

**ARMY POLYTECHNIC SCHOOL**

**DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**TITLE:**

**“INCIDENCE OF GRAMMAR TRANSLATION METHOD IN  
ENGLISH LANGUAGE LEARNING IN SIXTH AND  
SEVENTH ELEMENTARY SCHOOL STUDENTS AT “LA  
SALLE HIGH SCHOOL”, DURING THE SCHOOL YEAR  
2006 – 2007**

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## **APPROVAL SHEET**

We, Lic. Marcos Morales Director and Lic. Carlos Espín Co-director are pleased to certify that the Research Project under the Title *"Incidence of Grammar Translation Method in English Language Learning in Sixth and Seventh Elementary School Students at "La Salle High School", during the School Year 2006 – 2007 "*. Developed by Liza Mariela Gualotuña Hidalgo and Pablo Mauricio Andrango Asmal, who have finished all the subjects in Applied Linguistics in English Program of the Army Polytechnic School, have been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining are authorized at the corresponding University Instance.

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## **DEDICATION**

To God because He takes care of me all the time and guides all the days of my life. To my family, especially to my mother, because she was my inspiration to carry on this work and she was the one who helped me to go ahead with patience and love. And finally to my loyal and unconditional friend Pablo who shared with me all the facets of my university studies.

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## **ABSTRACT**

Our investigation is based on a practice teaching we did at "La Salle High School, in which we realized that students of sixth and seventh grades faced up some problems in EFL learning.

The Grammar Translation Method has been used by "La Salle High School", for many years but the results obtained haven't been too effective since the students have problems in vocabulary knowledge, some basic grammar structures and especially in listening and speaking skills because they aren't able to use English Foreign Language communicatively.

In order to know the consequences of the incidence of Grammar Translation Method in the students we developed surveys for teachers and students, a class observation and finally we applied a test to the students in which most of them had serious problems in Listening and Speaking, but in Writing and Reading they registered an acceptable level.

Consequently, we recommended using not a specific method but some innovative strategies to apply in the classroom to teach children EFL by using a lot of visual aids such as: flash cards, worksheets, EFL games, songs sheets, outdoor activities, sock puppet dialogues, classroom posters, movies and many other classroom materials and strategies that help students to learn English without frighten and help them to get familiarized with EFL and get fun at the same time.



## **INTRODUCTION**

Nowadays the science and technology have evolved widely in all fields, that's why there is not country which hasn't faced up deep changes. For this reason, it's so important to look for educative strategies and processes that improve the educational quality standards.

Over the past few years, "La Salle High School" has been employing for many years the "Grammar Translation Method" to teach basic grammar rules and vocabulary to all grades of elementary school. The main problem is that this method has not been too effective because the students are accustomed to memorize long list of vocabulary words with their native language equivalence, and when they have to continue with the learning process in High School years, they can not remember most of the vocabulary and grammar learned previously.

On the other hand they have not developed the ability of thinking in English, and as a consequence of this, the students are not able to create even a short dialogue or writing a short paragraph of their owns without using an English-Spanish dictionary.

Therefore, the main purpose of our investigation is to determine the incidence of the teaching method, especially in sixth and seventh years of elementary school, where the students are being prepared to upper levels of learning, and recommend some alternatives to improve the English Learning so that the students don't have problems in High School, where not satisfactory results have been found.

For this purpose we will state some characteristics of children learning psychology by which we will prove that the teaching method employed is the main reason of low student's performance, because it is necessary that the Language will be acquired more naturally, by understanding its meaning directly in the target language through the use of visual aids, pictures, realia, rather than memorizing long list of words or using whatever resources in student's native language, which will also help them to think and understand in English.

## **RESEARCH THEME**

**INCIDENCE OF GRAMMAR TRANSLATION METHOD IN ENGLISH LANGUAGE LEARNING IN SIXTH AND SEVENTH ELEMENTARY SCHOOL STUDENTS AT “LA SALLE HIGH SCHOOL”, DURING THE SCHOOL YEAR 2006-2007.**

## **PART ONE: RESEARCH PROBLEM**

### **1.1 PROBLEM IDENTIFICATION.-**

While we were practicing Teaching At “La Salle High School”, we realized that students of the first year of high school faced up a deficiency in English as a Foreign Language Learning (EFL). They have a poor vocabulary knowledge, a fact that doesn't lead them to put in practice the four skills, at the moment of expressing their own ideas in a speech, reading comprehension, listening exercises and in the formulation of basic grammar structures because they weren't able to apply all the vocabulary learned during the learning process in elementary school, since the used method didn't help them to develop their mental exercise of learning.

