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**TITLE:**

**CURRICULAR DEVELOPMENT OF THE ECO-TOURISM OFFICIAL  
SYLLABUS FOR THE 6<sup>th</sup> YEAR OF SECONDARY EDUCATION AT  
PROVINCIA DE PASTAZA NATIONAL HIGH SCHOOL**

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## **CERTIFICATION**

We, Dra Maria Teresa Llumiyinga Director and Dr, Oswaldo Villa Co-Director, duly certify that the thesis under the title: CURRICULAR DEVELOPMENT OF THE ECO-TOURISM OFFICIAL SYLLABUS FOR THE 6<sup>th</sup> YEAR OF SECONDARY EDUCATION AT “PROVINCIA DE PASTAZA HIGH SCHOOL”, has been reviewed and analyzed, it has been found worth to be orally sustained.

**Quito, June 2007**

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## **DEDICATION**

I dedicate this work to God who has provided me with health and strength to balance between my family, work and study. And to my children with all my love: to Alex, Thomas and Maria Cristina who offered me an unconditional love and support throughout the course of this project. To my lovely husband Adolfo for his love and understanding who was my great inspiration.

**Sonia**

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## INTRODUCTION

Tourism industry has turned into an understanding, important, and profitable phenomenon in the current societies. Even in crisis and recession periods the tourism has supported a dynamics and relevant influence in the economics sector simultaneously, the educational expectation which act in terms of the social and political policies don't fit with the educational policies set in the Consensus educational Reform for the Basic education.

Consequently, the present conception of tourism must be considered basically as a product of culture and education in the broad sense of the term, an appropriate Curricular planning of English for Specific Purposes Register for the touristy activities.

If we want to turn forward the touristy industry and international tourism we have to start to attract the attention of the educational planners and the people engaged in the field.

In a world in a process of integration it is important to compete in similar conditions as the industrial countries and a good education in foreign languages for tourism it is one of the forefront for our future economical income resources.

The curricular change of the EDUCATIVE REFORM has been established in our country; in certain way help us to clarify the goals to be gotten in the BASIC EDUCATIONS. But it is necessary to developing the strategies and competencies which teacher's must employ in the teaching of the foreign language and the execution strategies in their daily teaching practice in the Amazon Regions High schools.

The teachers of English as a foreign language have to organize, develop, plan and design appropriate class activities, efficient lesson plans, and special techniques for using realia and resources which exist in Pastaza Province and its influence area.

The learning of the foreign language can be a productive and enjoyable activity

The curricular planner and the teacher of English have to take into account all the problems of their users both for the media and for the handicapped ones so that they have the same opportunities in their learning process.

It is hoped that this project be spread out among the provincial, regional, and even national scope if it would show beneficial results and high quality standards of performance.

This program project has fundamental importance if we want to rescue the traditions and values for our bilingual students in the “Provincia de Pastaza High School”

The main objective of this project is to motivate the teachers of English as a Foreign Language for the tourism area, especially in the application of the principles of curriculum and development of programs findings this in order to improve and change the traditional practices in the teaching of the English Language for specific purposes, in this case applied to the eco-tourism field.

On the other hand, this study will intend to clarify the traditional scope of the discipline curriculum which has been taken to refer to a statement or statements of intent –the “what should be” of a course of study. In this study a rather different perspective is taken. The curriculum is seen in terms of what teachers actually do; that is, in terms of “what is”, rather than “what should be”. This study is thus based on what many language teachers have found both desirable and possible.

The curriculum is seen from the perspective of the teacher for two reasons. In the first place, in the sort of learner centered system towards many languages teaching organizations are moving, the teacher is the prime agent of curriculum development. Second, educational reality in Ecuador is not what Ecuadorian educational planners say ought to happen, but what teachers and learners actually do. The notion that planning equals teaching and that teaching equals learning is naïve. Research suggests that the equation is much more complex than this, that teachers do not slavishly follow a pre-specified plan, and that learners do not necessarily always learn what teacher teach. It is this insight which has prompted within this study a rather different view of language curriculum.



**PART ONE**  
**SITUATIONAL FRAME**

## **PROBLEM SETTING**

This study differs from others in that it provides a theoretical and empirical rationale for learner-centered curriculum development within young adult English as a foreign context. Such a curriculum will contain similar elements to those contained in traditional curriculum development, that is, planning (including needs analysis, goal and objective setting), implementation (including methodology and materials development) and evaluation.

However, the key difference between learner-centered and traditional curriculum development is that, in the former, the curriculum is a collaborative effort between teachers and learners, since learners are closely involved in the decision-making process regarding the content of the curriculum and how it is taught.

### **1.2. MAIN PROBLEM:**

At the school there are not English courses in its curriculum. It is a disadvantage due to the most important language for the communication is English, there fore, the students at Hostelry and Tourism need to learn English language to become more competitive, open up totally new doors and allow them to have a much more broad range of experiences.

#### **1.2.1. SECONDARY PROBLEMS**

- Is there a professional teaching staff at this school?
- Is there any material that according to the Eco-Tourism English Language
- Do the English teachers speak English appropriately?

### **1.3.- MAIN OBJECTIVE:**

To Teach Basic Technical Language through Communicative Grammar to the students  
The English courses will be prepared with the essential English Language skills they will use to communicate effectively in the performance of their jobs as Guides or in the Hostelry, and to prepare some of them for further study abroad.

#### **1.3.1 PARTICULAR OBJECTIVES:**

- To make the students use English as their working language.
- To emphasize the importance of Language Learning in foreign language through a Communicative grammar of spoken English, therefore it helps students to develop and improve their comprehension of grammar.
- To make students conscious that language learning does not mean looking over textbook and quietly reading and memorizing facts. Language learning really means practice.
- To motivate the students to learn a new language.
- To teach English using a communicative grammar with dynamic methodology.

### **1.4.- JUSTIFICATION**

Previous the analysis of the results of the diagnosis which was applied at Pastaza high school, the students were really interested in learning some expressions, which they can use in their daily duties and many other words expressions.

We worked together with the text of the CRADLE PROJECT, which helped us in this project.

What we have done is to shorten some very extensive units which are not related topics with the student's needs necessary for this environment.

We will try to work with the community, to show them the importance of the English Language toward a globalized world.

As a teacher of the English Language I could detect that Teachers do not follow the tasks of the CRADLE PROJECT and do not use them appropriately.

Education is developing in the country as in other places of the world; this forces us to make a deep revision of the educational actions to be implemented to find solutions to avoid the lack of interest for the foreign language which affects the students of the Amazonian Region.

The need to improve the English Language Learning and trying to maintain the interest of the students in the English as a foreign language class is what I am trying to do. According to this objective I will try to apply the updated methodologies such as nowadays communicative role plays making easier the acquisition of the foreign language and the fulfilling their duties as future tourist guides.

Due to English is the international language and accelerating development of technology puts emphasis on acquisition of Technical English Language skills, therefore the mission of the project is to provide an awareness tool for successful methodology for English Teachers as in students, who uses daily in high schools.

Teaching technical English Language through Communicative English Grammar is an innovative way to teach English as a second or foreign language. Communicative language Teaching focuses on the learner. Learners communicative needs provide a framework for elaborating program goals in terms of functional competence and explicit Grammar Instruction focuses on the importance of teaching rules and grammatical structures consciously for the purpose of developing communicative competence through communicative activities and authentic contextualized in realistic way and where a genuine need for communications is established.

An overall evaluation of the curricular Improvement of the Tourism Official Syllabus for the 6<sup>th</sup> year secondary education at “Provincia the Pastaza” High school will be done, as well.



# **1. TEACHING COMMUNICATIVE SKILLS**

## **1.1.-REASON FOR LEARNING LANGUAGE**

People need to learn English for many reasons such as: School curriculum. Advance Target Language, Communicative English for Specific purposes for Culture and Miscellaneous.

### **a. - School Curriculum**

Probably the greatest numbers of language students in the world do it because it is on the school curriculum whether they like it or not.

### **b.- Advance**

Some people want to study English (or another foreign language) because they think it offers for advancement in their professional's lives

### **c- Target language community**

Some language students find themselves living in a target language community (either temporarily or permanent) .Target language community is one where the inhabitants speak the language which the student is learning.

### **d.- English for specific purposes**

The term English for Special or a specific purpose has been applied to situations where students have some specific reason for wanting to learn the language.

### **e.- Culture**

Some students study a foreign language because they are attracted to the culture of one of the target language Community.

### **f.- Miscellaneous**

There are of course many other possible reasons for learning a language, some people do it just for fun, others for been a tourist in a country where that language is spoken and others because their friends are learning the language.



The course aims to show how grammar can be integrated effectively into a communicative curriculum.

Grammar is central to the teaching and learning of language. Grammar is often misunderstood in the language teaching field.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all.

Communicative grammar enables students to carry out their communication purposes.

There are of course many other possible reasons for learning a language, some people do it just for fun, others for been a tourist in a country where that language is spoken and others because their friends are learning the language.

## **1.2. LISTENING SKILLS**

Through active listening, it though, students acquire vocabulary and syntax, as well as better pronunciation. The primacy of listening competence in interaction is evident; to engage in any form of communication, we have to understand and react to what has been said. Consequently, learners need to practice listening, as well as engaging in interactional activities.

Provided meaning is evident, through context, pictures or by any other means, one self should feel free to use any tenses, grammar or words that we need.

Active listening can be included in any type of lesson. The listening games can also be planned as a reserve activity. They are presented here in a rough order of appropriate by level. The early ones are for beginners' classes and the later ones can be used with more advanced learners.

- Listening games (Simon says)
- Telephone numbers.
- Clock faces.
- Bingo and prices.
- Which picture?
- True or false.
- Following directions.
- Guess who.
- Which weekend?
- Name the product.
- Listen and respond
- List the items.
- Jigsaw listening.
- Dictation.

### **1.3. READING SKILLS**

Reading offers language input, as listening does. Good readers become autonomous, able to read outside the classroom and to stay in touch with English through periodicals and books when they leave schools. Readers can acquire a large vocabulary and an implicit command of the limitless language forms.

Reading in a foreign language deserves attention, and reading passages should not be viewed merely as a springboard for speaking or writing activities.

We should consider the attributes of reading in our mother tongue. Our pedagogy ought to be influenced by the uses that our students may make of reading skills as language users.

We have some stages for reading.

Choice (selectively)

- Purpose (for reason, pleasure, information, knowledge, curiosity and so on)
- Strategies (depending on the purpose and the text)
- Quantity ( great dial each day)
- Silence (literate societies)

- Speed (read swiftly)
- Context (through difficulties coping with complex syntax and strange lexical items and getting the general meaning from the linguistic context.)

## **1.4. WRITING SKILLS**

There have been radical changes of attitudes towards the role of writing in language teaching programmes in schools. Writing is the least used of the four skills for the average foreign language user.

Moreover, we should not overlook the relationship between reading and writing. The more students read, the more fluently they will write. Some sort of written response is often a natural follow-up to what has been read. Unlike oral work, writing can be done outside the classroom, increasing exposure time but without encroaching on precious teaching time.

### **Way of correcting written work**

- Spot check ( circulating when the students are writing)
- Peer marking (students mark each other's work)
- Pair work (students do as pair task)
- Group secretaries (comparatively free)
- Global marking ( free writing by impression)
- The procedure (apparent casualness)

## **1.5. ORAL SKILLS**

Most of the activities, exploitation strategies and games already described have a communicative basis. We have continuously emphasized the need for natural patterns of interaction and discourse and the avoidance of unnecessary display language.

Many times we provoke discussion activities that can be fitted into any type of lesson.

We can use some of the resources needed in class:

- Discussion and debate (any time and last for just as long as interest persist)
- Organizing discussion groups.(takes places in groups with a secretary)
- Using discussion cues(a simple blackboard or poster prompt can provided the stimulus for a lengthy discussion or argument)
- Project presentations (extend learning time and gets students doing something original an worthwhile in English).
- Topic talks.(involve little or no research)
- Drama activities( role play is used a great deal in situations-language use)
- Role adoption (term to describe a drama-type activity)
- Free role play (students have to devise their own scene)

## **2.- METHODOLOGY FOR TEACHING COMMUNICATIVE GRAMMAR**

Traditionally, a distinction has been drawn between syllabus design and methodology. In other words, syllabus design is concerned with what, why and when; methodology is concerned with how.

In the Longman Dictionary of Applied Linguistic, methodology is defined as follows:

**(1)**...the study of the practices and procedures used in teaching,. And the principles and beliefs that underlie them.

Methodology includes:

- (a)** study of the nature of LANGUAGE SKILLS(e.g. .reading, writing, speaking, listening) and procedures for teaching them
- (b)** study of the preparation of LESSONPLANS, materials, and text books for teaching language skills
- (c)** the evaluation and comparison of language teaching METHODS (e.g. the AUDIOLINGUAL METHOD)

**(2)** Such practices, procedures, principles, and beliefs themselves. One can, for example criticize or praise the methodology of a particular language course.

(Richards et al.1985:177)

The word “methodology” is the study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in

“how to teach” are methodological. Most often, “methodology” is often misinterpreted to mean “methods” in a general sense, and cases it is equated to specific teaching “techniques”.

After new language items have been presented to the students, it is essential that they practice the language in a variety of ways and really learn to use what they have been taught.

Language is used for communication. For this reason, Communicative Language Teaching makes use of communication to teach languages, while grammar is still important in the Communicative Language Teaching classroom, the emphasis is on communicating a message.

## **2.1.- COMMUNICATIVE LANGUAGE TEACHING**

Communicative language teaching makes use real –life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. The communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students’ motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Language is used for communication. For this reason, Communicative Language Teaching makes use of communication to teach languages whereas language teaching places a lot of emphasis on grammar rules and verb conjugations, Communicative Language Teaching emphasizes real-life situations and communication in context.

While grammar is still important in the Communicative language teaching classroom, the emphases is on communicating a message. Learners will benefit from paying attention to accuracy from an early stage of learning.

Communicative Language teaching is generally accepted norm in the field of second language teaching. Communicative Language teaching suggests communicative

language and language acquisition, and the approach proposes way for learners to internalize a second language and to experiment in a classroom context.

## **2.2. APPLYING COMMUNICATIVE PRINCIPLES**

The various pedagogical principles of a communicative approach to language teaching can be in more or less detail. For example, Finocchiaro & Brumfit's detailed discussion (1983: 91-3) can be summarized as follows.

