachers' answer have this competence and the 78% of teachers' answer have in a less quantity. Questions 15-18 refer to meeting Ss before and after class, accommodating Ss learning styles, problem solving and parent communication about schedule. The 32% of teacher's answers show that they have competence in planning and preparing for instruction.

Fifth, Questions 19-23 refer to course syllabus, classroom rules, lesson plans, placing Ss in leadership roles, letting Ss express frustrations, being patient, and enjoying people, showing an appropriate humor according with the teachers' answers the 60% have the competence in classroom management.

Questions 24-28 refer to using website, alternative assessment, parent letters, adapting textbooks materials audiovisual and mechanical aids, according with the teachers' answers the 32% use a variety of methods to monitor student learning.

Finally, as we can see in annex 6 table 9 all the surveyed teachers would like to work with standards in their English classes. The teacher's age median is the 31 years old, 16 teachers are female which is the 83,33%, and 4 are male which is the 16,67%, the average number of students for one teacher is the 269 students.

4.3. PROPOSAL OF STANDARDS

The EFL teachers need to have an overview of the common questions that some teachers have about standards?. In addition, they should be familiar with some terminology related to standards used by English teachers and what do the developed countries have implemented in their educational institutions?

4.3.1. What are the EFL standards?

The EFL standards are statements that describe what students learning English as a foreign language (EFL) *should know and be able to do* as a result of their EFL classes.

4.3.2. Who can use the EFL standards?

1. EFL, ESL, bilingual, classroom, and content area teachers can modify their instruction for EFL students by using ideas from the EFL standards.

2. Administrators can use the EFL standards to hold all school personnel accountable for improving the education of EFL students.

3. Schools, Directors, and provinces can use the EFL standards in their curriculum and assessment development efforts, and for the professional development of teachers.

4. Colleges and universities can use the EFL standards to prepare teachers to work with EFL students.

5. Parents and members of the community can use the EFL standards as a support tool to improve their children's access to high quality education.

6. The main point here is that both EFL and ESL refer to teaching English.

Probably this is the question, which all the EFL teachers should ask.

4.3.3. How can teachers use the ESL standards?

Teachers can encourage their school district to develop an ESL standards-based curriculum and assessment system. A curriculum and assessment system that is aligned to the ESL standards will make the ESL program more uniform. Students and teachers alike will have common expectations of what ESL students should know and be able to do as a result of their ESL classes. A variety of materials are available to help educators use these standards. In particular, see the series entitled *Integrating the ESL Standards Into*

Classroom Practice and *Implementing the ESL Standards Through Teacher Education.*

Teachers can participate in curriculum development efforts. Such efforts provide excellent professional development opportunities and allow teachers to explore the ESL standards and standards-based instruction more deeply. When teachers develop curricula, they decide what standards ESL students should meet in specific grades and at specific levels of proficiency in English.

Teachers can initiate professional development activities in their schools using the ESL standards as a starting point to discuss with other teachers ways to improve the academic achievement of ESL students.

Teachers can use the ESL standards in their own instructional program.

1. They can implement various instructional strategies found in the vignettes in their classrooms.

2. They can use the descriptors and sample progress indicators to measure the effectiveness of their own teaching. To do so, teachers could develop lessons that provide students with opportunities to perform the activities described in the descriptors and sample progress indicators.

3. Teachers can develop assessments or checklists that measure how well their students are attaining the ESL standards.

4.3.4. How can my school administrator(s) use the ESL standards?

In the introduction to the ESL standards, TESOL has described its vision of effective education for ESL students. These statements, found below, can be used by administrators to guide their policy on educating ESL students.

1. Effective education for ESL students includes nativelike levels of proficiency in English.

2. Effective education for ESL students includes the maintenance and promotion of ESL students' native languages in school and community contexts.

3. All educational personnel assume responsibility for the education of ESL students.

4. Effective education also calls for comprehensive provision of first-rate services and full access to those services by ALL students.

5. Knowledge of more than one language and culture is advantageous for all students.

6. Administrators can take the lead in ensuring that these vision statements are implemented in your child's school. By including some of these ideas in the school's mission statement, for example, principals can encourage all personnel to expect high standards of achievement from ESL students and to share in the responsibility of educating ESL learners. Administrators should recognize that ESL students could contribute to the school community by sharing their language and culture with the English-speaking population. Administrators can use various means to demonstrate the belief that all students benefit from knowing more than one language and culture. See also *School Administrator's Guide to the ESL Standards*.