### **1.2 PROBLEM SETTING.-**

We found some problems in first year high school students, such us:

- Low grades in their evaluations.
- Poor performance in the classroom
- They are afraid of communicating their own ideas.

All of these problems have been focused in sixth and seventh of elementary school students, due to the following causes:

- Teachers often ask the students to memorize long list of target language vocabulary words with their native language equivalence.

- The translation used in class, doesn't let the students to think and apply the target language.
- There is an inappropriate use of the classroom sources.
- There is little student initiation and little student – student interaction.
- The meaning of the target language is made clear by translating it into the student's native language. The language that is used in class is mostly the student's native language.
- Written tests in which students are asked to translate from their native language to the target language or vice versa are often used

Consequently, we conclude that the *main cause detected* is the use of a traditional teaching method; that is "**The Grammar Translation Method**".

**As a result of this**, we have the following **effects** and consequences in first year high school students:

- Desertion and continuous fail of school year in the subject and the ones related with EFL.
- Dislike in learning a Foreign Language.
- Discontinuity in the process of EFL, learning.
- Students lack knowledge in the Language, especially in grammar structures and speaking.

### **1.3 VARIABLES WORKING OUT.-**

We will deal with two variables:

Dependent variable: ENGLISH LEARNING

Independent Variable: GRAMMAR TRANSLATION METHOD

### **1.4 OBJECTIVES.-**

#### **1.4.1 General Objectives.-**

- To establish the principles and purpose of Grammar Translation Method in order to know the skills developed by students of sixth and seventh year of elementary school at "La Salle High School".
- To determine the level of English skills of sixth and seventh year students at "La Salle High School" in order to determine if the teaching method used in basic school is the most appropriate.
- To determine the influence of Grammar Translation Method in English Learning of sixth and seventh elementary school students at "La Salle High School" during 2006-2007 school Year.

#### **1.4.2 Specific Objectives.-**

- To test how effective is that the students will be able to translate English Language into Spanish and vice versa, since it is one of the basic purposes of Grammar Translation Method.
- To determinate the skills developed in basic school and the

abilities that students have to use the EFL, communicatively.

- To know some basic principles of learning psychology for 11-12 years old children, in order to identify if they are correctly applied in the teaching process.
- To delimit the incidence of the Grammar Translation Method in the skills developed by the students of sixth and seventh grade.
- To evaluate the pedagogical technique used in the classroom have enough teaching aids, such as visual, multimedia, group techniques, and so on.
- To interpret the test results in order to know which abilities need to be worked on students.

## **1.5 JUSTIFICATION.-**

“Grammar Translation Method” has been used in La Salle for many years to teach basic grammar rules and vocabulary to all grades of elementary school. The main problem is that this method has not been too effective because the students are accustomed to memorize long lists of vocabulary with their native language equivalence, and when they have to continue with the learning process in High School, they can't remember most of the vocabulary and grammar learned formerly.

On the other hand they have not developed the ability of thinking in English, and as a consequence of this, the students are not able to create even a short dialogue or writing a short paragraph of their own without using an English-Spanish dictionary.

Therefore, the main purpose of our investigation is to determine the

incidence of the teaching method, especially in sixth and seventh years of basic school, where the students are being prepared for the higher learning levels, and recommend some alternatives to improve the English Learning so that the students don't have problems in High School, where not satisfactory results have been found.

For this purpose we will state some characteristics of children learning psychology through which we will prove that the teaching method employed is the main reason of low student's performance, because it is necessary that the Language will be acquired more naturally, by understanding its meaning directly in the target language through the use of visual aids, pictures, realia, rather than memorizing long list of words or using whatever resources in student's native language, which will also help them to think and understand in English.



## **PART TWO: THEORETICAL FRAME**

### **2.1 HYPOTHESIS SYSTEM.-**

#### **2.1.1 Working Hypothesis:**

- The incidence of Grammar Translation Method affects the English Learning of sixth and seventh elementary school students at “La Salle High School”. As a consequence of this, the students are not able to use English Language communicatively, because they have not developed skills like listening and speaking.

#### **2.1.2 Null Hypothesis:**

- The incidence of Grammar Translation Method has not affected the English Learning of sixth and seventh elementary school students at “La Salle High School”. As a consequence of this, the students are able to use English Language communicatively, because they have developed skills like listening and speaking.

#### **2.1.3 Alternative Hypothesis:**

- An appropriate teacher training will improve the old strategies applied in Elementary School children in EFL learning and let “La Salle High School” get a better teacher staff.