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purposes, either orally or in writing
2. Diversity is recognized and accepted as part of a language development and use in second language learner's and users, as it is with first language users.
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speaker's communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of teaching is prescribed.
7. Language is use recognized as serving ideational, interpersonal, and textual functions and is related to the development of learner's competence in each.
8. It is essential that learners be engaged in doing things with language. That is, that they use language for a variety of purposes in all phases of learning.

Classroom activities that increase student-talk and promote interaction among students for communicative purposes will help to teachers reach this goal. Such activities can be implemented at all stages of the lesson and in conjunction with the teaching of the other basic skills.

Communicative language teaching offers an unlimited realm of options and ideas for encouraging and enhancing student-talk. With the renewed emphasis on student involvement, the teacher is obliged to create and implement both controlled and free

activities that encourage students to speak. Teacher constructs an image of the student as intelligent, imaginative, and linguistically talented; individual's differences in these traits did not diminish the potential of each student to shine in specific ways.

## 2.3. TECHNIQUES

In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part.

Instructors therefore teach grammar forms and structures in relation to meaning and use for the specific communicative tasks that students need to complete.

<p><b>Competence</b> is what students know. <b>Performance</b> is what students do.</p>
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Compare the traditional model and the communicative competence model for teaching the English past tense.

**Traditional:** grammar for grammar's sake

- Teach the regular **-ed** form with its two pronunciation variants.
- Teach the doubling rule for verbs that end in **d** (for example, wed-wedded)
- Hand out a list of irregular verbs that students must memorize.
- Do pattern practice drills for **-ed**.
- Do substitution drills for irregular verbs.

**Communicative competence:** grammar for communication's sake.

- Distribute two short narratives about recent experience or events, each one to half of the class.
- Teach the regular **-ed** form, using verbs that occur in the texts as examples. Teach the pronunciation and doubling rules if those forms occur in the texts.
- Teach the irregular verbs that occur in the texts.

- Students read the narratives, ask questions about points they do not understand.
- Students work in pairs in which one member has read Story and the other Story B. Students interview one another; using the information from the interview, they then write up or orally repeat the story they have not read.

## 2.4. ERROR CORRECTION

At all proficiencies levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts.

In responding to student communication, teachers need to be careful not to focus on error correction to the detriment of communication and confidence building. Teachers need to let students know when they are making errors so that they can work on improving. Teachers also need to build students confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form.

Example:

Student (in class) : I buy a new house yesterday.

Teacher: You **bought** a new house yesterday. **Remember, the past tense of buy is bought.**

When students are engaged in communicative activities, correct errors only if they interfere with comprehensibility. Respond using correct forms, but without stressing them.

Example:

Student (greeting teacher): I buy a new house yesterday!

Teacher: You bought a new house? That's exciting! What kind?



Other **techniques** that work well with beginners:

- Making short sentences out of words on cards. It helps if they have tables to work at, so they can move the cards around and compare results in groups. They can then read out the sentences they have created.
- Memorizing and repeating short dialogues, especially where these have “high surrender value”. These can be used immediately in a communicative context such as the greeting exchange, or short shopping exchanges.
- Focus on vocabulary (including lexical phrases) rather than grammar especially for production. A critical mass” of useful, high frequency words and chunks is going to be more communicatively useful than knowing how to formulate present simple QH-questions, for example.
- Using mime, gesture, visual aids, wall charts, all that paraphernalia that had been consigned to the improvement of language learning since the advent of the communicative approach.

## **2.5. STRATEGIES**

Language teachers and language learners are often frustrated by the disconnected between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnected reflects a separation between declarative knowledge and procedural knowledge.

- Declarative knowledge is knowledge of how to do something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drill.
- Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

For example, declarative knowledge is what you have when you read and understand the instructions for programming the DVD player. Procedural knowledge is what you demonstrate when you program the DVD player.

Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar. Likewise, declarative knowledge does not translate automatically into procedural knowledge; students may be able to state a grammar rule, but consistently fail to apply the rule speaking or writing.

To address the declarative knowledge/procedural knowledge dichotomy, teachers and students can apply several strategies.

1. - Relate knowledge needs to learning goals.

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Identify the relationship of declarative knowledge and procedural knowledge to student goals for learning the language.

Students who plan to live in a country need to focus more on the procedural knowledge that will help them manage day to day oral and written interactions.

## **2. Apply higher order thinking skills.**

We look at what it means to speak and interact orally in a second language, and at how data from theory and research into speaking can be translated into pedagogy.

Recognize that development of declarative knowledge can accelerate development of procedural knowledge. Teaching students how the language works and giving them opportunities to compare it with other languages they know allows them to draw on critical thinking and analytical skills. These can support the development of the innate understanding that characterizes procedural knowledge.

### **3.-Provide plentiful, appropriate language input.**

In this functional analysis of speaking, Bygate (1987) suggest that oral interactions can be characterized in terms of routines, which are conventional (and therefore predictable) ways of presenting information which can either focus on information or interaction.

Understand that students develop both procedural and declarative knowledge on the basis of the in out they receive. This input includes both finely tuned that requires students to pay attention to the relationships among form, meaning , and use for a specific grammar rule, and roughly tuned that allows students to encounter the grammar rule in a variety of contexts.

### **4.- Use predicting skills.**

If language were totally predictable communication would be unnecessary (i.e. if I know in advance exactly what you are going to say, then there is no point in my listening to you). If language were totally unpredictable, communication could probably not occur. I would like to suggest that most interactions can be placed on a continuum from relatively predictable to relatively unpredictable.

The different communication types can be characterized by the clusters of linguistic features that are common to those types. Verbs tense are aspect, sentence length and structure, and larger discourse patterns all may contribute to the distinctive profile of a given communication type. For example, a history textbooks and a newspaper article in English both use past tense verbs almost exclusively. Hoe ever; the newspaper article will use short sentences and a discourse pattern that alternates between subjects or perspectives.

### **5.- Limit expectation for drills**

The most common purpose of drills is to involve the whole class together in the practice of grammar patterns.

We also use drills to get students to learn useful phrases by heart. For this we use a repetition drill. Repetition drills can be used to practice pronunciation, stress and

intonation patterns, too. A transformation drills give class practice in making changes to grammar patterns. Substitutions drills give students confidence in adapting the lines of a dialogue before they go pair work practice. Other types of drill that we shall see are used too, but less frequently. Drills are often criticized. They deserve this condemnation when they are done badly. They can easily become boring, mechanical and even meaningless. Drills are especially valuable when teaching large classes.

Mechanical drills in which students substitute pronouns for nouns or alternate the person, number, or tense of verbs can help students memorize irregular forms and challenging structures.

Communicative drills encourage students to connect form, meaning, and use because multiple correct responses are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content.

Example:

Teacher: Did you go to the jungle yesterday?

Student: No I didn't. I went to see the waterfall.

Teacher: Did you walk along the river?

Student: Yes I did, but I didn't swim in it.

Teacher: Did you do the walking alone?

Students: I didn't do it because I went with a group.

The fundamental purpose of learning a foreign language is to be able to communicate in that language, then student must try to integrate the teaching of grammar into a communicative framework.

## 2.6 DEVELOPING GRAMMAR ACTIVITIES

Many courses and textbooks, especially those designed for lower proficiency levels, use a specified sequence of grammatical topics as their organizing principle. When this is the case, classroom activities need to reflect the grammar point that is being introduced or reviewed. By contrast, when a course curriculum follows a topic sequence, grammar points can be addressed as they come up.

In both cases instructors can use the Larsen--Freeman pie chart as a guide for developing activities.

- Describe the grammar point, including form, meaning, and use and give examples (structured input).
- Ask students to practice the grammar point in communicative drills (structured output).
- Students do a communicative task that provides opportunities to use the grammar point (communicative output).

For curricula that follow a sequence of topics, instructors need to develop activities that relate the topical discourse (use) to meaning and form.

- Provide oral or written input (audiotape, reading selection) that addressed the topic (structured input)
- Review the point of grammar, using examples from the material (structured input).

When instructors have the opportunity to develop part of the entire course curriculum, they can develop a series of contexts based on the real world task that students will need to perform using the language, and then teach grammar and vocabulary in relation to those contexts.

For example;

Students who plan to travel will need to understand public address announcement in airports and train stations. Instruction can use audiotape simulations to provide input; teach the grammatical forms that typically occurs in such announcements, and then have students practice by asking and answering questions about what was announced.

A communicative activity is an activity in which there is:

**a. A desire to communicate**

In a communicative activity there must be a reason to communicate. When someone asks questions, the person must wish to get some information or some other form of result. There must be either an “information gap” or an “opinion gap” or some other reason to communicate.

**b. A communicative purpose.**

When teacher ask students to describe their bedroom furniture to their partners, teacher are creating san artificial “communicative purpose” and making the activity more artificial by asking them to do it in English. Teachers also create artificial “information gaps” by giving different information to pairs of students so that they can have a reason to exchange information.

**c. a focus on language content not language forms.**

In real life, students do not ask about their friend’s family in order to practice have got forms. Students ask the questions because they are interested in the information. That is to say, students are interested in the language content and not in the language forms.

**d. A variety of language use.**

In normal communication, people do not repeatedly use the same language forms. In fact, people usually try to avoid repetition. In many classroom activities teachers often try to create situation n which students will repeatedly use a limited number of language patterns. This is also artificial.

Communicative activities can make less artificial when learners understand that they need to communicate in English using more authentic materials, teachers can encourage a wider variety of language use and create more natural communicative purposes. Games, songs and dialogues make good contexts for communicative activities. “Communicative games” at different levels are good examples of successful “communication” activities for the language classroom.

## **2.7. LEARNER-CENTERED LEARNING**

For much of its history, language teaching has been obsessed with a search for the “right” method. It was felt that somewhere or other there was a method which would work for all learners in all context, and that once such a method had been found the language teaching” problem” would be solved once and for all (Richard 1978).

Language learning is a process of discovery. Learner develops ability to use the language for specific communication purposes. Teacher models language use and facilitates students’ development of language skills. In this learner-centered learning, both student and teacher are active participants who share responsibility for the student’s learning. Instructor and students work together to identify how students expect to use the language. The instructor models correct and appropriate language use, students then use the language themselves in practice activities that simulate real communication. The active, joint engagement of students and teacher leads to a dynamic classroom environment in which teaching and learning become rewarding and enjoyable.

Language instructors who have never experienced learner-centered learning can find it daunting in several ways.

- It requires more preparation time: Instructors must consider students language learning goals, identify classroom activities that will connected those with the materials presented in the textbook, and find appropriate real-world materials to accompany them.

- It is mysterious: It's not clear what, exactly; an instructor does to make a classroom learner centered.
- It feels like it isn't going to work: when students first are invited to participate actively, they may be slow to get started as they assess the tasks and figure out classroom dynamics.
- It feels chaotic: Once students start working in small groups, the classroom becomes noisily and the instructor must be comfortable with the idea that students may make mistakes that are not heard and corrected.
- It sounds like a bad idea: The phrase "learner centered" makes it sound as though the instructor is not in control of the classroom.

This final point is an important one. In fact, in an effective learner-centered classroom, the instructor has planned the content of all activities, has set time limits on them, and has set them in context of instructor-modeled language use. The instructor is not always the center of attention, but is still in control of students learning activities.

In language classroom, instructions focus on the learner and the learning process. The instructor creates a learning environment that resembles as much as possible the one in which students learned their first language. Students participate in the learning process by establishing learning goals, developing and choosing learning strategies, and evaluating their own progress. In the classroom, students attend to models provided by the instructor (input) and then build on those models as they use language themselves (output).

Classroom activities incorporate real world situations.

Language centered instruction encourages students to take responsibility for their language skill development and helps them gain confidence in their ability to learn and use the language. Teachers support students by devoting some class time to non-traditional activities, including teaching learners how to use learning strategies, how to use available tools and resources, and to reflect on their own learning.



## **2.8.- Guidelines for Communicative, learner-centered Learning.**

These ten guidelines will help students ask communicative language teaching and learner-centered learning part of their own instructional

### **2.8.1–Provide Appropriate Input.**

Input is the language to which students are exposed: Teacher talk, listening activities, reading passages, and the language heard and read outside of class. Input gives learners the material they need to develop their ability to use the language on their own.

Language input has two forms: finely tuned input.

- It is matched to learner’s current comprehension level and connected to what they already know.
- Focuses on conscious learning of a specific point: the pronunciation of a word, the contrasts in the uses of two verb tenses, new vocabulary, and useful social formulas.
- It is controlled by the instructor or textbook author.
- It is used in the presentation stage of a lesson.

Roughly tuned input.

- It is more complex than learner’s current proficiency and stretches the boundaries of their current knowledge.
- Focuses on authentic use of language in listening or reading passages.
- It is used “as is”, with minimal alteration by the instructor or textbook author.
- It is used in the activity stage on the lesson.
- Roughly tuned input challenges students to use listening and reading strategies to aid comprehension. When selecting authentic materials for use roughly tuned input, look for listening and reading selections that are one level of proficiency higher than students’ current level. This will ensure that students will be challenged by the materials with out being overwhelmed by its difficulty.

## 2.8.2- Use Language in Authentic Ways

In order to learn a language, instead of merely learning about it, students need as much as possible to hear and read the language as native speakers use it. Instructors can make this happen in two ways:

Teacher talk: Always try to use the language as naturally as possible when teacher is talking to students. Slowing down may seem to make the message more comprehensible, but it also distorts the subtle shifts in pronunciation that occur in naturally paced speech.

- Speak at a normal rate
- Use vocabulary and sentence structures with which students are familiar.
- State the same idea in different ways to aid comprehension.

**Materials:** Give students authentic reading material from newspaper, magazines, and other print sources. To make them accessible:

- Review them carefully to ensure that the reading level is appropriate.
- Introduce relevant vocabulary and grammatical structures in advance.
- Provide context by describing the content and typical formats for the type of material (for example, arrival and departure times for travel schedules).

Advertisements, travel brochures, packaging, and street signs contain short statements that students at lower levels can manage. The world's wide web is rich resource for authentic materials. Reading authentic materials motivates students at all levels because it gives them the sense that they really are able to use the language.

## 2.8.3.- Provide Context

Contexts include knowledge of:

- The topic or content.
- The vocabulary and language structures in which the content is usually presented.
- The social and cultural expectations associated with the content.