4.3.5. EFL TEACHER STANDARDS

Schools that are planning new elementary school foreign language programs need to be well informed about the factors that led to the disappearance of the popular elementary school foreign language programs of the 1950s and 1960s, because these factors continue to be a challenge to program viability today (Heining-Boynton, 1990; Lipton 1992).
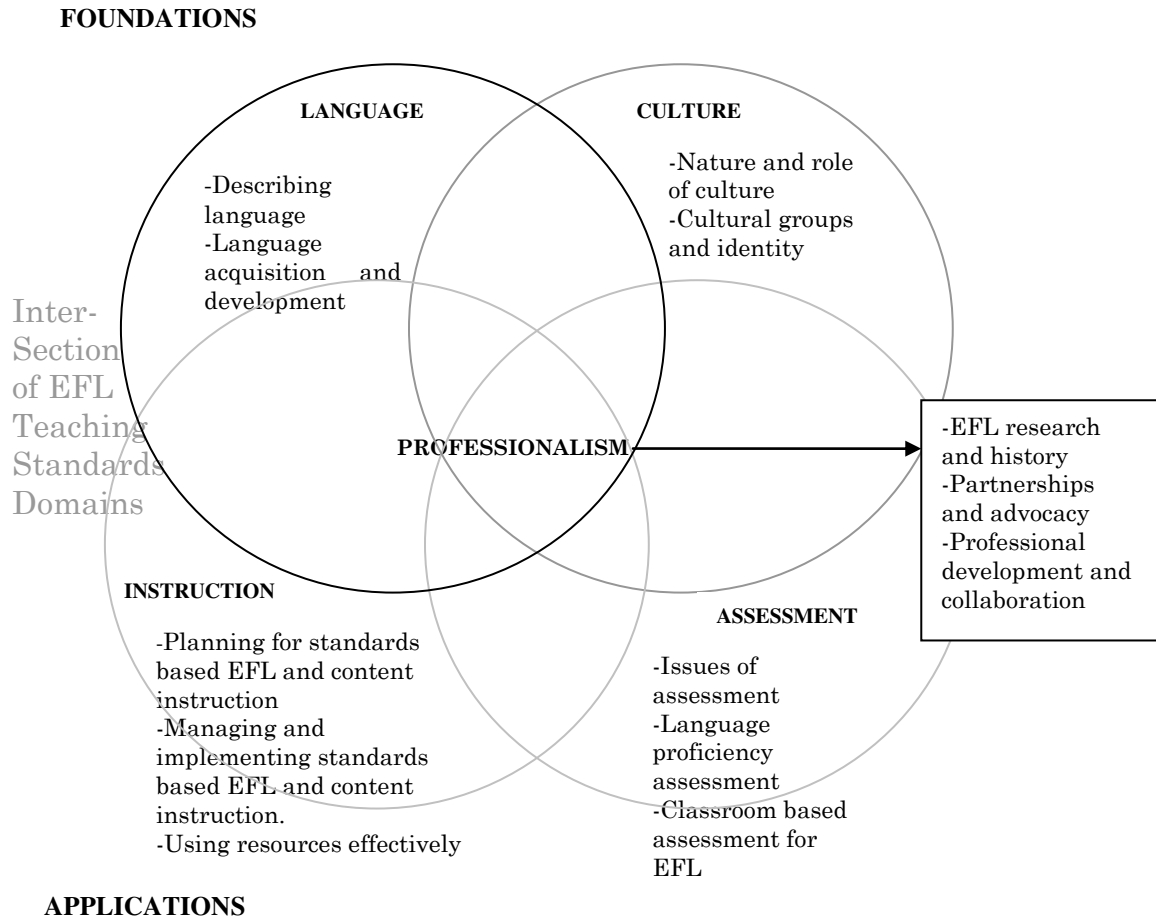
We need to consider the association of standards for EFL teacher education programs from the first to the sixth grade at the elementary schools.