## **2.2 STRUCTURE.-**

### **CHAPTER 1**

#### **THE GRAMMAR TRANSLATION METHOD**

##### **1.1 A BRIEF HISTORY**

Whereas today English is the world's most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the Western world. In the sixteenth century, however, French, Italian, and English gained in importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication.

As the status of Latin diminished from that of a living language to that of an "occasional" subject in the school curriculum, the study of Latin took on a different function. The study of classical Latin (the Latin in which the classical works of Virgil, Ovid, and Cicero were written) and an analysis of its grammar and rhetoric became the model for foreign language study from the seventeenth to the nineteenth centuries. Children entering "grammar school" in the sixteenth, seventeenth, and eighteenth centuries in England were initially given a rigorous introduction to Latin grammar, which was taught through rote learning of grammar rules, study of declensions and conjugations, translation, and practice writing sample sentences, sometimes with the use of parallel bilingual texts and dialogue. Once basic proficiency was

established, students were introduced to the advanced study of grammar and rhetoric. School learning must have been a deadening experience for children, for lapses in knowledge were often met with brutal punishment. There were occasional attempts to promote alternative approaches to education. Roger Ascham and Montaigne in the sixteenth century and Comenius and John Locke in the seventeenth century, for example, have made specific proposals for curriculum reform and for changes in the way Latin was taught, but since Latin (and, to a lesser extent, Greek) had for so long been regarded as the classical and therefore most ideal form of language, it was not surprising that ideas about the role of language study in the curriculum reflected the long established status of Latin.

The decline of Latin also brought with it a new justification for teaching Latin. Latin was said to develop intellectual abilities, and the study of Latin grammar became an end itself.

When once the Latin tongue had ceased to be a normal vehicle for communication, and was replaced as such by the vernacular languages, then it most speedily became a "mental gymnastic", the supremely "dead" language, a disciplined and systematic study of which was held to be indispensable as a basis for all forms of higher education.

### **1.1.1 The Grammar Translation Method in The eighteenth century.-**

The eighteenth century witnessed the demise of Latin as the medium of instruction, although it was still considered an important study because of the supposed mental discipline it provided, not to mention the force and beauty of verbal expression instilled as a result of studying classical writers. This same century also witnessed the birth of **English grammar** and the enthronement of reason and prescription in grammar.

While some usage rules, such as the shall – will dictum, can be traced to the seventeenth century, generally such rules were formulated in the prescriptive, Latin – based corrective grammars, which appeared during the eighteenth century in greater and greater numbers. Leonard's detailed analysis of texts on the English language which were written at this time reveals that fewer than fifty publications on grammar, rhetoric, criticism, and linguistic theory appeared from 1700 to 1750; during the second half of the century, however, there were over two hundred. Most of these, he says, "were concerned in whole or in part with solecisms, barbarisms, improprieties, and questions of precision in the use of English".

Grammar became important in its own right for the supposed intellectual stimulation it provided. Along with an emphasis on grammar, the **translation techniques** that have been developed in the 1600s continued to be popular during the Age of reason.

Various reformers in France strove for revision of language teaching methods. And in Germany, similar interests were manifested. The

efforts of Weitenauer, Meidinger, and Basedow illustrate the range of teaching innovations advanced at this time. For example, in 1772 Ignatius Weitenauer (1705 – 1783) published the book *Hexaglotton* on the teaching of foreign languages. This text used contrastive techniques to teach a dozen foreign languages and Latin as well. Sample passages were used to show how interlinear translation, grammar summary, glossary, and verb particle lists could be employed to help learn the target language. This was one of the most systematic and thorough approaches to date, and his text appears to be one of the first to provide guidance in pronunciation.

The aim of Johann Valentin Meidinger (1756 – 1820) was to speed up language learning by starting with grammar rules and using these as the means of translating *into the foreign language*. (The usual practice at this time was to translate from the foreign language into the native language). His instruction reflected a cognitive orientation. In emphasizing grammar, Meidinger was in step with the times. Since all languages were felt to have correspondence in “first cause,” it seemed appropriate to concentrate on grammar – even vernacular grammar – from which the grammars of all other languages could supposedly be deduced.

Perhaps the most creative German reformer was Johann Bernhard Basedow, a language teacher of considerable renown. He founded a unique teacher – training institution and model school. Drawing upon practical experience, he thought that languages should be learned first by speaking and later by reading. Instruction in French and in the vernacular preceded that in Latin, and formal grammar study was to be delayed till later. Learning was facilitated through an impressive

variety of involvement activities: Titone mentions his use of “conversation, games, pictures, drawing, acting plays, and reading on interesting subjects”.