To help students have an authentic experience of understanding and using language, prepare them by raising their awareness of the contexts in which it occurs.

- Ask students what they know about the topic.
- Ask what students can predict from the title or heading of a reading selections or the opening line of a listening selection.
- Review the vocabulary (including idiomatic expressions) and sentence structures that are usually found in that type of material.
- Review relevant social and cultural expectations.

#### **2.8.4. - Design activities with a purpose**

Ordinarily, communication has a purpose: to convey information. Activities in the language classroom simulate communication outside the classroom when they are structured with such a purpose. In these classroom activities, students use the language to fill an information gap by getting answers or expanding a partial understanding. For example, students work in pairs, and each student is given half of a map, grid or list needed to complete a task. The pair then talks to each until they have all the information.

#### **2.8.5. - Use Task-based activities.**

Fluent speakers use language to perform tasks such as solving problems, developing plans and working together to complete project. The use of similar task. based activities in the classroom are an excellent way to encourage students to use the language. Tasks may involve solving a word problem, creating a crossword puzzle, making a video, preparing a presentation, or drawing up a plan.

#### **2.8.6.- Encourage Collaboration.**

Whenever possible, ask students to work in pairs or small groups. Give students structure in the form of a defined task and outcome. This structure will allow students to

collaborate as they develop a work plan, discuss the substance of the task, and report the outcome. They will thus use a language in a variety of ways and learn from each other.

Effective collaborative activities have three characteristics:

- **Communication gap:** each student has relevant information that the others don't have.
- **Task orientations:** Activity has a defined outcome, such as solving a problem or drawing a map.
- **Time limit:** Students have a preset amount of time to complete the task.

### **2.8.7.- Use an Integrated Approach**

Integration has two forms: **Mode integration** is the combination of listening, speaking, reading and writing in classroom activities. By asking students to use two or more modes, instructors create activities that imitate real world language use.

Content integration.- is bringing content from students field of study into the language curriculum. Students often find it instructive to read, discuss, and write about materials whose content they already know, because their knowledge of the topic helps them understand and use the language. They are able to build on exiting knowledge as they increase their language proficiencies. For students who plan to study and / or work in a field that will require them to use the language they are learning, integration of content can be a powerful motivator.

**2.8.8.- Address Grammar Consciously.-** Students usually need appreciate direct instruction in points of grammar that are related to classroom activities. These students often have knowledge of the rules associated with standard use of their native language and can benefit from development of similar knowledge in the target language and discussion of similarities and differences.

Discuss points of grammar in the contexts where they arise. Asking students to think through a rule in the context of an effort to express them clearly is a more effective way

of helping them internalize the rule than teaching the rule in isolation. Two types of grammar rules to address when using authentic materials:

- Prescriptive rule: State the language neither “should” nor “must” be used; define what is “correct”. These are the rules that are taught in language textbooks.
- Descriptive rules: State how the language is usually used by fluent speakers. The degree to which descriptive rules differ from prescriptive rules depends on the setting (casual / formal use of language), the topic, and the backgrounds of the speakers.

### **2.8.9.- Adjust Feedback/Error Correction to Situation:**

In the parts of a lesson that focus on form direct and immediate feedback is needed and expected. Encourage students to self-correct by waiting after they have spoken or by asking them to try again.

Feedback techniques:

- Paraphrase a student’s utterances, modeling the correct forms.
- Ask students to clarify their utterances, providing paraphrases of their own.
- Avoid feeding students the correct forms every time.

### **2.8.10.-Include Awareness of Cultural Aspects of Language Use.**

Languages are cognitive systems, but they also express ideas and transmit cultural values. When teacher is discussing language use with the students, it is important to include information on the social, cultural, and historical context that certain language forms carry for native speakers. Often these explanations include reference to what a native speaker would say, and why.

### 3.-TEACHER VS LEARNER – CENTERED LEARNING

Teacher-Centered	Learner-Centered
Focus is on instructor	Focus is on both students and instructor
Focus is on language forms and structures(what the instructor knows about the language)	Focus in on language use in typical situations(how students will use the language)
Instructor talk; student listen	Instructors models; students interact with instructor and one another
Students work alone	Students work in pairs, in groups, or alone depending on the purpose of the activity
Instructors monitor and corrects every student utterance	Students talks without constant instructor monitoring; instructor provides feedback/correction when questions arise
Instructors answer students questions about language	Students answer each other's questions, using instructor as an information resource
Instructors chooses topics	Students have some choice of topics
Instructor evaluates student learning	Students evaluate their own learning instructor also evaluates
Classroom is quiet	Classroom is often noisy and busy

**Burkart S.Grace.** Teaching Assistants in Foreign Languages. Center for Applied Linguistics, 1998.

#### 3.1.-TASK –BASED LEARNING

Task-Based Language Teaching, Communicative Language Teaching and Explicit grammar instructions involves learners in a kind of communicative behavior which serves to orient them away from the very language they need to engage with.

Task is a goal-oriented activity with clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by other.

Task-based learning is like an adventure-learners surprise learner by coming up with all kind of things. “Exploring language n this way opens up whole new vistas”. These were comments made by teachers at the end of a recent workshop on using a task-based approach to language teaching.

The advantage of the task-based approach, according to its advocates, is that during the task the learners are allowed to use whatever language they want, freeing them to focus entirely on the meaning of their message.

This makes it closer to a real-life communicative situation.

### **3.2.-.INFORMATION GAPS PROMOTE GENUINE COMMUNICATION**

Language students should be involved in as many situations as possible where one of them has some information and another doesn't, but has to get it in other words, situations containing an information gap between the participants. Information gaps can promote real communication and facilitate language acquisition. Given the importance gaps in communicative teaching, Doughty and Pica describes how teachers can set up situations in the language classroom so that information gaps occur and students can bridge them with genuine communication.

When presenting the new word.

This is my name (Sonia) what is your name?...My name is .....Christine

Do you live here? Do you walk everyday?

I live here. Where do I live?

Display questions can only demonstrate knowledge of forms and structures, while neglecting communicative functions. A function is not always the same as the form.

Without information gap practice and genuine communication, the appropriate use of language in different contexts is neglected. Students without this knowledge may be able to compose grammatical sentences but still not be able to use them appropriately with other people. Without information gaps, classroom activities will be mechanical and artificial.

### 3.3.- RATIONALE FOR INFORMATION GAP ACTIVITIES

In all too many English classes, teacher pupil exchanges have little communicative value because there is no real information being exchanged. In a traditional, grammar oriented class, for example, teachers often spend a large proportion of class time asking questions for which they and the students already know the answers; thus, there is no information gap to fill.

Typically, a teacher asks a “display” question (that is, a question the teacher knows the answer to), an individual student answers, the teacher evaluates or corrects the answer, and then the cycle begins again with another student and another question everyone already knows the answer to.

Here are three of **typical display questions**:

- When presenting the new word book, the teacher holds up a book and says, “This is a book. What is it?”
- When teaching the sentence pattern for habitual actions, the teacher asks students, “Do you sleep every day?”
- When demonstrating the present continuous tense, the teacher performs the activity, such as walking to the door, and while doing so says, “I am walking to the door, what I am doing now?”

In each of these examples, the teacher has devised a situation that makes the meaning clear, but the situation also makes the question inappropriate in terms of the principle of information gap because the answer is already known. These display questions serve only to elicit inauthentic language practice to: present a new word (example 1), elicit a sentence pattern (example 2), or practice a grammatical structure (example 3).

They are not communicative, and they have clear limitations in terms of how much genuine communication practice the student receives. They demonstrate usage rather than use of the target language.

Overuse of display questions is harmful to language learning because it leads learners away from the use of language for communicative purposes. There are no



communicative needs for students to learn display questions because they are rarely heard in real life situations except in such special places as courtrooms and hospitals.

Display questions can only demonstrate knowledge of forms and structures, while neglecting communicative functions. A function is not always the same as the form.

### 3.4.-CREATING INFORMATION GAPS

Teachers should begin by using appropriate questioning and conversational strategies, particularly, by asking referential questions (that is, questions they do not know the answers to). Most display questions can be avoided by reformulation the question.

Teachers must thoughtfully prepare so that oral interaction involves a transfer of information from one person to another.

Here three examples.

<b>Display</b>	<b>Referential</b>
Do you eat everyday?	When do you eat?
Can you help me?	Can you cook the lunch?
What's the juice like today?	What will the juice be like tomorrow?

Teachers should also help their students learn basic strategies for requesting information or feedback. Such strategies include requesting further explanation, restating ideas, and giving additional information. In order to make classroom conversation more realistic, students need to learn and practice the following kinds of expressions with the teacher and among themselves:

- You mean...? Are you interested in clothes? Please explain.
- Please can you say it again
- How do you say...clothes wearing? Will you please repeat it?
- You believe that...? I do not agree.
- Do you agree? Why or Why not? (ward 1984)

### 3.5.- COMMUNICATIVE DRILLS

Another type of information gap activity is a communicative drill, that is one in which the type of responses is controlled but the students provides his or her own content or information. In communicative drills the teachers controls the learners´ speech primarily by ensuring that they produce short utterances.

We can show some three suggestions:

3.5.1. - **Practical situations:** students can practice requesting and providing information in situations such as asking for directions in a city and ordering meals in a restaurant.

Ss 1.- excuse me, where the post office is?

Ss 2.- Its opposite the Consejo Provincial.

Ss 1.- Excuse me, where the Pastaza high school is?

Ss 2.- It´s near the Cumanda´s neighborhood.

3.5.2.- **Guessing games:** Students can do guessing activities in pairs or groups. There are many variations. One of them is that teachers provide a short, incomplete story lot for students to discuss and guess the way it ends.

Rodrigo and his classmate decide to go to the Galapagos Islands for a week.

On Monday they went by plane to San Cristobel. They got to San Cristobel at about 5pm. Next day they saw se lions, marine iguanas and blue-footed babies.

The next day they went to small islands. His friends were walking around. We know that they were taking pictures just before they lost on the island.

They were lost for two days.....they were thirsty, hungry and tired. How did they arrive to the rescue group?

The Teacher reveals the answer to only one students; the rest of the class must guess the answer by asking that students questions about the plot that can be answered only with yes, no, or irrelevant.

**3.5.3.-True answers.**-Unlike typical substitution drills, these questions are related to the student's life.. For example after a modeling a sentences, such as "My mother is secretary", the teacher ask students to construct similar sentences, in this case, truthfully stating the occupation of someone in their family. If the class is noisy, the teacher can ask: "what are you talking about?, why are you not listening, or what are you laughing at"?

## **4.-COMMUNICATIVE ACTIVITIES**

The communicative process consists of stages, with learner starting in a structural period and progressing to a social interaction period. At the final stage students should be able to speak the target language appropriately in specific social situations. The drills suggested above are communicative drills with limited responses.

In communicative activities, however, learners have opportunities to produce sustained speech with more variation in possible responses. Here are three examples of communicative activities that provide practice in a social context.

- **4.1. - A role- play** involves the teacher giving role cards to students for pair work. In the following role-play, paired students are asked to provide sustained speech for the specific purpose of persuading each other without causing offense.
  
- **4.2.-An opinion gap activity** involves identifying and articulating a personal preference, feeling, or attitude. The activity may require using factual information, formulating arguments, and justifying one's opinions. For some topics, there are maybe no right or wrong responses and no reasons to expect the same answers or responses from different individuals or different groups. For example, the teacher divides the class into several groups that will discuss or describe a common object from different perspectives. After all groups finish, the teacher asks the groups to report to the rest of the class. Example: Describe a television set from of the following points of view.

**Group 1:** OMAERE park

**Group 2:** Casa del árbol

**Group 3:** Parque Acuatico

**Group 4:** Hola Vida Foundation waterfall

- **4.3.-A reasoning gap activity** involves deriving some new information from give information through the process of inference or deduction and the perception of relationships or patterns. The activities necessarily involve comprehending and conveying information.

A man is standing by a river with a wolf, a  
Sheep and some vegetables. He wants to get  
Everything across the river, but he has a small  
Boat that can not carry all three things at one time

The wolf will eat the sheep if the man goes  
Away, and the sheep will eat the vegetables if  
The man goes away.

Discuss how the man can get across the river  
Without losing any of his belongings

In conclusion, information gap activities give students opportunities to use English appropriately inside and outside the classroom. Unlike teacher initiated display questions, which do not reflect real life language use, information gap activities have genuine communicative value.

When structural drills are necessary, after pattern practice at the mechanical level, teachers can use structure in communicative drills and activities that they rely on referential questions and establish a communicative need in the English Classroom.

## **5.- FEEDBACK IN COMMUNICATIVE CLASSROOM**

When the lessons ends without a feedback stage and the students leave the classroom, at this point students might reflect on what they have done. They have certainly practiced speaking and, no doubt, practices listening. What on the other hand, have they learnt? They may be left with the feeling that although they were practicing using their English, they were making a lot of errors and that no-one was taking responsibility for dealing with these errors.

Giving students appropriate oral feedback in today's communicative classroom is one of the greatest challenges teachers face. The teacher has set up the communicative activity and allowed it flows, giving the learners the maximum opportunity to participate and to use their full language skills.

In terms of expectations, the learners will probably expect the teacher to do something with the language they have produced and failure to do anything at all can eventually lead to frustration and reluctance to participate in communicative activities.

An alternative approach to this might be for the teacher to note down persistent or interesting errors and then prioritize them before the next lesson, selecting a small number that will be of use to the class as a whole. It may even be possible to base a whole lesson around a teaching point that has emerged during the previous day's discussion: for example a number of errors in reporting questions might lead to a lesson that clarifies the main rules in that area of the language.

Another approach is to record a section of the discussion on audio tape, make several copies of the tape and then divide the class into groups and ask each group to transcribe a short section ( two or three minutes of the discussions) Having transcribed the section, the groups exchange papers and correct any errors they find. The process is repeated until they satisfied that all the extracts are correct. The teacher can then check this in a feedback stage with the whole class.

Basing homework exercises on errors made during communicative activities can also help to give them a focus. For example, if there are persistent errors with prepositions, the teachers might devise a short gap fill exercise using authentic examples from the discussions. This will hopefully have the effect both of dealing with the errors and reassuring the learners that the teacher has taken some action as a result of their discussion.