The EFL standards are organized around five domains: CHART 7

FIVE DOMAINS FOR EFL TEACHERS	
(Domain: an area of interest or an area over which a person has control)	
Language	▪ a system of communication by speaking, writing, or making signs in a way that can be understood, or any of the different systems of communication used in particular regions
Culture	▪ the way of life of a particular people, esp. as shown in their ordinary behavior and habits, their attitudes toward each other, and their moral and religious beliefs
Instruction	▪ imparted or acquired item of knowledge
Assessment	▪ Evaluation of language skills and proficiency with respect to set standards, stated criteria, and/or descriptions. ▪ For example, a writing assessment instrument would contain descriptions of writing skills/abilities at various levels of proficiency (a clear statement of topic, adequate supporting detail to allow the reader to understand the purpose of the paper, etc.).

the core, which is Professionalism	▪ the qualities connected with trained and skilled people
	   o technical knowledge
	   o Pedagogical skills
	   o Interpersonal skills
	   o Personal Qualities

INTERRELATION OF THE FIVE DOMAINS AND STANDARDS

CHART 8

FOUNDATIONS

LANGUAGE

-Describing language
-Language acquisition and development

CULTURE

-Nature and role of culture
-Cultural groups and identity

Inter-Section of EFL Teaching Standards Domains

PROFESSIONALISM

-EFL research and history
-Partnerships and advocacy
-Professional development and collaboration

INSTRUCTION

-Planning for standards based EFL and content instruction
-Managing and implementing standards based EFL and content instruction.
-Using resources effectively

ASSESSMENT

-Issues of assessment
-Language proficiency assessment
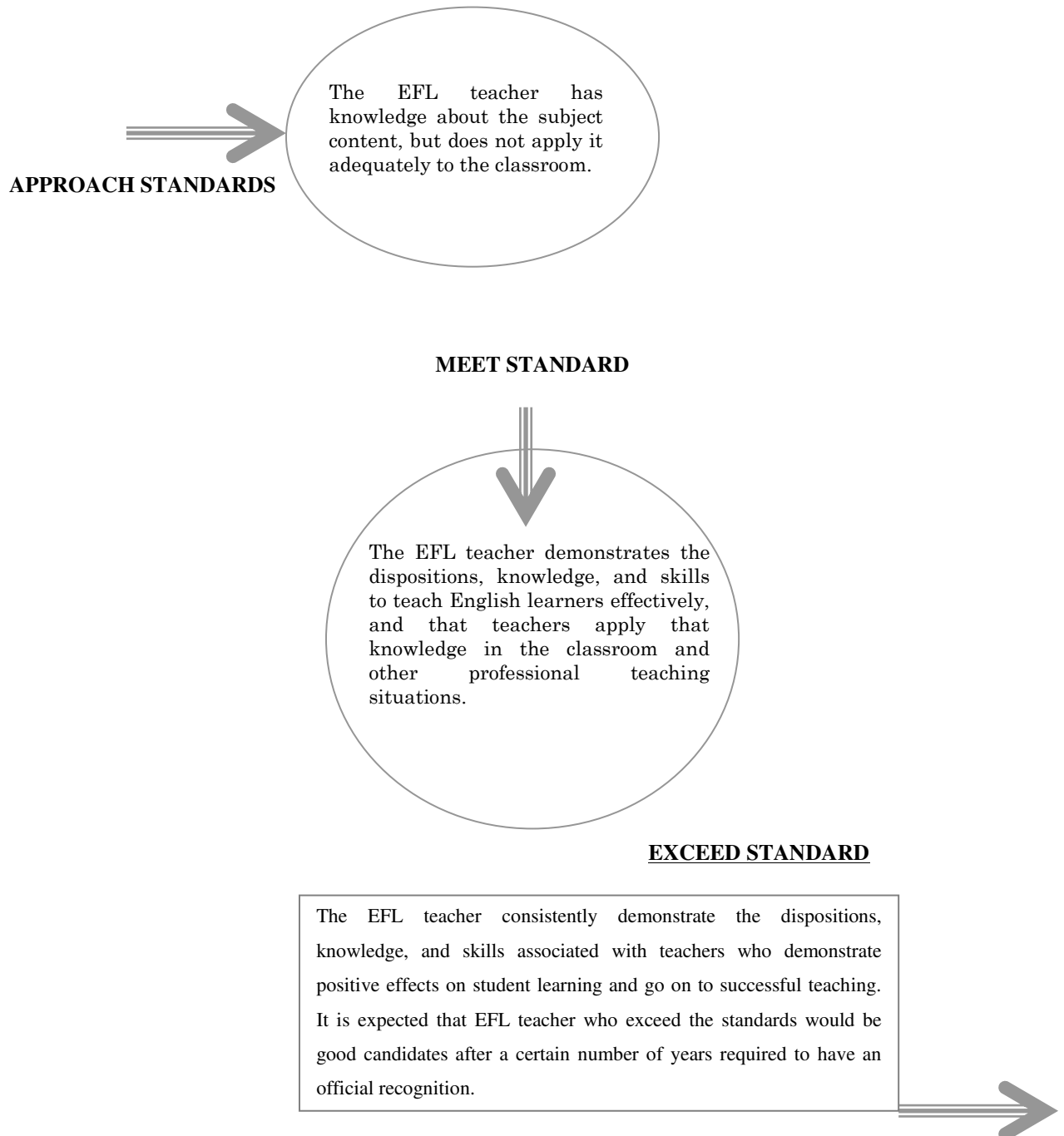-Classroom based assessment for EFL