Besides the efforts of these and other European reformers, language instruction in the eighteenth century was also influenced by the writers of the new vernacular grammars.

The most influential English grammar of this era was written by Robert Lowth: *A short Introduction to English Grammar* (1763). It drew upon the terminology of Latin grammars and attempted to teach “correct” usage by providing numerous examples of “errors” from many of England’s best writers, including Addison, Dryden, Pope, and Shakespeare. Not recognizing usage “as the sole arbiter” in linguistic matters”, grammarians such as Lowth sought through logic and analogy to expunge the corruptions in English and purify the language by ruling on hosts of expressions and grammatical forms. This point of view was passed on to nineteenth-century grammarians such as Lindley Murray, who incorporated Lowth’s text almost verbatim in his best – selling grammar book covering orthography, etymology, syntax, and prosody or mechanics.

While a rather strained and contrived grammatical analysis was the rule in most classrooms, there were a few, such as Joseph Priestly (1733-1804) and George Campbell, who rejected the imposition of Latin forms on other languages and the wholesale manufacturing of usage rules. Having studied Oriental languages, Priestly recognized the impracticality of explaining the grammar of one language from that of another.

Finally, significant twentieth-century linguistic insights have their roots in concepts expounded during the latter part of the eighteenth century and even earlier. For example, knowledge of Sanskrit led to the recognition that most European languages must have developed from a common source. The Indo-European language theory was enunciated by Sir William Jones in 1786. A corollary is the recognition of change as natural linguistic phenomenon. (On the recognition of change as a natural linguistic phenomenon and Bloomfield. A more immediate impact was felt from the publication in 1755 of Samuel Johnson's dictionary with its listing of variant meanings for a given word and the use of quoted contexts to amplify meaning.

### **1.1.2 The Grammar Translation Method in the nineteenth century.-**

While the roots of Grammar-Translation are clearly visible in the eighteenth century, and even much earlier, this approach did not emerge full-blown until the early decades of the nineteenth century. During the second half of the century, when Grammar Translation was receiving wider and wider acceptance, it was challenged by the Natural Methodologists and later still by linguists who advocated instruction based on phonetic principles. The culmination of this counter-movement resulted in the Direct Method, a voluminous literature on methods appeared, and professional organizations were created. By the end of the century, no one method was dominant and Grammar translation was losing support.

Some trace the antecedents of Grammar Translation methodology to ancient times, citing advanced translation exercises by Roman poets in

the second and third centuries B.C., experimental instruction in third century A. D. , and works such as Alaric's Latin grammar about A. D. 1000, in which the author indicated his text would provide an introduction to English grammar as well as to Latin. Translation as an advanced exercise was used by early Roman poets such as Livius Andronicus, Ennius, and Naevius. It was used for a time as a language-teaching device in Alexandria and Gaul. Darian notes that Aelfric, an Anglo-Saxon abbot (from about 955 to 1020) wrote his Latin grammar in English for school children.

Records indicate that at least in one locale during the fourteenth century, dictation was given in the vernacular for translation into Latin, and later complaints about translation as language learning exercise show that the practice continued to have some currency. William Lily, assisted by Erasmus, wrote the first English grammar in modern English, this work juxtaposed the Latin paradigm with the English translation.

During the Renaissance simple English paragraphs (*vulgaria*) describing everyday situations were carefully analyzed (construed) in the classroom and then translated into Latin, for grammatical and even for rhetorical training. ("construing" consisted of examining each word or phrase, explaining its grammatical use, and then identifying equivalents in the modern tongue).

This continued into the seventeenth century, accompanied by the publication of phrase (idiom) books, bilingual dictionaries, guides on translation, and grammars. As we have seen by the eighteenth century it was accepted that basic understanding of a foreign language



grammar should be gained by analytical mastery of the vernacular grammar. And by the end of the eighteenth century this proclivity coupled with an even more pervasive “construing” at all levels of language instruction provided an appropriate milieu for Grammar Translation.

A key transition figure was Meidinger (discussed earlier), who helped formalize the new methodology. *Grammatical rules and paradigms were provided as the basis for translating native-language sentences into the foreign language.* James Hamilton was among those, however, who argued for an *inductive* approach to language instruction, indicating that the student's initial exposure must be to readings in the target language. He employed the Gospel of St. John in applying his approach, but found the text too difficult for most students.

Influential textbooks soon appeared which helped facilitate Grammar Translation instruction.