The “test-teach-test” approach may be of some use there. The first “test” stage is the discussion itself. The “teach” stage consists of the action point or points the teacher identifies as a result of errors made during the discussions.

Learners expect the teacher to listen to them and the vast majority will welcome feedback and error correction, if such correction is constructive and come at an appropriate point in the lesson. They expect their written work to be corrected so why not their spoken language.

## **6. HYPOTHESIS SYSTEM**

**6.1.-GENERAL HYPOTHESIS:** Curricular Development of the Eco-tourism Official Syllabus for the third course of Basic Education at “ Provincia de Pastaza National High school” Through Active Teaching Technique will improve the background and knowledge of the instructional and educational paradigm of the students, this innovative curriculum will be included in all courses .

**6.2.-PARTICULAR HYPOTHESIS:** Teaching curricular development of eco-tourism Official Syllabus through Active -teaching Techniques will not improve the background and knowledge of the instructional and educational paradigm of the students at the Pastaza High School, the traditional programs are in process in all courses.

The Pastaza high School students’ will achieve efficient and effective communication in the target language they are learning. By providing instruction which emphasizes both grammatical accuracy and communicative fluency, ESL/EFL teachers will enable

learners to enrich with meaningful language experiences, which, in turn will help them to become successful language learners and users.

The project provides perspectives on current issues and challenges concerning the role of grammar instruction in second and foreign language curriculum.

The active –learning techniques are what the students from third course of the Pastaza High school need to perform the oral and written language in English.

V I.- Active- teaching technique

V D.- To perform the oral and writing language in English. It is a co relational hypothesis, because improves the oral and written language in English. It depends of the Active- Teaching Techniques.

### **6.3.- WORKING HYPOTHESIS**

The use of different expressions can help the significant learning of the students in the Specialty of Eco-tourism of the 6<sup>th</sup> year of secondary Education at the “Provincia de Pastaza” National High School.

### **6.4.- NULL HYPOTHESIS**

In the use of small talk using expressions in the 6<sup>th</sup> year of secondary Education at the “Provincia de Pastaza High school” and the foreign tourists who usually visit our Amazon Region it is a useful tool for the real communication using English as a foreign language.

## **6.5.- ALTERNATIVE HYPOTHESIS**

- The use of expression can help the significant learning of the students in the specialty of tourism of the 6th course at the “Provincia de Pastaza National High School”
- There are differences with the students who are using the expressions as part of the process with the students who does not use.
- Here is no relationship between the official curriculum for the teaching of English for tourism and the specific needs of the students of 6<sup>th</sup> year of secondary Education.





### **3.1.- METHODOLOGICAL DESIGN**

Foreign language teachers often have questions about how students learn languages and about what the most effective approaches are to working with students in the language classroom. Frequently they reflect on their own teaching, analysis their student responses, identify problems or puzzles that need solutions, experiment with different techniques, and evaluate the results of different approaches. Many teachers may be interested in conducting research in their own classroom. Research involves identifying a question teacher would like to find the answer to, collecting and analyzing data that may answer the question, and interpreting the results. Action research conducted by teachers, often (though not always) in collaboration with others, and which frequently leads to changes in the instructional context.

### **3.2.- DESCRIPTIVE RESEARCH**

Descriptive research plays an important role in educational research because it has greatly increased knowledge about what is happening in the instructions where the investigation takes place and also in the classroom itself.

Using descriptive research methodologies with the educational setting may be advantageous for several reasons. Educational research and experiences may contain many variables that can not be realistically controlled, educational research may require observations of life experiences, and data collection may be spread over a large number of people over a large geographic area.

The problem was found out when I was trying to get information for my project, I talked to some authorities of the public schools about the different courses over there and I had information that English was really the most important part of the curriculum that was missing considering that English is the most important tool for developing some Actives Teaching techniques in the field (tourists) and laboratories, I decided to design a news proposal to teach Basic technical language for the Pastaza High school.

As soon as I showed the authorities my plan to include Curricular Development of the Eco-tourism Official Syllabus for the 6<sup>th</sup> year of secondary Education at “Provincia de Pastaza High School” the Principal offered me all support to carry out this project, and immediately I had common and reserved information and the approval as well. At the same time the proposal was approved in the School of Languages ESPE MED.

As a previous step, two Surveys were developed and applied at the Pastaza High school: One for graduate and for foreigner students

### 3.3 POPULATION

The survey was applied to all the students

COURSE	MEN	WOMEN	TOTAL
6 <sup>th</sup> year of secondary education	12	28	40
<b>TOTAL</b>	<b>12</b>	<b>28</b>	<b>40</b>

### 3.4 DESCRIPTION OF THE SUBJECTS FOR THE STUDY

To calculate the sample it was applied the following formulae:

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

Where, **n** stands for...

**P** stands for... (etc.)

$$n = \frac{6.65}{(2251) \frac{(0.0025)^2}{4} + 0.25} \quad n = \frac{6.65}{(225)0.000625 + 0.25}$$

$$n = \frac{6.65}{0.14025 + 0.25} \quad n = \frac{6.65}{0.390625}$$

The sample to investigate is the following:

<b>COURSE</b>	<b>REAL SAMPLE</b>	<b>ROUND</b>	<b>MEN</b>	<b>WOMEN</b>	<b>TOTAL</b>
6 <sup>th</sup> course of secondary education	16.64	17	12	28	40
<b>TOTAL</b>	<b>16.64</b>	<b>17</b>	<b>12</b>	<b>28</b>	<b>40</b>

The general and particular hypothesis were not proved because my project focuses on designing a new proposal of Teaching Curricular Development of the Eco-tourism Official syllabus for the 6<sup>th</sup> year of Secondary school students of the Pastaza High school. The interpretation of the information by using pie chart gives us and authorities the reason and the justification to include Curricular Development of the Eco-tourism Official syllabus in the program.

Once the information was processed, it was meant that English had to be included in the curriculum at the Pastaza high school courses. There fore the annual program had to be reviewed and the contents as a kind of Curriculum Development as well.

### **3.5.- OBSERVATIONAL STUDIES.**

Recent research in the field of language learning emphasizes the importance **of noticing linguistics forms**. That is the exact **role of noticing**. The relationship between noticing and learning will be measured by administering post-test.

These results will help language teachers to understand under what conditions and in what form new grammatical input can best be presented. In addition, it will help language teachers and second language researchers to understand better the relationship between **noticing and learning**.

According to information provided in the Institution has not been carried out previous studies related to implement Curriculum development of the Eco-tourism official syllabus as subject in its curriculum.

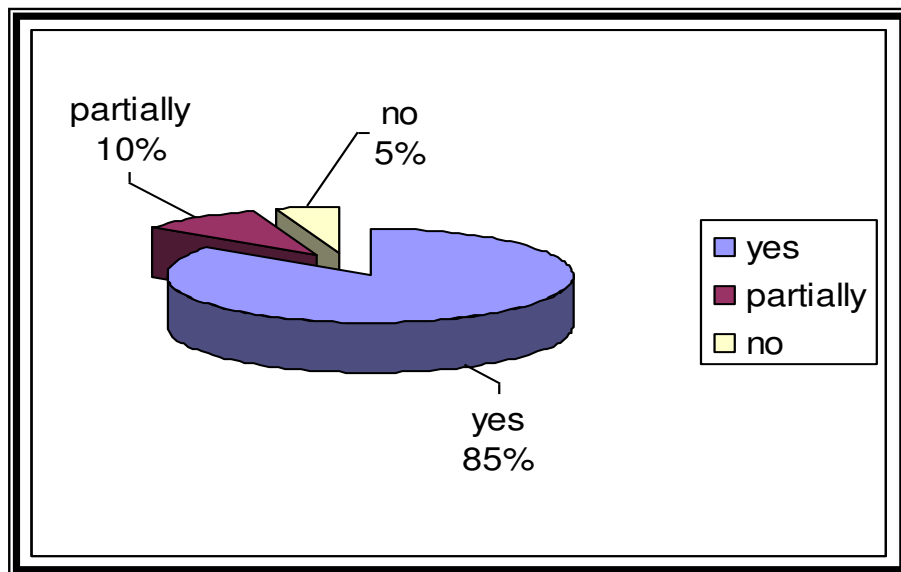
This is the first official project based in direct observation, which I point out the survey and the results done to achieve this project..

### 3.6. FIELDING ANALYSIS OF DATA

N.-	Do you consider important learning	Yes	%	No	%	partially	%
1	English Language for the development of your professional activities.		85		5		10
2	Do you agree that English courses are included in the curriculum?	Yes	82	No	6	partially	12
3	Do you require fluency in the English Language to improve your job?	yes	85	No	5	partially	10
4	Do you recommend having English Language courses before left to do the practices out of school?	Yes	90	No	3	partially	7

GRAPHIC DEMONSTRATION OF THE SURVEYS CARRIED OUT TO THE STUDENTS IN THE 6<sup>th</sup> YEAR OF SECONDARY SCHOOL HELD AT THE “CNTPP”

1. - Do you consider important learning English Language for the development on your professional activities?



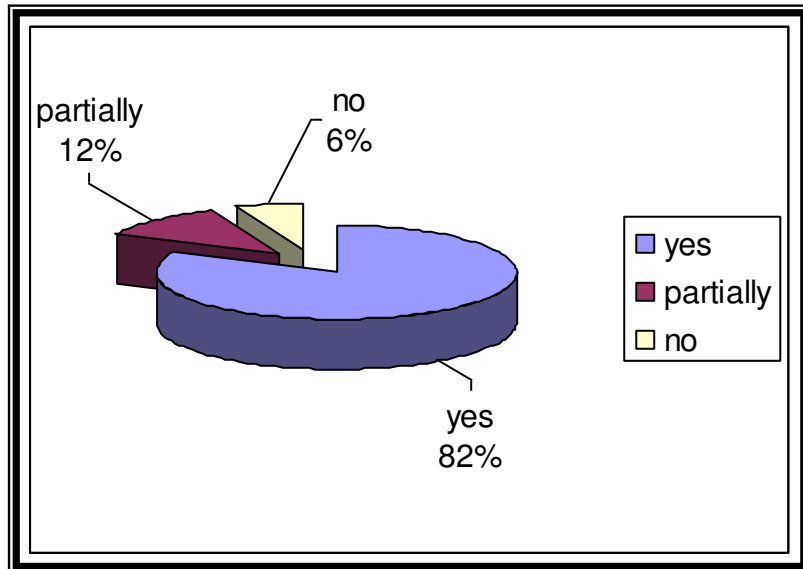
Prepared by Sonia Tapuy

85% considered that English is important for the development of their professional activities.

10% considered that English is partially important for the development of their professional activities.

5% considered that English is not important for the development of their professional activities.

**2.- Do you agree that English courses are included in the curriculum?**

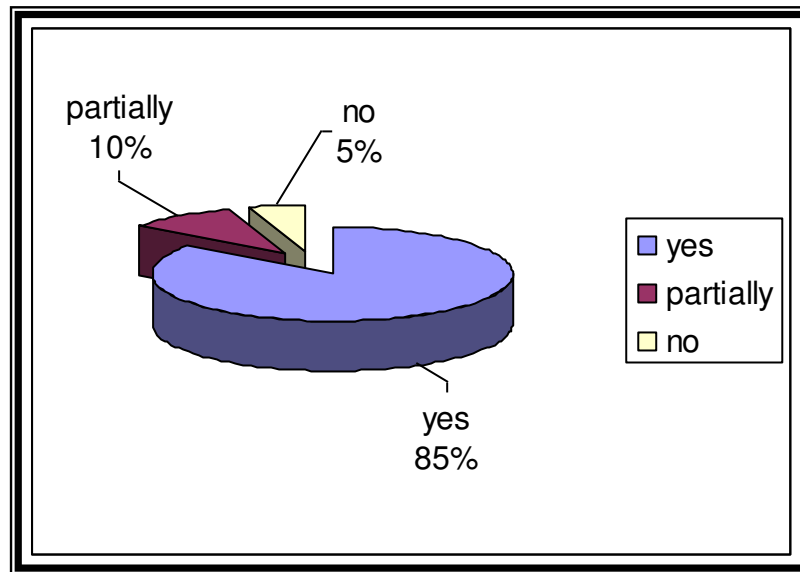


82% of the students considered that English courses have to be included in the curriculum.

12% of the students considered that English Courses has to be included in the curriculum.

6% of the students considered that English courses won't be included in the curriculum

### 3.-Do you require fluency in the English Language to improve your job



Prepared by Sonia Tapuy

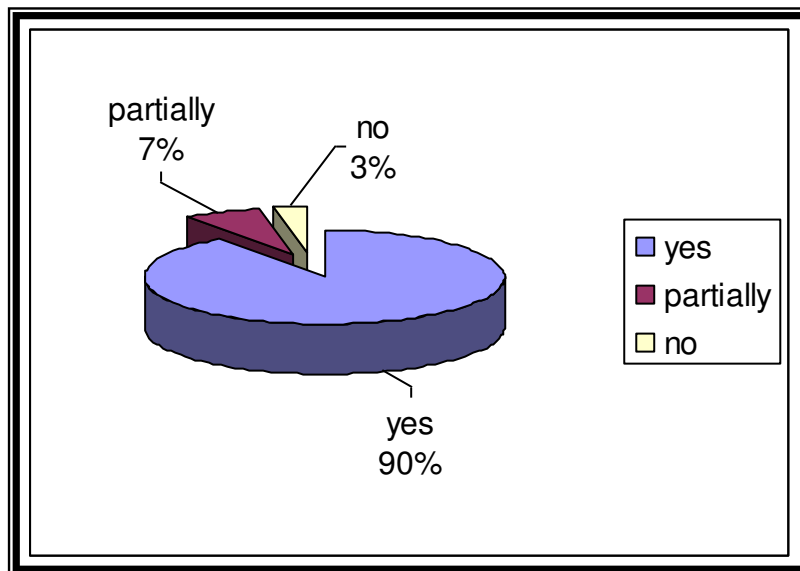
85 % of the students considered that fluency in English is required to improve their job.

10 % of the students considered that fluency in English is required to improve their job.

5% of the students considered that fluency is not required to improve their jobs.