APPLICATIONS

EFL standards: represent an on-ramp for ESOL students to access the superhighway of content instruction in English.

Content standards: they take into account the critical role of language learning in the achievement of content and specially focus on the learning styles and instructional needs of ESOL students.

Language, Culture, Instruction, Assessment and Professionalism.

For every domain, we have at least three standards that work as performance indicators, as we could see at the graphic above. We can use these indicators to find the proficiency level of the EFL teachers.

APPROACH STANDARDS

The EFL teacher has knowledge about the subject content, but does not apply it adequately to the classroom.

MEET STANDARD

The EFL teacher demonstrates the dispositions, knowledge, and skills to teach English learners effectively, and that teachers apply that knowledge in the classroom and other professional teaching situations.

EXCEED STANDARD

The EFL teacher consistently demonstrate the dispositions, knowledge, and skills associated with teachers who demonstrate positive effects on student learning and go on to successful teaching. It is expected that EFL teacher who exceed the standards would be good candidates after a certain number of years required to have an official recognition.

(Educational Psychology, I.E. Faver, Lindley J. Stiles) pages 118,119

Goal 1: To use English to communicate in social settings.

STANDARDS

Students will:

Standard 1: use English to participate in social interactions.

Standard 2: interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: use learning strategies to extend their communicative competence.

Goal 2: To use English to achieve academically in all content areas.

STANDARDS

Students will:

Standard 1: use English to interact in the classroom.

Standard 2: use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Standard 3: use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways.

STANDARDS

Students will:

Standard 1: use appropriate language variety, register, and genre according to audience, purpose, and setting.

Standard 2: use nonverbal communication appropriate to audience, purpose, and setting.

Standard 3: use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

4.3.6. How are the National Certification Standards for Instructors of English as a Second or Foreign Languages promoted?

Developed countries like Canada established standards for teacher of English as Second or Foreign Language in its country, for a national recognition.

Benefits

TESL and ESL teaching experiences are recognized, as main professional measures.

- Teaching credentials are recognized in the country and overseas.
- Credentials are recognized by international students.
- Qualifications are valued appropriately by government and non-government funders to support for awards, scholarships, and projects.

Professional Certification Standards

The TESL levels are based on: Level of education teaching experience and Positive performance review.

TESL Canada LEVEL	1	2	3	4
Level of Education	Undergraduate degree and Recognised TESL certification			Undergraduate degree, TESL certification **And** Graduate degree in ESL/EFL
TESL Training	A TESL Canada recognised program			
Teaching Experience	0	1600 hours in a minimum of two **years**	4000 hours in a min. of **5 years** **OR** 1600 hours in a min. of 2 years and the balance in administration hours	6400 hours in min. of **8 years** **OR** 1600 hours in min. of 2 years and the balance in administration hours
Positive Performance Reviews	0	2	2	2

4.3.7. Designing the EFL Program

Several components of the structure of the elementary school foreign language program must be considered with special care. These include: *scheduling, curriculum design, instructional materials, staffing, multiple entry points, student accessibility, language choice, and program articulation, coordination, and evaluation* (Curtain & Pesola, 1994; Met, 1985; Met, 1989; Rosenbusch, 1991). After researching the literature and through inquiry during school visitations, the steering committee should discuss each concern in depth before finalizing its recommendations.