**4.- Do you recommend that the English Language courses are necessary to carry out before they graduate?**



Prepared by Sonia Tapuy

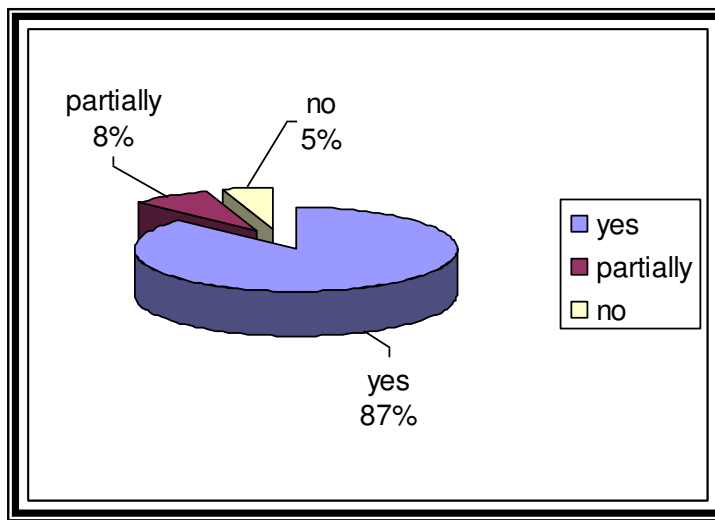
90% of the students consider that English Language courses are necessary to carry out before they graduate.

7% of the students consider that English courses are necessary to carry out before they graduate.

3% of the students consider that English courses are necessary to carry out before they graduate.

# STATISTICAL GRAPHICS OF THE SURVEYS APPLIED ON THE APPLICANTS TO THE DIFFERENT COURSES HELD AT THE “CNTPP”

## 1.- Do you have basic knowledge about the English Language?



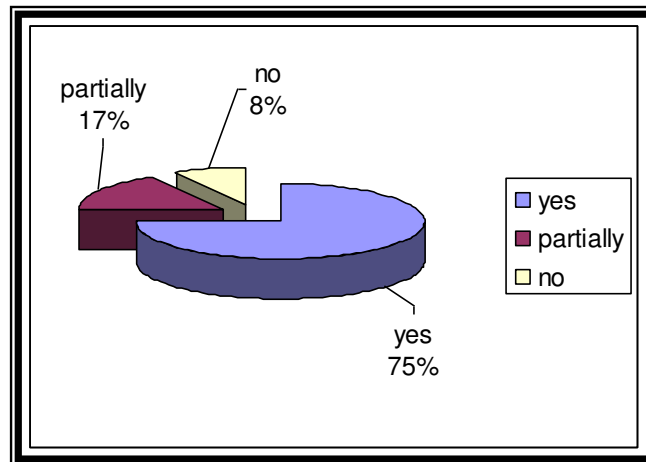
Prepared by Sonia Tapuy

87% of the students do not know English at all.

8% of the students know some Basic English partially.

5 % of the students know Basic English.

**2.-Do you consider important to involve the English Language in the training courses?**



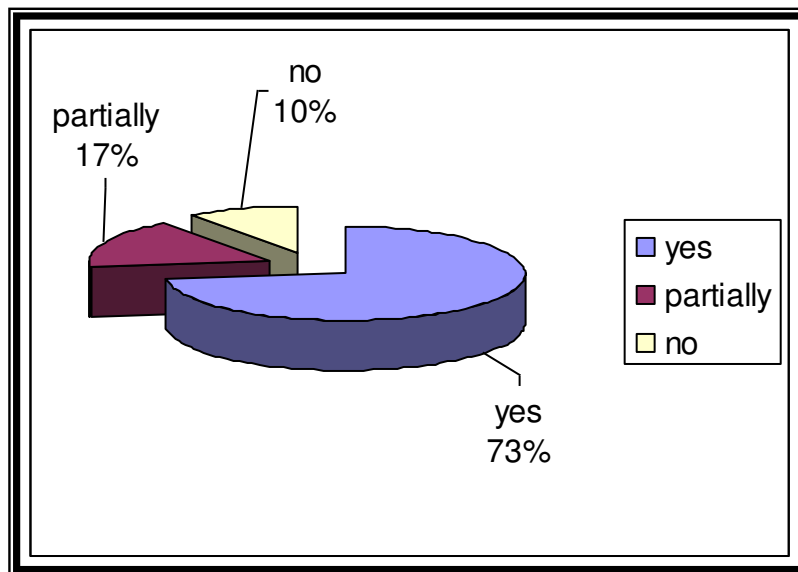
Prepared by Sonia Tapuy

75% of the students considered important to involve English in training courses.

17% of the students considered partially important to involve English in training courses.

8% of the students considered not important to include English in training courses.

**3.- Do you believe that learning English Language gives you tangible results that will allow you to use English in your personal, professional or academic life?**



Prepared by by Sonia Tapuy

73% of the students considered that English is useful in their personal, professional and academic life.

17% of the students considered that English is partially useful in their personal, professional and academic life.

10% of the students considered that English is not useful in their personal, professional and academic life.



**PART FOUR**  
**CONCLUSIONS AND**  
**RECOMMENDATIONS**

# CONCLUSIONS AND RECOMMENDATIONS

## CONCLUSIONS

- I. Teaching grammar for communication competence, will advice to apply explicit grammar Instruction in a Communicative frame work focused on task-based communicative activities. The proposed curriculum for expressions teaching is compatible with research. Within this curriculum, explicit grammar knowledge will be realized through contextual language practice in communicative activities in which rules of use are presented in discourse contexts.
- II. According to this survey the most of new students don't receive an appropriate training in English Language and students in different specialties such as Tourism, need to learn English because it is an useful awareness tool in their personal, professional and academic life.
- III. The project recognizes the significance of developing learners' communicative competence; therefore, it views enhancing their linguistic/grammatical accuracy as an indispensable part of second and foreign language instruction. It is now time that grammar instruction assumes a new role, that is, of being a necessary condition interacting with meaning, social function, and discourse in enabling learners to achieve efficient and effective communication in the language students are learning.
- IV. Communicative grammar activities should always take place in a context with genuine reason for exchanging information. In the initial stages of learning, the reason may relate only to the classroom, but within this context, the communication should be authentic in their practice in a real life.
- V. There are varieties of strategies a teacher can use when trying to motivate the student to learn. However, when the student is not motivated, the teacher must first gain the learner's attention, make sure the instruction is relevant, ensure that the student has a level of confidence, and then evaluate that student's gained knowledge to make sure there is some satisfaction in what they have learned. If

it used effectively, these four concepts can provide positive results for effective learning of the learners.

## RECOMMENDATIONS

A.- Teachers must explore ways to integrate instruction on problematic expressions forms within a communicative framework and with explicit knowledge students can construct the knowledge. The emphasis in the new area of language learning is on construction as opposed to transmission of knowledge which constructivist approach also hold that learning is personal discovery, based on insight derived as a result of the student's intrinsic motivation.

B.- Tourism specialization must include in Eco-Tourism courses in Basic Technical English Language programs in the curriculum. The courses will allow the students of Tourism to develop communicative skills and techniques to build and maintain secure communications within a range of operational environments both in guides'.

C.- Most of the students need to study Technical English Language which will be enable to Tourism students to understand written and spoken communication, read and interpret the brochures, books, manuals and handouts provided with expressions used in eco-Tourism.

D.- Communicative grammar activities encourage students to practice grammar in context that reflect real-life communication as realistically as possible.

This is an important aspect of communicative language teaching. Where the students can practice while working or so on as Guides in Eco-Tourism.

E.- The importance of motivation is a key component in learning. Not only is not the case that motivation helps learning, it is essential for learning. Student will be lured into learning. The importance factors of motivation are **fun** and **curiosity**.



## **PART FIVE**

### **ALTERNATIVE PROPOSAL**

#### **COMMUNICATIVE GRAMMAR FOCUS**

##### **PASTAZA PROVINCE**

- **Natural Resources**
- **Artistic and Cultural Patrimony**
- **Festivals and Handicrafts**
- **Gastronomy**



# INTRODUCTION

This project work is done looking for an alternative for the students of my high school and others colleagues from other places that can need to speak English as a second language.

This is an alternative for Indigenous students, who need to work after their secondary High school. It was done with the help of my professors, always looking for the development of English teacher wherever they are.

Tourism industry has turned into an understanding, important, and profitable phenomenon in the current societies. Even in crisis and recession periods the tourism has supported a dynamics and relevant influence in the economics sector simultaneously, the educational expectation which act in terms of the social and political policies don't fit with the educational policies set in the Consensus educational Reform for the Basic education.

The curricular change of the EDUCATIVE REFORM has been established in our country; in certain way help us to clarify the goals to be gotten in the BASIC EDUCATIONS. But it is necessary to developing the strategies and competencies which teacher's must employ in the teaching of the foreign language and the execution strategies in their daily teaching practice in the Amazon Regions High schools.

The main objective of this project is to motivate the teachers of English as a Foreign Language for the tourism area, especially in the application of the principles of curriculum and development of programs findings this in order to improve and change the traditional practices in the teaching of the English Language for specific purposes, in this case applied to the eco-tourism field.

## **OBJECTIVE**

### **GENERAL OBJECTIVE**

To present this new proposal for this high school as an effective grammar and vocabulary in context handbook about Pastaza Province since we need urgently a curriculum built upon theoretical insights and research findings from second language acquisition specifically in the area of tourism.

### **SPECIFIC OBJECTIVES**

1. To increase the vocabulary about Tourism for students of the 6<sup>th</sup> year of secondary education at “Provincia de Pastaza” National High school.
2. To contribute to the development of tourism vocabulary and natural resources of the Province.
3. To create in the students a conscious will help to diffuse the culture and unusual landscapes that we find in the Pastaza province.

### **JUSTIFICATION**

Education is developing in as in a very fast way around the world; this forces us to make a deep revision of the educational actions to be implemented to find solutions to avoid the lack of interest for the foreign language which affects the students of the Amazonian Region.

The need to improve the English Language Learning and trying to maintain the interest of the students in the English as a foreign language class is what I am trying to do. According to this objective I will try to apply the updated methodologies such as nowadays communicative role plays making easier the acquisition of the foreign language and the fulfilling their duties as future tourist guides.

By means of this proposal the students of tourism of this school will be able to spread our tourism.

## **COMMUNICATIVE GRAMMAR FOCUS**

### **PROPOSING AN EFFECTIVE COMMUNICATIVE GRAMMAR TEACHING CURRICULUM**

Language Teachers urgently need a expressions teaching curriculum built upon theoretical insights and research findings from second language acquisition. This curriculum must be compare with a communicative framework that stresses meaningful interaction resulting from the learner's comprehension of classroom input. We suggest integrating explicit grammar instruction (EGI), communicative language teaching (CTL) and task-based Learning (TBL). EGI can be successful in promoting the goal of communicative competence if at least two essential characteristics of CLT are applied. First, the language code can be internalized by TBL which focuses on active language use through communicative tasks rather than mechanical, meaningless language manipulation tasks.

### **THE ROLE OF EXPLICIT GRAMMAR INSTRUCTION**

Thus in this approach, a learner will go through a explicit, conscious stage of learning grammar rules before student is able to control grammatical structures automatically. Scott (1989), analyzing data from oral and written tests taking by students, found that students who were taught the target structures explicitly performed better overall that those who had an implicit method of instruction. Other evidence points to the utilization of a focus form in error correction and feedback. Learners performed better when their transfer errors received immediate correction by for-based cognitive comparisons.

EGI proponents insist on the importance of teaching rules and grammatical structures consciously for the purpose of developing communicative competence. After carefully examining the role of EGI in the process of language acquisition, Terrell (1991:58-61) suggest ways in which EGI might be helpful in an acquisition-based communicative approach:

- As an advance organizer to segment a “text” to make the input more accessible.
- As a meaning-form focus in communicative activities to make complex morphology more comprehensible.
- As a tool to help learners acquire their own output in the monitoring process.

In an attempt to incorporate these principles into materials for teaching grammar, Fotos has developed the following sequence of tasks.

- Listening task (i.e. students listen to a text that they process for meaning).
- “Noticing” task (i.e. students listen to the same text, which is now graphed, and fill in the missing words)
- Consciousness-raising task (i.e. students are helped to discover how the target grammar structure works by analyzing the “data” provided by listening text).
- Checking task (i.e. students complete an activity to check if they have understood how the target structure works).
- Production task (i.e. students are given the opportunity to try out the target structure in their own sentences). The aim of the production task is to encourage students to experiment with the target structure, not its mastery.

## **DESIGN AND APPLICATION OF THE NEW PROPOSAL**

Learning is a personal discovery, based on insight derived as a result of the student’s intrinsic motivation; teachers should be facilitators who help students construct their own understanding and capabilities in carrying out challenging tasks.

## **TIPS FOR TEACHING COMMUNICATIVE GRAMMAR**

Motivation is a key component in learning. Not only is it the case that motivation helps learning, it is essential for learning.

## **Communicative Grammar-It is time to talk about Ethno-Botanic Park.**

### **Aim**

- To reinforce previously studied expressions and vocabulary areas and to activate them through communicative activities (Interviewers).
- To enable students to get to know one another more by communicating in English

To get students to practice expressions information and writing about this eco-tourism park.

### **Level / Class Size**

- Can be adjusted to meet almost any class level and size. Works well in large size classes.

### **Time necessary for the activity**

- From m 35 to 45 minutes

### **Environment**

- It is very important to decide the place and the facilities for this activity.

### **Preparation**

- Decide on a theme or topic that is appropriate for the students considering their areas of interest and levels. Lower level students: topics that are connected to their everyday lives, hobbies, school, friends, memories, likes and dislikes, etc. More advanced level students: topics that go beyond everyday matters such as social issues, values, news, etc.

- Decide the grammatical area (s) to be focused on, to be reinforced or to be introduced.
- Prepare six to eight questions related to the particular topic area chosen the theme/topic, and the grammatical area.  
Lower level students: Start with yes or no questions.  
More advanced level students: Start with WH questions (where, who, When, Why, and what) and questions asking for opinions.
- Use the questions to make a gap filling or matching exercise and add space for students to produce their own questions.
- On the back side, write a number (letter) on each handout-to handouts with the same number (letter), so that in class students can look for their partners to pair up with (someone with the same number) to do the interviews.

**Example 1:**

Grammar focus: reviewing WH questions and responses about travel (Puyo city).

LET'S FIND OUT!- Puyo city	
My interviewee	
Where	do you live?
When	do you go like to go inside of Puyo's jungle?
Why	do you usually travel to Puyo city?
What	do you like to eat in Puyo's restaurants?
How	do you like to travel around Puyo?
	Was your worst trip?
	Do you like to/ don't like to travel around Puyo?
	Was your best trip to Puyo?

Let's match and make four or five questions. (Write an original question for number five).

- 1.-----?
- 2.-----?
- 3.-----?
- 4.-----?
- 5.-----?

**Example 2:**

**Grammar focus: How, where questions.**

<b>LET'S FIND OUT! – Sacha Rumi</b>		
<b>My interviewee:</b>		
How	can is many  much late far often	You find out Sacha Rumi reserve? Sacha Rumi? did you go around looking the animals? square kilometers does this reserve have? did you cook your meal? is it from Puyo? days did you go out with friends? times do you go to swimming? Were you up until very day? Money did you save Days did you go do part-time jobs?

Let's complete the questions and choose four. (Write an original question for number five)

- 1.-----?
- 2.-----?
- 3.-----?

## Procedure

- The students match and complete the questions in the box. This can be done in groups or on their own. Ask for students or assign students to write their questions on the board for everyone to see. Go around and help if is necessary to students make their original questions about the tourist places of Puyo.
- Start the interview activity about why Puyo is known as adventure, jungle and traditions?. Students with their pen and handout, go around looking for their partner asking, “What’s your number? / what number are you?” They sit down with their partners and interview each other with their questions in English.
- After they finish the interview, students write a short report to give the teacher the results about their job done.

## Suggestions

- This activity can not only be used as a review but also to introduce new grammatical and expressions aims and vocabulary. With a little of creativity and flexibility on the teacher’s side it can be relaxing and enjoyable, with out pressing they can learn easily.
- Encouraging students to talk in English about important tourist place in Puyo. Using as much English as possible can also be the teacher’s challenge. Students set their goals on how much English they are going to use in the activity, it helps them stay motivated. In this case, it is suggested that students also evaluate themselves after the activity which is grateful for both sides.
- For more advanced levels classes, the interview questions can be made totally by the students themselves. In such cases, the teacher can provide topics which students can do their own questions for the interview. For example, the teacher brings in the topic, “things for an excursions” and



subtopics; lunch, dinner, jungle, and rivers. Students then choose a topic and prepare their questions individually or with their group members.

- Responding to the reports the students have been written in one way trying to have a direct contact with individual students, especially interchanging opinions with large classes about how can they work after graduation in Tourism.

## **LESSON PLANS TO NOTICE GRAMMAR**

The following lesson plan is a direct application of the five step approach by Rod Ellis, designed to teach the problematic features of tense and subjunctive use of “were” in imaginative conditionals for a higher level students.

### **Standards**

- **TESOL 1.1.** – To use English for communicating in social settings: students will use English to participate in social interactions, in their guiding and engaging in conversation.

### **Objectives**

Students:

- To analyze the subjunctive mood in simple imaginative conditional sentences and synthesize a “rule” governing the behavior of these sentences.
- To correct expressions mistakes in conditional sentences.
- To create conditional expressions sentences to engage in conversation.

### **Materials**

- Dialogue: teacher, student
- Handout: dialogue, cloze, analyze sheet, exercises.
- DVD: exposition, student.

## **Procedure**

- 1.- Read the dialogues orally for the students three or more times.
- 2.- Ask comprehension questions. 1) Where are these people eating lunch? What are they doing now? How can they take care of their luggage?
- 3.- Read the text three times, or give copies to the students.
- 4- Cloze exercise, hand out dialogues-cloze. Read again to students, and the students can fill in the blank spaces as they hear them.
- 5.-Analysis, pass out “analyze” hand out. In groups, students analyze the sample sentences and write a rule that describes the pattern they see or find some expressions errors.
- 6.- Teacher led large group discussion of the rule they have to follow in their guiding.
- 7- Students write the real rule and compare it with their rule as Tourist Agency.
- 8- Application, in pairs, students completes exercises and correct errors in expressions. Use prompts to create conversation about the things they can do when they are guiding

## **Evaluation**

Teacher observes students answers and conversations.

### **Dialogue. - Listen and Comprehension.**

**Adolfo:** Hello. My name is Adolfo. What is your name?

**Thomas:** My name is Thomas. You are tourist guide, aren't you?

**Adolfo:** Yes, I am a Tourist guide **Thomas:** Oh, so where do you work?

**Adolfo:** I work at Puyo's Museum, I am the Guide

**Thomas:** Oh really, well. If I were a Shaman, I would have more patience. What is a jungle Tour package?

**Adolfo:** It is a tour for the jungle for three days or more depends on the tourists who decide where to go. It's a hard job but is important for us.

**Thomas:** Well, What are you doing now?

**Adolfo:** I am preparing for the next jungle tour.

**Thomas:** Oh wow! Well, I would like to go to walk for Indichuris.

**Adolfo:** If you like to go with me, you are welcome, but I am going to Sacha Rumi, there you can walk too.

**Thomas:** There is no problem; I would like to go in the group. How many people are there in the group?

**Adolfo:** I suppose 10, but you can go as my helper in this group.

**Thomas:** Oh I love it! So when do I have to be here?

**Adolfo:** Tomorrow morning at 8 in the morning.

#### **DIALOGUE-CLOZE-Listen to Notice**

**Alejandro:** Hello. My name is Alejandro. What's your name?

**Cristina:** My name is Christina. You are my guide, aren't you?

**Alejandro:** Yes, I am going to work with you.

**Christina:** Oh!, so let's work.

**Alejandro:** I work in this Tourism Agency.

**Christina:** Oh really, well. If I were a Tourist guide, I think I....learn interesting things.

**Alejandro:** It is a nice job, because you are in touch with so many people every day.

**Cristina:** Well, what do you do exactly?

**Alejandro:** I am an engineer, but I like to work as Guide when I am in my vacations.

**Cristina:** Oh wow!!, well I am engineer in Environmental things, so now I am here because I am doing some searching, and need someone who knows the place where I have to be.

**Alejandro:** I know that place very well, because is one of the places where we used to go twice a week.

**Christina:** over there? How is it looks like?

**Alejandro:** It's a place where, you can find many different things

**Christina:** I suppose. But.....I am looking for the old people of the place.

**Analyze- understanding the grammar Point.**

Analyze the following sentences. At the bottom of the page, write a rule to describe the patterns you find.

**1.-**

A.- I am tourist guide and am working in Puyo city.

B.- If I were a tourist guide I would go crazy walking everyday.

**2.-**

I am an engineer in mines and am working around Puyo city.

If I were an engineer in mines, the world would be more controlled

**3.-**

She IS a woman that recognizes the different types of snakes.

If **she** were an engineer's wife, she would definitely be unhappier than she already is.

**4.-**

**He** is a pilot and he flies in the Amazon Region.

If **he were a** pilot, I am sure he would go crazy because of the weather.

**5.-**

A.- They are workers of the Touristic playground of Tigre River.

B.- If **They** were farmers, I am sure they would be a great workers in their job.

**6.-**

A.- **We** are life guards who work in a different parts of Puyo all day.

B.- If **we** were architects, I don't think we would be great ones.

### Additional Examples.

7.-

A.- **It** is a big problem being in the jungle for more than four days

B.- If **it were** a problem, people won't like to go to the jungle.

8.-

A.- **You** are a respectful person in this community.

B.- If **you** were a respectful person, you would help me in this case.

### Exercise 1- Checking

Look at the underlined part in the following sentences. If the sentence contains an error, correct it. If it doesn't contain any errors, write **the correct answer**.

-----1.- If I were the owner of this restaurant?

-----2- If I was a doctor, I would make more money.

-----3.- If I were an artist, I would be happier.

### Exercise 2 – Trying it.

Use the following prompt to make conditional sentences for conversation with a partner.

Example:

You (President of Ecuador)

Person A: If you were the President of Ecuador, What would you do?

Person B: If I were the President of Ecuador, I would get rid of taxes.

1.- you (actress)

2.- He – another students in class- (rich woman)

3.- She – another person in class –( the last woman on earth)

4.- you – (Guide)

5.- we – ( Tourist)

6.- they – (farmers)

7.- you - (most beautiful person alive)

Write a journal entry to answer this question: If you were the richest persons alive, how would your life be different?

## APPLICATION TO THE CLASSROOM

Teachers must summarize factors that draw attention to certain features in input:

- **Explicit instruction:** Instruction explaining and drawing attention to a particular form.
- **Frequency:** The regular occurrence of a certain structure in input.
- **Perceptual Salience:** Highlighting or underlining to draw attention to a certain structure.
- **Task Demands:** Constructing a task that requires learners to notice a structure in order to complete it.

Also, Rod Ellis outlines five teaching activities to develop grammatical knowledge of a problematic feature (Ellis 2002, pp.30-31):

**1.-Listening to comprehend:** Students listen to comprehend a text that has been structured to contain several examples of the target form.

**2.- Listen to notice:** Students listen to the same text again, but are given a gap-fill exercise. The target form is missing and the students simply fill in exactly as they hear it to help them notice the form.

**3.- Understanding the grammar point:** With help from the teacher, the students analyze the data and “discover” the rule.

**4.- Checking:** Students are given a written text containing errors and are asked to correct them.

**5.- Trying it:** Students apply their knowledge in a production activity.

Ellis warns that this is not designed to develop implicit knowledge, but simply to develop awareness, which supplemented with other forms of input and communicative tasks may aid the eventual acquisition of implicit knowledge.

Implicit knowledge is unconscious, internalized knowledge of a language that is available for spontaneous. (Ellis, 2002.p19).

In conclusions, explicit grammar knowledge can foster the acquisition implicit knowledge through noticing. Teachers can draw students' attention to certain language features of input through explicit instruction, increasing the frequency and perceptual salience of the structure, and/or designing tasks that require the students to notice a structure to complete it. There is an example about lesson plan.

#### INPUT

“When learners come into direct contact with the target language”

Sherwood Smith( 1986:242&253)

## **A NEW CURRICULAR DEVELOPMENT TEACHING MODEL**

### **HOW TO HANDLE THE MANUAL**

- The manual begins with an Introduction that lets the readers know the purpose of it.
- It contains expressions related to the place, Ecuadorian native students, professions orders that make easier the understanding and use of the contents of it.
- It is structured in such a way that at the beginning of each chapter you will see some explanations about the place, followed by exercises to reinforce the learning process and some exercises to be done as homework.
- The manual contains also some readings by using the vocabulary presented in the chapter and exercises based on reading comprehension; it means that students have the opportunity to develop reading skill.
- Communicative Grammar focuses on communication at all; the students can create real situations and apply the Grammar to establish communications among them.

Since the manual is designed for Teaching Basic expressions in Technical English, Grammar is used only in communicative competence.

In this proposal there are various explanations about the tourist places in Puyo city, where our students go to practice and after their graduation start to work in their communities as Tourist Guides.



**CURRICULAR DEVELOPMENT OF THE  
OFFICIAL ECO-TOURISM SYLLABUS**

**FOR THE 6<sup>TH</sup> YEAR OF SECONDARY EDUCATION AT  
“PROVINCIA THE PASTAZA HIGH SCHOOL”**

**CURRICULAR DEVELOPMENT OF THE ECO-TOURISM OFFICIAL SYLLABUS**

**PASTAZA HIGHSCHOOL**

**BASIC TECHNICAL**

**ENGLISH**

**BOOKLET**

	By:  Sonia Edith Tapuy Vargas	
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# CONTENTS

TOURISTIC SITES:

**PUYO-BAÑOS ROAD**

PUYO - TENA ROUTE

PUYO - MACAS ROUTE

INDIGENOUS NATIONALITIES

HANDICRAFTS AND GASTRONOMY

LODGING

DRINK AND FOOD

## **1.- GENERAL INFORMATION**

1.1.- Area: 29.520 km.

1.2.- Boundaries: In the north, Pastaza is bordered by the Napo and Orellana provinces. South with Morona Santiago, West with Tungurahua and in the East with Peru.

1.3.- Capital: Puyo

1.4.-Climate: Hot and Humid

1.5.-Temperature: 18 a 23°C.

1.5.-Counties: Pastaza, Mera, Santa Clara y Arajuno; with 21 parishes.

## **2.- PUYO-BAÑOS ROAD:**

### **2.1.- TOURISTICS ATTRACTIVES:**

#### **2.1.1.- SIGCHA SIGHTSEEING:**

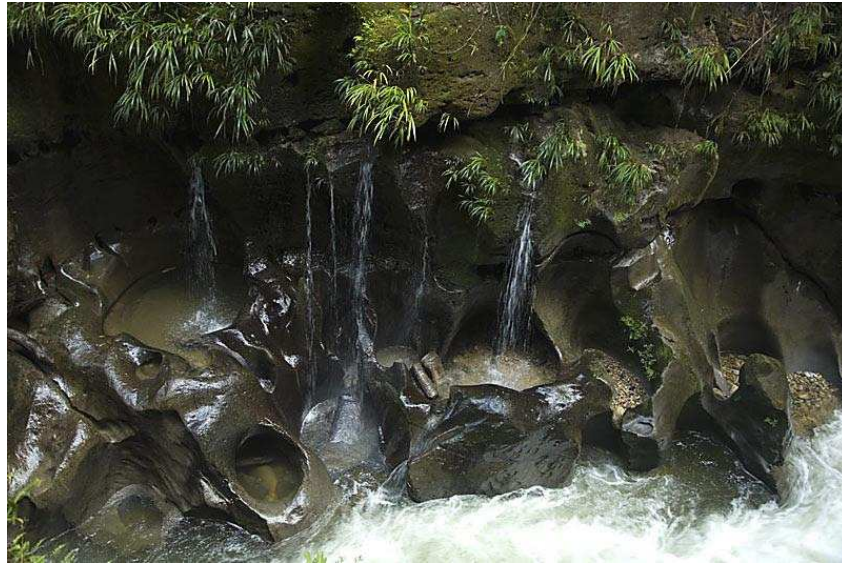
Located 10 minutes from Mera, where you can enjoy a majestic view over the Pastaza River.