Information about each of the program components can be found in the references listed at the end of this paper. A key reference that will be extremely useful to the committee is *Languages and Children: Making the Match* (Curtain & Pesola, 1994). Two of the most challenging aspects are discussed briefly here.

Scheduling. The minimum amount of time recommended for an elementary school foreign language class is 75 minutes per week, with classes meeting at least every other day (Rosenbusch, 1992). Met and Rhodes (1990) suggest that "foreign language instruction should be scheduled daily, and for no less than 30 minutes" (p. 438) to provide periods that are long enough for activities that are motivating to the students and to prevent teacher burnout.

Language Choice. Determining which languages will be taught is potentially the most controversial issue in program design (Met, 1989). Some experts recommend that this decision be the last one made in order to keep the issue from becoming divisive. As the decision is made, the following considerations should be kept in mind: teacher availability, program organization and scheduling, maintenance of established upper level language programs, and language diversity (Curtain & Pesola, 1994).

4.3.8. IMPLEMENTING THE ESL STANDARDS

State departments of education, local school districts, and teacher education institutions have been actively implementing and disseminating the ESL Standards for Pre-K-12 Students. To inform curriculum development, assessment practice, teacher education, and classroom implementation,

TESOL has developed companion products to the ESL Standards. Managing the Assessment Process (TESOL, 1998) and Scenarios for ESL Standards-Based Assessment (TESOL, in press-a) establish the theoretical framework for assessment and offer exemplars and assessment tools for monitoring student progress toward meeting the standards. Training Others to Use the ESL Standards: A Professional Development Manual (Short et al., 2000) and Implementing the ESL Standards for Pre-K-12 Students Through Teacher Education (Snow, 2000) provide training materials and practical information to enhance the professional development of pre-service and in-service teachers. School leaders can increase their understanding of the ESL standards through the School Administrator's Guide to the ESL Standards (TESOL, in press-b). A series of classroom-focused books, Integrating the ESL Standards into Classroom Practice (Agor, 2000; Irujo, 2000; Samway, 2000; Smallwood, 2000), offers thematic instructional units for teachers at different grade-level clusters demonstrating how to implement the ESL standards. Finally, to help teachers explain the ESL Standards to parents, the Parent Guide to the ESL Standards for Pre-K-12 Students is available on the Web (www.cal.org/eslstandards/parentguide.htm).

Other implementation activities include curriculum and professional development. Many states and districts have developed or revised ESL or sheltered content curricula based on the ESL Standards. Professional development for educators has been offered through conference sessions, workshops, and summer academies by TESOL and NABE and state and local education agencies. An implementation database and electronic discussion list support these activities, too (see www.cal.org/eslstandards).

One of the most important accomplishments of the project has been the increased stature of ESL professionals in pre-K-12 school settings. This is a less visible achievement than the published products, but a significant one. Publication of the standards opened many doors for dialogue with educators in other content areas about how best to help ELLs achieve academically. With the ESL Standards in hand, pre-K-12 ESL and bilingual teachers have been

able to show colleagues in other disciplines what learning a second language means and what learning content through a second language requires.

To have a better idea about how the standards could be established, in Annex "7", there is a Standard of learning sample for 6th grade used in Commonwealth of Virginia board of Education Richmond, Virginia, 2003,. And in the annex "8" there is the Iowa Standards & criteria elementary.

4.4. Conclusions

After completing the following research, we arrive to the following conclusions:

- A high percentage of EFL teachers have no knowledge about standards to the performance of their profession.

- The majority of teachers at the at the fiscal urban morning elementary schools in Riobamba in the school year 2006 – 2007 are still using traditional methodologies in the EFL teaching, so it makes difficult to learn it.

- There is no governmental support for the teachers training in EFL standards.

4.5. Recommendations

- It is necessary the implementation of EFL standards for the fiscal urban morning elementary schools in Riobamba.

- All people involved in EFL teaching at the fiscal urban morning elementary schools in Riobamba, should know about EFL standards at elementary level.

- The government through the MEC must invest in EFL teachers to prepare them about standards.

- The local educational authorities responsible for EFL teaching should coordinate and articulate across levels of instruction facilitating enough information and training about the use EFL standards at the fiscal urban morning elementary schools in Riobamba.

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GLOSSARY

Academic Performance Index (API)	Índice de rendimiento académico (conocido en inglés como API)
Academic standards	Estándares académicos
achievement	logro, progreso
acquisition	aprendizaje, adquisición
acronyms	siglas
active learning	aprendizaje activo
adequate progress indicators	indicadores de progreso adecuado
Adequate Yearly Progress (AYP)	Progreso anual adecuado (conocido en inglés como AYP)
adjustment	ajuste
administer, administration	aplicar, se aplica, aplicación, dar, administrar, administración
advanced (CST performance level or CELDT proficiency level)	avanzado (como el nivel avanzado)
advanced students	estudiantes adelantados/as
advisory committee	comité asesor
aggregate performance	rendimiento total
American Sign Language (ASL)	Lengua de signos estadounidense (conocido en inglés como ASL)
Annual Measurable Achievement Objective (AMAO)	Objetivo medible de logro anual (conocido en inglés como AMAO)
Annual Progress Report (APR)	Informe del progreso del sistema de rendición de cuentas (conocido en inglés como APR)
assessment	evaluación, análisis
assistant teacher	profesor/a adjunto/a, profesor/a ayudante, maestro/a auxiliar
Associate in Arts (AA)	Título universitario de preparación básica (conocido en inglés como AA)
at-risk students	estudiantes propensos a fracasar
attendance	asistencia
audit	auditoría
average daily attendance (ADA)	promedio de asistencia diaria (conocido en inglés como ADA)
California Basic Education Skills Test (CBEST)	Prueba de California para evaluar los conocimientos básicos (conocido en inglés como CBEST)
California Commission on Teacher Credentialing (CCTC)	Comisión de Acreditación de Maestros de California (conocido en inglés como CCTC)
California English Language Development Test (CELDT)	Prueba para medir el desarrollo del inglés en California (conocido en inglés como CELDT)
California High School Exit Examination (CAHSEE)	Examen de egreso de la preparatoria de California
California Master Plan	Plan maestro de California
California Reading List (CRL)	Lista de lecturas de California (conocido en inglés como CRL)
California School Improvement Plan	Plan de mejoramiento escolar de California
California Standards Tests (CSTs)	Pruebas de los estándares académicos de California (conocidos en inglés como CSTs)
CELDT Student Proficiency Level Report	Reporte del nivel de desarrollo del estudiante en CELDT
Center on School, Family, and Community Partnerships	Centro de Colaboración entre la Escuela, la Familia, y la Comunidad
certificate of educational achievement	certificado de rendimiento educativo
Certificate of Proficiency	Certificado de suficiencia preparatoria
Cognitive Academic Language Proficiency	Desarrollo del lenguaje académico (conocido