#### **2.1.2.- “HABITAHUA” PROTECTED RAINFOREST:**



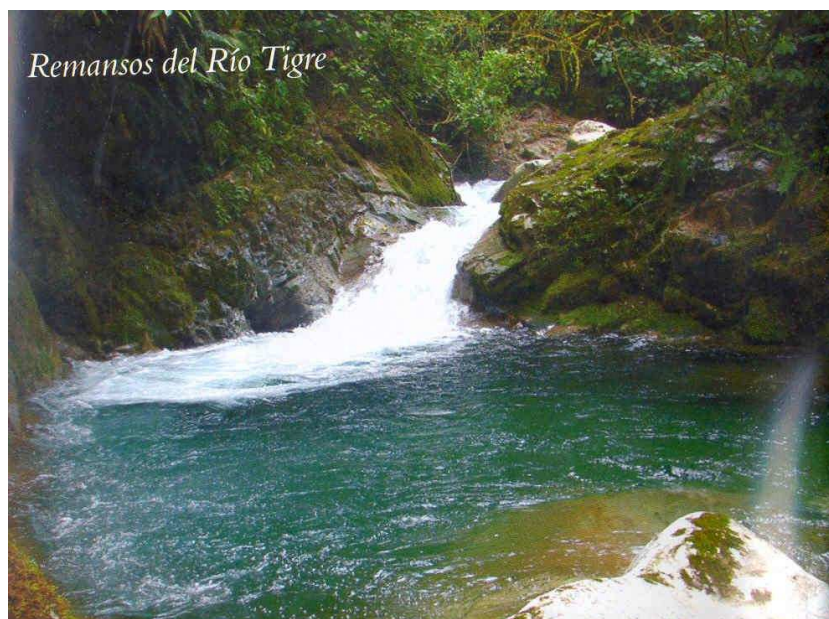
It is located in Mera town 11.415 acres, has been declared a protected area since the 3trd of October 1994.

### 2.1.3.- ANZU RIVER CAVES:



Located 1 hour from at the headwaters of the Anzu River and on the border of the National park the Llanganatis, with lots of stalactites and stalagmites, its great place for going swimming, fishing and photography.

### 2.1.4.- TOURIST COMPOUND OF THE TIGRE RIVER:



Located 10 minutes from Mera, there is a natural swim hole complemented with food service and recreation area.



### **2.1.5.- ALPAYACU RIVER SWIMMING POOL:**



Located 15 minutes from Mera, it is a natural swimming pool where you can enjoy walking trails and observing the flora.

### **2.1.6.- ACUATILSA PSICOLA STATION:**



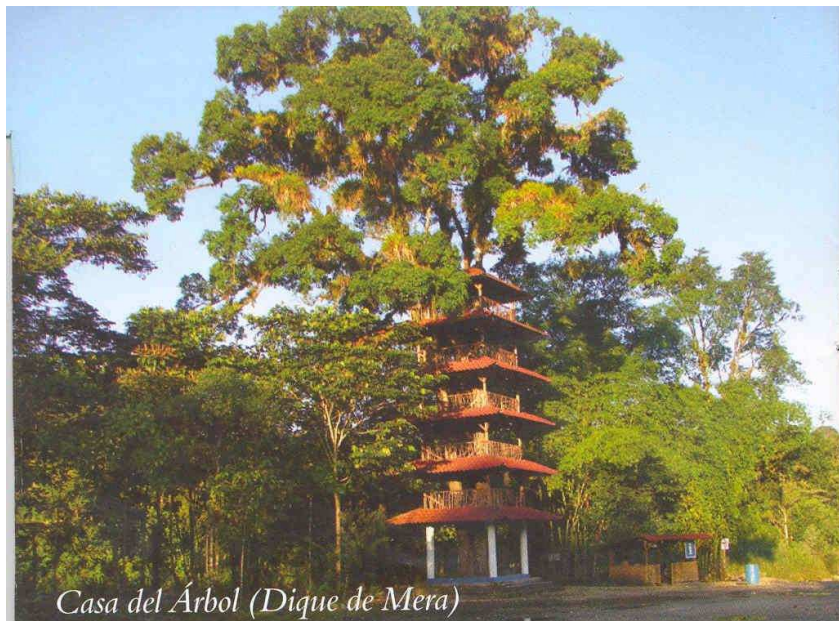
Located 30 minutes from Mera, near the Pindo sightseeing  
It offers recreational fishing of tilapia, Cachama and Trout.

### **2.1.7.- PINDO RIVER SWIMMING POOL:**



Located in Shell, is an ideal place for enjoying in swimming and watching the natural surroundings.

### **2.1.8.-THE TREE HOUSE:**



Located 10 minutes from Shell, you will go up 11 floors to the tree top, which have a magnificent view of the landscape. Offers; food, lodging service, walking paths and handicrafts.



### 2.1.9.-MOTHER LAND AND THE MARMELADE FACTORY “LA DELICIA”



Located in the Mother Land parish, 30 minutes from Shell, offers Amazonian fruit marmalades.

### 2.1.10.- SANTANA PROTECTED RAINFOREST:



Manager by the Yawa Jee Foundation in coordination with the Kichwa Santana Community, located in the side of Pastaza River, has natural borders with the Morona de Santiago Province. They offer jungle walks, flora, fauna observation, cultural interchange, canoeing, scientific tourism, ethnic and education.



### 2.1.11.- ECOPARK MONTE SELVA:



Located 10 minutes from Puyo, in Santa Rosa town, offers ecological walks, flora and fauna observation, swimming pool, food service and camping.

### 2.1.12.- TARQUI-FABRICAS PANELERAS:



The Tarqui parish offers visits to the paneleras factory. There you are able to observe the sugar cane process for the production of sweets such as granulated and other panela sweeties.

The visit is complemented by plantations of limeña sugar cane and other varieties. You can also visit the filter where they produce alcohol.

### 3.- INDIGENOUS NATIONALITIES:



Seven ethnic groups are living in the Pastaza Province: Kichwa, Shuar, Achuar, Waorani, Shiwiari, Sápára, and Andoa.

#### 3.1.- KICHWA:



Their language is Kichwa and they used to live in a big and square house. They use huito to paint their bodies as well as to dye their hair black. Also they celebrate the Jista (natural force for reproductive supporting) festival.

### **3.2.- SHUAR:**



Their official language is Shuar; one of their main customs is the ritual of the tsansa. Their house is divided in two; ekem social part for the women, and the tamkamash, social part for men.

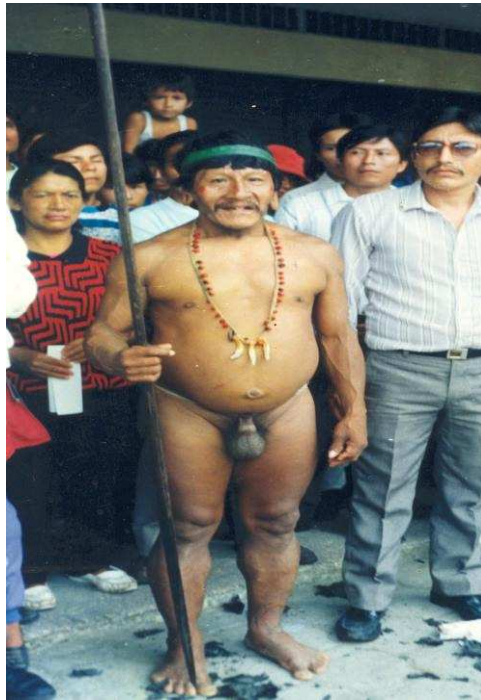
### **3.3.-ACHUAR:**



Their official language is Shuar chicham. The achuar house is like elliptical, does not have external walls and is covered by a straw roof and follows a dispersed layout in the jungle. They practice polygamy. Each woman is the owner of one small house. They like to live in the jungle.



### 3.4.- HUAORANI:



The Hoaranis are very close families between each other, which helps to maintain the family relationship very hard themselves. They always share food and other things each other. Their native language is Huaoterero.

They do not have typical dress; they always waked naked only adorned with small feather crowns and other ornaments in their ears, and necklaces for women.

### 3.5.- SHIWIAR:



The Shiwiar adopted the traditional system of living from the Jíbaros groups that consists of families scattered along the river banks.

### 3.6.- SAPARA:



The Zaparos or self named Kayapis in o heritage covered the eastern part of Pastaza and are an Indigenous community in danger of extinction due to diseases introduced from foreign people and others man trades or for migration. They work doing handicrafts using materials from the plants such as palm or called chambira, they make shigras, collars, hammocks and fishing nets. They also work in ceramic outstanding in jugs bowls and plates.

### 3.7.-ANDOA:



In Pastaza exists a reduced number of people belonging to the Andoa ethnic. The sub direction of Culture is making efforts to recuperate these traditions and the mother tongue of these groups. They are settled in Montalvo west side of They are hunters and fishermen.



## 4.- PUYO-TENA ROAD

### TOURISTIC ATTRACTIONS

#### 4.1.- ETHNICAL AND ARCHAEOLOGICAL MUSEUM



Located in Puyo, Atahualpa and 9 de Octubre, where there are samples of Ecuadorian architecture, the ,main ethnics that are in the province, like a great collection of ceramics and instruments from the formative period of the Amazon, belonging to the Pastaza culture.

#### **4.2.-HUARONI MUSEUM**

Address.-Severo Vargas and Tungurahua street.



#### **4.3.- MORETE PUYO ACUATIC PARK.**



Located in Puyo, in the Libertad neighborhood, can be found on Cacique Nayapi and Juan de Velasco street, it offers installations for tennis, indoor volley ball, children's playground, swimming pool, sidewalks, wave pool and food service.

#### **4.4.- ETHNO-BOTANIC OMAERE PARK:**



This park is located in the Obrero Neighbourhood, near the Puyo river. There are many medicinal plants from all over the region, and small houses as Shuar, Zapara and Huorani.

Around it there are many orchids and other flora from the Amazon.

#### **4.5.- LLANDIA WATERFALL:**



In San Jose enclosure 45 minutes from Puyo we find Llandia waterfalls; they are a series of waterfalls and streams that form the affluent of the Llandia River. The main waterfall is found upriver, after a walk of 45 minutes we can find one of the biggest waterfalls of the province, it is 70 m high and the natural pool that forms at its fall is 60 m in diameter.

#### **4.6.- SANTA CLARA:**



Located 1 hour from Puyo, it offers to our visitor swimming pools and restaurants.

#### **4.7.- PIATUA NATURAL SWIMMING POOL**



Located 5 minutes from Santa Clara, where it offers walks observation of flora and fauna, natural swimming pool, food and accommodation.



#### 4.8.- SAN JORGE:



15 minutes from Santa Clara, You can visit the processing plant of fruit, rice pillar and some art centre of balsa wood, where you can buy souvenirs, remembrances of nice varnishing and do canoeing in the Anzu River.

**5.- PUYO - MACAS ROUTE No. 1**  
**TOURISTICS ATTRACTIVES**

**5.1.- REAL PARK:**



In the Merced neighborhood, we can observe exotic birds from the Amazon region and others occidentals' species in colors and sizes.

**5.2.- “LAS ORQUIDEAS” BOTANIC GARDEN:**



15 minutes from Puyo in Los Angeles area, we can observe orchids, bromeliads, helicons, and different trees, some are eatables and a diversity of fishes and insects.

### **5.3.- 10 DE AGOSTO CHEESE FACTORY .**



In the parish of 10 de Agosto, 20 minutes from Puyo, you can visit the factory of processing cheese. It offers a variety of cheeses, natural yogurt, milk cream and butter. You can come and visit in August the agriculture festival marked.

### **5.4.- SACHA RUMI ECOLOGICAL RESERVE**



Located 30 minutes from Puyo, it offers walking, observation of flora, swimming, cultural interchange, it has tourist paths which let us to appreciate the primary jungle and the river which forms canyons of sedimentary rocks it forms small waterfalls.

### 5.5.-TRIUNFO WATERFALL:



In El Triunfo one hour from Puyo, You can observe the great colorful landscape from the naranjilla plantations and the greenful of the forest, mainly from the waterfalls and take a refreshing bath.



## 5.6.- ARAJUNO:



2 hours from Puyo, on the way to Arajuno, we can observe an immense natural sight, which looks like a greenness in the landscape. You can go on walks, swimming in the Arajuno River and share the kichwa culture.

## 5.7.- VERACRUZ, PAINTED BODIES



10 minutes from Puyo you can recognize the creativity of the people, artists who paint the bodies as part of the art gallery; they carve as modern ceramic, outstanding themselves in body painting.

### 5.8.- SANDALIAS NATURAL SWIMMING POOL:



Located 10 minutes from Puyo, where you can enjoy doing swimming and the children in their recreational place, there is also volley ball court and restaurants which offers food services.

### 5.9.- BOBONAZA HEADSIDE RIVER:



30 minutes from Puyo in the Bobonaza head, there you have the opportunity to recreate doing fishing, going through the ecological paths, swimming and having room services in the cattle ranch if you like.

## **6.- PUYO-MACAS ROUTE No. 2**

### **TOURISTIC ATTRACTIONS**

#### **6.1.- PAILON DEL ANGEL WATERFALL.**



20 minutes from Puyo, it offers visits to waterfalls, side walks and canyoning.

#### **6.2.- TARQUI PISICOLA STATION:**



Located 30 minutes from Puyo, it offers sport fishing of tilapia and cachama, walks through the fruit plantation and food service.



### 6.3.- COTOCOCHA COMMUNITARY TOURISM:



40 minutes from Puyo, it offers cultural interchange with kichwa community, and crafts. You can walk through the protected area; observe the flora and fauna, sport fishing and food service.

### 4.- HOLA VIDA FOUNDATION



Located 30 minutes from Puyo, it offers sport fishing of cachama, walks through the fruit plantation, lodging and food service

### 6.5.- ARUTAM PROTECTED RAIN FOREST:



It is located 30 minutes from Puyo; it offers a Shuar cultural interchange. You can walk through the protect forest, buy handicrafts, observe the flora and fauna, sport fishing and food service.

## 6.6.- SHUAR JINTIM ETHNO BOTANIC PARK:



It is located 2 hours from Puyo, it offers you walks through the botanical gardens, and there you can see a variety of medicinal plants and interchange with the shuar culture.



## 6.7.- LOS TAYOS CAVE



Located 2 hours from Puyo by car and two 2 hours of walking alongside the pastaza river, it offers walks, observations of flora and fauna.

You can visit the cave; do cultural interchange with the shuar, buy crafts. They have accommodation and food service.