(CALP)	en inglés como CALP)
community advisory committee (CAC)	comité asesor comunitario (conocido en inglés como CAC)
Community Based English Tutoring (CBET)	Enseñanza individualizada del inglés con instructores comunitarios (conocido en inglés como CBET)
Consolidated Application (ConApp)	Solicitud consolidada (conocido en inglés como ConApp)
content standards	estándares de contenido académico
cooperative learning	aprendizaje conjunto o grupal
core curriculum	currículo principal
Crosscultural, Language, and Academic Development (CLAD)	Desarrollo lingüístico académico y transcultural (conocido en inglés como CLAD)
curriculum	Currículo, plan de estudios
development standards	estándares de desarrollo
developmentally handicapped (DH)	persona con deficiencias en el desarrollo (conocido en inglés como DH)
developmentally impaired (DI)	persona con deficiencias en el desarrollo (conocido en inglés como DI)
diagnostic	diagnóstico
District English Language Advisory Committee (DELAC)	Comité asesor del distrito escolar para los estudiantes de inglés como segunda lengua (conocido en inglés como DELAC)
Early Assessment Program	Programa de evaluación temprana
early advanced (CELDT proficiency level)	preavanzado (como el nivel preavanzado)
early intermediate (CELDT proficiency level)	preintermedio (como el nivel preintermedio)
early intervention	intervención temprana
Early Intervention Program for School Success	Programa de intervención temprana para el éxito académico
Early Literacy Program	Programa de alfabetización preescolar
Early Reading First	Antes que nada, la lectura infantil
economically disadvantaged	de escasos recursos económicos
Education Code	Código de Educación
educational reform	reforma educativa
educationally handicapped	estudiante con discapacidades en el aprendizaje
effective schools	escuelas eficaces
elective classes	materias optativas
elementary education	enseñanza primaria
elementary school	escuela primaria
Emergency Immigrant Education Program (EIEP)	Programa educativo de emergencia para inmigrantes
emotionally disturbed	individuo con problemas emocionales
English as a second language (ESL)	inglés como una segunda lengua (conocido en inglés como ESL)
English language acquisition	proceso de dominar el inglés como segunda lengua
English–language arts (ELA)	lengua y literatura en inglés (conocido en inglés como ELA)
English–language development (ELD)	desarrollo del inglés como segunda lengua (conocido en inglés como ELD)
English-language development (ELD) standards	estándares académicos para el desarrollo del inglés como segunda lengua
English-language proficiency level	nivel del desarrollo del inglés como segunda lengua
English Learner Advisory Committee (ELAC)	Comité asesor para los estudiantes de inglés como segunda lengua (conocido en inglés como ELAC)

English learners	estudiantes de inglés como segunda lengua
English proficient	con dominio del inglés
English-speaking	que habla inglés
enrollment	matriculación, número de matriculados
evaluation	evaluación
Even Start Program	Programa Even Start
examination	examen
far below basic (CST performance level)	muy por debajo del (nivel) básico
fluent-English proficient (FEP)	con dominio total del inglés (conocido en inglés como FEP)
framework	esquema curricular, estructura, esquema conceptual
freshman	estudiante del primer año de la (escuela) preparatoria, del primer año universitario
full-time equivalent (FTE)	equivalente a un puesto de tiempo completo (conocido en inglés como FTE)
fully mainstreamed	totalmente integrado (al programa educativo regular)
functional illiteracy	analfabetismo funcional
GATE program	Programa para estudiantes dotados y talentosos (conocido en inglés como GATE)
General Educational Development (GED) test	Pruebas de desarrollo educativo general (conocido en inglés como GED)
Gifted and Talented Education (GATE)	Educación de estudiantes dotados y talentosos (conocido en inglés como GATE)
governing board	mesa o junta directiva
graduation night	programa nocturno para estudiantes del último año de preparatoria
grade	año, grado
grade card	boleta, reporte de calificaciones
grade level	año académico, grado escolar
grade-level standards	estándares académicas del año académico
grade-point average (GPA)	promedio de calificaciones (en puntos) (conocido en inglés como GPA)
graduation rates	porcentajes, tasas de graduación escolar
guide for parents and guardians	guía para los padres de familia y tutores
guidelines	pautas, normas generales, principios normativos
illiteracy	analfabetismo
intermediate (CELDT proficiency level)	intermedio (como el nivel intermedio)
Job Skills Training Program	Programa de capacitación laboral
junior high school (middle school)	escuela intermedia
kinesthetic	cinestético
language acquisition	adquisición del idioma
language and speech impaired (LASI)	deficiente en el lenguaje y habla (conocido en inglés como LASI)
language classification	clasificación según el dominio del idioma
language minority student	estudiante de una minoría lingüística
languages other than English	idiomas además del inglés
learning disabled	discapacidad en el aprendizaje
letter grade	calificación en forma de letra
limited-English proficiency	de dominio limitado del inglés
limited-English proficient (LEP)	estudiante con dominio limitado del inglés (conocido en inglés como LEP)
local educational agency (LEA)	agencia local de educación (conocido en inglés como LEA)
low-achieving schools	escuelas de bajo rendimiento