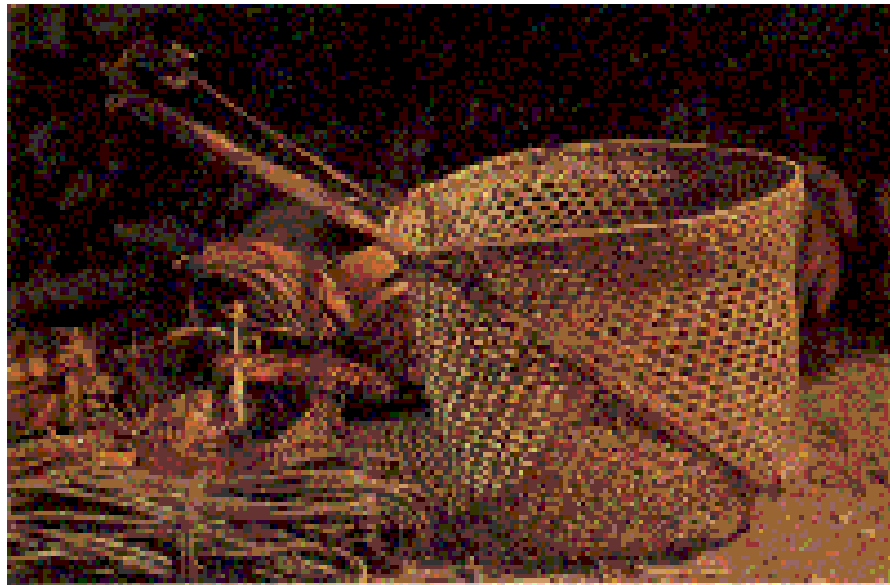
## 7.-GASTRONOMY AND HANDICRAFTS

### 7.1.1- POTTERY



This is an exclusive women's duty to make the famous mocahuas (bowls) vessels, large earthen jar made with clay and mud, prevailing the natural colors such as black and mate; they use hair as brushes and the decorations are their natural environment.

### 7.1.2.- CHONTA:



The chonta palm is a hard wood, black speckled; it is also used to make spears, decorative knives, arrows barrels and many others decorative things.

### 7.1.3.- BALSÁ:



The balsa is a very soft wood, their carve represents animals figures, fruit and others objects used at home those are very colorful. Those crafts are very cheap.

## **7.2.- TYPICAL FOOD**

### **7.2.1.-CHONTACURO:**



It is a Worm from the chonta palm, with an average of 6 cm; it is very delicious, tasteful and full of proteins. It attributes to many curatives properties for the stomach; it is prepared in different ways, barbecued and fried or in maytos.

### **7.2.2.- UKUI ANT:**



It is a brown colored ant, about 3cm in size, eatable and very delicious , taste able and desire savor, during the year they appears two or three times depending on the season, they usually come out from their underground house early in the morning, and collected easily and prepared fried or roasted.



### 7.2.3.- FISH AND PALM MAYTOS



It is a tradition to offers a mayto at parties or different programs or any events, the palmito and fish are wrapped in leaves(three or four) and tied with string, then are placed in the fire for 20 to 30 minutes. It is served with yuca, Chinese potatoes or green banana and the delicious chicha de yuca or chicha de chonta.

#### 7.2.4.- CHICHA DE YUCA O DE CHONTA



This a famous drink from all the Indian groups, prepared with the pulp of fermented yucca or chonta, you can watered and then is ready to drink.

## 8.- TOURISTIC SERVICES

### 8.1.- LODGING



- FLOR DE CANELA HOSTERY 032 885 265
- FINCA EL PIGUAL 032 886137
- AMAZONICO HOTEL 032 883 094
- ARAUCANO HOTEL 032 885 686

Province: Pastaza.

Capital: Puyo.

## TRAVEL AGENCIES

Amarun expeditions CIATDA	Barrio México	operadora	2884-514
Amazonía touring	Atahualpa y 9 de Octubre	oper.	2883-064
Barreno &Merino	9 de oct,y tnte,Ortiz	oper.	2883-251
Expeditions.S:A.	Ortiz	operadora	2883-251
Coka Tours	27 de feb,y Atahualpa	operadora	2886-108
Coramazturis	Fco.Orellana	operadora	2886-732
Daayme expeditions	Césalo Marín	operadora	2883-145
Ari-.inti travels	Césalo Marín	operadora	2885-747
Madre selva	Césalo Marín	operadora	
Malecón río Puyo	Barrio Obrero	operadora	098976341
Miasal expeditions	Calle Asunción	operadora	2795-681
Naveda Tours CIA	Montalvo y Esp.	Operadora	2883-267
Orient Travel	Fco.Orellana	operadora	2883-540
Papango Tours	27 de feb.	Operadora	2887-684
Pavacachi Tours	Césalo Marín	operadora	2885-854
Selva Canela	Paseo Turist.	Operadora	2885-265
Touris Vejar	Tomas R.y.pas.	Operadora	2883-971
Indichuris	km.35 vía Pomona	--	--



## 9.- FOOD SERVICES

### 9.1.- RESTAURANTS:



Arau Mikuna Kachi	Fco. Orellana	Third
Astoria	Cotopaxi y Azuay	Third
Casa blanca	20 de julio y bolívar	Third
Chifa el palacio dorado	Césalo Marín	third
Chifa Oriental	Av.Alberto Zambrano	third
Chifa Kem Wah	Atahualpa y 27 de feb.	Third.
El Alcázar	10 de agosto y Sucre	Second
El Jardín Café bar.	Complejo Obrero	Second
Gurmietk	Atahualpa y 27 de feb.	Second
La posada del Sol	Sumaco street	Second

## 9.2.- PIZZERIAS



Buon Giorno

Fco.de Orellana y 27 de feb.

Second

## 9.3. Fishery



Mi marisquería  
Cevichería PTCH

Fco. De Orellana y Amazonas  
20 de julio y Cotopaxi

Second  
third

#### 9.4.- COFFEE-BAR



OASIS

9 de Octubre y Fco. De Orellana

Third

#### 9.5.- MILKSHAKES PLACES



El Mirador

Tungurahua street

Third

El Volquetero

Barrio Obrero

Third

Hommers

Atahualpa y 10 de Agosto

Third

Juanito bar. B.Q

Césalo Marín

Third

**9.6.- BARS:**



Canillas	Fco. De Orellana y 10 de agosto	Second
El Congreso Bar	24 de Mayo y 27 de Feb.	Third
Happy Tour	Atahualpa y 27 de Feb.	Second
Gabos	Cacique nayapi y Espejo	Second
Latinos 1	Atahualpa y 27 de Feb.	Second
Latinos 2	Fco. De Orellana	Second
Tequendama	24 de Mayo y 27 de Feb.	Second
Copa Cabana	24 de mayo y 27 de feb.	Second
Rincón Ambateño	Barrio Obrero	Third

**9.7.- DISCOTHEQUES:**



Canela	Barrio México	Second
Tequila	Calle Bolívar	Second



## 10.- RECREATION AND FUN SWIMMING POOLS

Agua Lluvia	Vía Tarqui	Third
Monte selva Eco-park	Santa Rosa	first
Paradero de marcos	Km. 2 ½ vía Curaray	Third

## MERA COUNTY – SHELL PARISH

### 10.1.- Cattle ranch:



Los Copales	Vía Shell-Baños	Second
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### 10.2.-HOSTALS



Azuay	Shell.Av. Luís Jácome	Third
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### 10.3.- HOSTERLY

Cordillera	Shell Av. Luís Jácome	Third
Esmeraldita	Shell Av. Luis Jácome	Third
Germany	Shell Av. Luis Jacome	Third
Wakany	Shell Av. Luis Jacome	Second



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# APPENDIXES

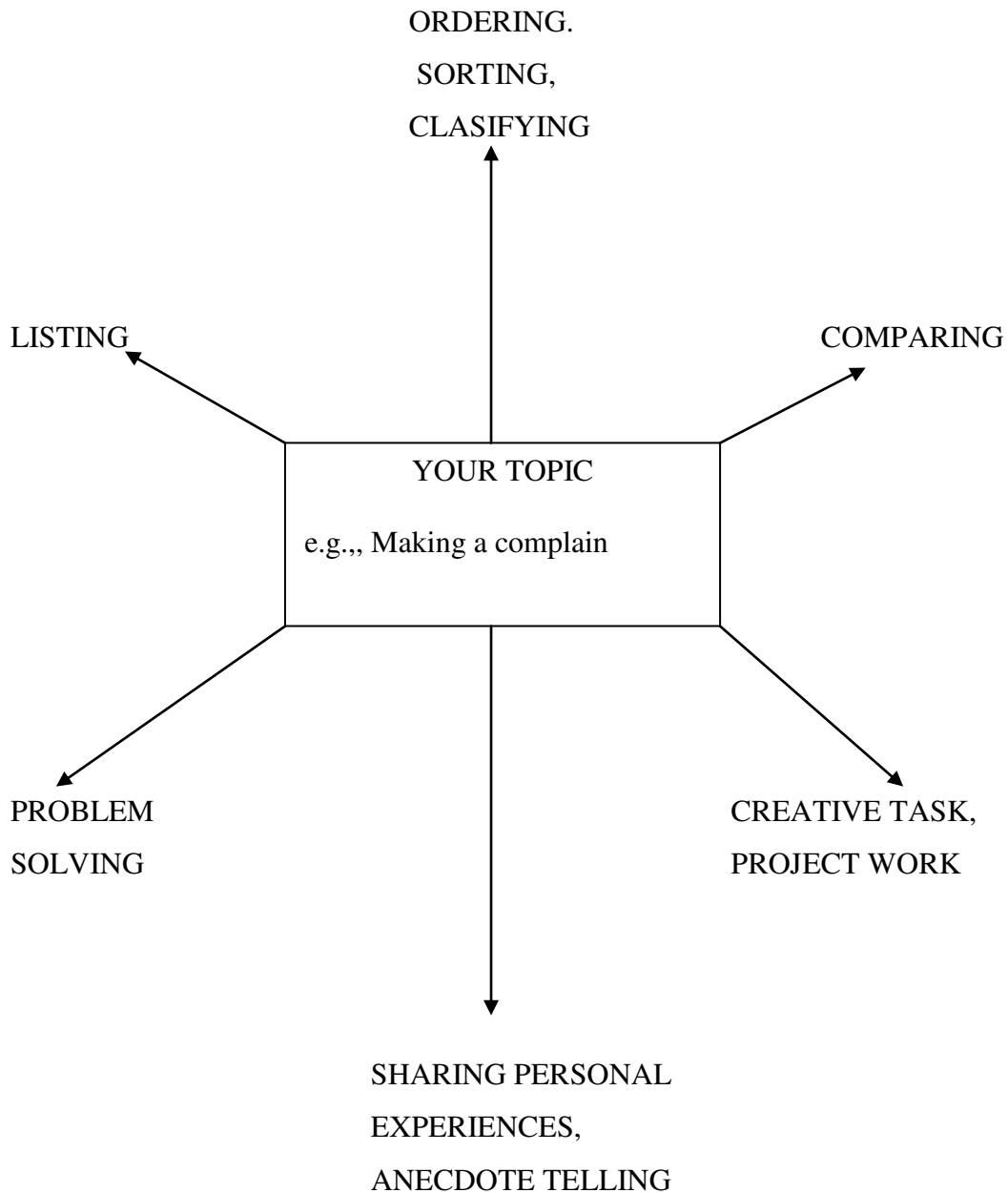
## APPENDIX. - 5

New paradigm for education vs. The traditional paradigm.

CONVENTIONAL INSTRUCTION	REFORM INSTRUCTION
<ul style="list-style-type: none"><li>• Teacher-directed</li><li>• Didactic teaching</li><li>• Short blocks of instruction on a single subject</li><li>• Individual work</li><li>• Teacher as knowledge dispenser</li><li>• Ability group</li><li>• Assessment of fact, knowledge and discrete skills.</li></ul>	<ul style="list-style-type: none"><li>• Student exploration</li><li>• Interactive modes of instruction</li><li>• Extended blocks of authentic and multidisciplinary work</li><li>• Collaborative work</li><li>• Teacher as facilitator</li><li>• Heterogeneous group</li><li>• Performance-based assessment</li></ul>

## APPENDIX 4

### Typology for Task Based Learning (TBL) Task Design



**APPENDIX 1**



## APPENDIX 2

Tips to encourage students to use English for meaningful communication.

TEACHERS	STUDENTS
<b>Should be sure that:</b>	<b>Should be given opportunities to:</b>
<ul style="list-style-type: none"><li>• English is used as much as possible in the learning environment.</li><li>• Interactive, learner-centered activities are central to the syllabus</li><li>• Language structures are introduced and practiced in meaningful contexts.</li><li>• All aspects of communicative effectiveness are useful.</li><li>• Students develop strategies for interpreting messages that include some unfamiliar language.</li><li>• All expressions used in this proposal are easy to learn while practicing.</li></ul>	<ul style="list-style-type: none"><li>• Speak as well as to listen, and to initiate communication as well as to respond, focusing sometimes on fluency and sometimes on both fluency and accuracy.</li><li>• Work together in pairs and groups to share information and solve problems.</li><li>• Discuss topics of genuine interest to them.</li><li>• Discuss the roles that body language, tone of voice, and intonation play in communication.</li><li>• Make use of context and visual clues, such as gesture, to work out the meanings of new words.</li></ul>

**APPENDIX 3**

**SEARCH APPLIED TO THE STUDENTS FROM DIFFERENT SPECIALIZATIONS IN THE PASTAZA HIGH SCHOOL “CTPP”**

**1.- Do You consider very important learning English for your professional activities.**

Yes  Partialy  No

**2.- Do you agree in the implementation of teaching English with the modules in the secondary level.**

Yes  Partialy  No

**3.- In the school learning activities have you seen the need of the fluency in English.?**

Yes  Partialy  No

**4.-Do you recommend the implementation of the English modules in the studies plannification in the different courses in this High School?**

Yes  Partialy  No

**SEARCH TO THE 6th COURSE STUDENTS NEXT TO GRADUATE**

**1.-Before choose the specialization, did you took some English courses?**

Yes  Partially  No

**2.-Do you consider necessary to include the English subject in the plannification?**

Yes  Partially  No

**3.- Do you consider learning English will be useful in the daily activities of your job?**

Yes  Partially  No