low incidence	poco común, infrecuente
Memorandum of Understanding (MOU)	Memorándum de entendimiento, acuerdo (conocido en inglés como MOU)
minimum academic requirements	requisitos académicos mínimos
motivated learner	estudiante motivado
multiple-choice questions	preguntas de opción múltiple
multicultural education	educación multicultural
multitrack	ciclos educativos múltiples
National Assessment of Educational Progress (NAEP)	Evaluación nacional del progreso educativo (conocido en inglés como NAEP)
native English speakers	angloparlantes nativos, anglohablantes nativos
native language	idioma materno
No Child Left Behind (NCLB) Act of 2001	Ley de 2001 Que Ningún Niño se Quede Atrás (conocido en inglés como NCLB)
non-English-proficient	sin dominio del inglés
non-English-speaking	que no habla inglés
non-NCLB-qualified teacher	maestro/a no acreditado/a por NCLB
Office of the Secretary of Education	Secretaría de Educación
Office for Civil Rights (OCR) of the U.S. Department of Education	Oficina para Derechos Civiles (conocido en inglés como OCR) del Departamento de Educación de los EEUU
open house	recepción escolar para padres de familia y estudiantes
oral language skills	capacidad o aptitud de expresión oral
performance level	nivel de rendimiento
CSTs and CAPA performance levels are advanced, proficient, basic, below basic, far below basic	niveles de rendimiento para los CSTs y CAPA son avanzado, proficiente, básico, por debajo del básico, y muy por debajo del básico
preschool	centro, plantel, establecimiento de educación preescolar
primary language	idioma nativo, lengua materna
professional development	capacitación, desarrollo profesional
proficiency level	nivel de desarrollo
CELDT proficiency levels are advanced, early advanced, intermediate, early intermediate, beginning	niveles de desarrollo en el CELDT son avanzado, preavanzado, intermedio, preintermedio, inicial
proficient (CST performance level)	proficiente (como el nivel proficiente)
Program Improvement (PI)	Programa de mejoramiento académico (conocido en inglés como PI)
Program Improvement (PI) school or district	escuela o distrito con necesidad de mejoramiento académico (escuela o distrito PI)
Public School Accountability Act (PSAA)	Ley de contabilidad académica de las escuelas de enseñanza pública (conocido en inglés como PSAA)
pull-out activity	actividad de refuerzo fuera del salón
pupil-free day	día sin estudiantes (para la capacitación de maestros)
reclassified-fluent-English proficient (R-FEP)	reclasificado como un estudiante que domina el inglés (conocido en inglés como R-FEP)
sample (as in sample report)	muestra
scale score	calificación de escala (scale score)
schedule	horario
scholarship	beca
school action plan	plan escolar de acción
School Assistance and Intervention Team (SAIT)	Equipo de asistencia e intervención escolar (conocido en inglés como SAIT)
Science Framework	Marco curricular para las ciencias

scientifically based methods	métodos científicamente comprobados
score	calificación, resultado
spelling	ortografía
staff development	capacitación del personal
standardized testing	pruebas estandarizadas
Standardized Testing and Reporting (STAR) Program	Programa de exámenes y reportes estandarizados (conocido en inglés como STAR)
standards	estándares
standards-aligned instruction	enseñanza basada en los estándares
standards-based curriculum	currículo basado en los estándares
Standards-Based Test in Spanish (STS)	Pruebas en español basadas en los estándares de California
STAR Student Report	Reporte individual de los resultados de STAR
State Board of Education (SBE)	Mesa Directiva Estatal de la Educación (conocido en inglés como SBE)
undergraduate	estudiante de licenciatura
underrepresented	con poca representación
unexcused absence	ausencia injustificada
verbal comprehension	comprensión verbal
visual cues	indicaciones visuales
visual tracking	seguir con la vista
visual aids	medios visuales de instrucción
waiver	prescindir
weaknesses	puntos débiles
Web site	sitio Web
writing	expresión escrita

ANNEX

Annex 1

Consonant chart

Annex 2

Vowel chart

Annex 3

Grammar inventory of the English language

Annex 4

The communicative and TPR methods

Annex 5

Table of schools, teachers and the survey sample

Annex 6

Graphical exposition of results

Annex 7

Standards of learning sample for 6[th] grade

Annex 8

IOWA Standards & criteria elementary.

APPENDIX

APPENDIX 1
Sample schools

APPENDIX 2
Daily activities

APPENDIX 3
Directors' interview and English teachers' survey