In 1811 a widely imitated textbook reader named Johann Heinrich Seidenstucker, like Plotz who would follow him, published an easier book than those used by Hamilton and his followers. It consisted of unrelated sentences (e.g., “The door is black”, “The horse of the father was kind”) tailored to illustrate syntactic rules in such a way that they could be comprehended by youth. One section of the book provided rules and paradigms; the other, French sentences for translation into German and German sentences for translation into French.

Texts by authors such as Franz Ahn and H. S. Ollendorf utilized similar formats, the chief weakness being contrived and unnatural sentences, unlikely to promote genuine language competence. Titone provides sample items: "The cat of my aunt is more treacherous than the dog of your uncle", "My sons have bought the mirrors of the duke", "Horses are taller than tigers".

Probably the most prominent of the Grammar Translation advocates was the German writer Karl Plotz. Utilizing the two-part rule/translation format, his texts attempted to use the vernacular to master the foreign language. A student of Plotz has described this method:

Committing words to memory, translating sentences, drilling irregular verbs, later memorizing, repeating and applying grammatical rules with their exceptions-that was remained our main occupation; for not until the last years of the higher schools with the nine-year curriculum did French reading come to anything like prominence, and that was the time when free compositions in the foreign language were to be written.

The widespread availability of textbooks and increasing enrollment in language classes contributed to the acceptance of Grammar Translation: It was an easy method for the teacher to use. Classes could be taught in the student's native language with little teaching skill or foreign-language speaking skill needed by the instructor. Objectives were limited and attainable. Vocabulary lists, printed grammar rules, and sample sentences to translate, followed by reading sections, and provided maximum control for teachers and students.

## 1.2 LANGUAGE TEACHING INNOVATIONS IN THE NINETEENTH CENTURY

*Toward the mid-nineteenth century several factors contributed to a questioning and rejection of the Grammar Translation Method.* Increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages. Initially this created a market for conversation books and phrase books intended for private study, but language teaching specialists also turned their attention to the way modern languages were being taught in secondary schools. Increasingly, the public education system was seen to be failing in its responsibilities. In Germany, England, France and other parts of Europe, new approaches to language teaching were developed by individual language teaching specialists, each with a specific method for reforming the teaching of modern languages. Some of these specialists, such as C. Marcel, T. Prendergast, and F. Gouin, did not manage to achieve any lasting impact, though their ideas are of historical interest.

The Frenchman C. Marcel referred to child language learning as a model for language teaching, emphasized the importance of meaning in learning, proposed that reading be taught before other skills, and tried to locate language teaching within a broader educational framework. The Englishman T. Prendergast was one of the first to record the observation that children use contextual and situational cues to interpret utterances and that they use memorized phrases and "routines" in speaking. He proposed the first "structural syllabus," advocating that learners be taught the most basic structural patterns occurring in the language. In this way he was anticipating an issue

that was to be taken up in the 1920s and 1930s, of this way, the Frenchman F. Gouin is perhaps the best known of these mid-nineteenth century reformers.

On the other hand, educators recognized the need for speaking proficiency rather than reading comprehension, grammar or literary appreciation as the goal for foreign language programs; there was an interest in how children learn languages, which prompted attempts to develop teaching principles from observation of (or, more typically, reflections about) child language learning. But the ideas, and methods of Marcel, Prendergast, Gouin, and other innovators were developed outside the context of established circles of education and hence lacked the means for wider dissemination, acceptance, and implementation. They were writing at time when there was not sufficient organizational structure in the language teaching profession (i.e., in the form of professional associations, journals and conferences) to enable new ideas to develop into an educational movement. This began to change toward the end of the nineteenth century, however, when a more concerted effort arose in which the interests of reform-minded language teachers and linguists coincided. Teachers and linguists began to write about the need for new approaches to language teaching, and through their pamphlets, books, speeches, and articles, the foundation for more widespread pedagogical reforms was laid. This effort became known as the Reform Movement in language teaching.

### **1.3 THE GRAMMAR TRANSLATION METHOD IN ECUADOR**

Actually, there are several educational institutions in Ecuador that employ the Grammar Translation Method to teach English, and the teachers state that (for their students at least) the most fundamental reason for learning the language is give learners access to English literature, develop their minds “mentally” through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at High School or Tertiary Level.

Some teachers who use the method also think that it is the most effective way to prepare students for “global communication” by beginning with the key skills of reading and grammar. Others even say it is the “least stressful” for students because almost all the teaching occurs in L1 and students are rarely called upon to speak the language in any communicative fashion.

More conservative teachers from more conservative countries are even likely to be put out by anyone merely questioning the method, and a typical response could be “because that that’s the way it’s always been done – it’s the way I learned and look, I’m a professor”. The point being, the method is institutionalized and considered fundamental. Such teachers are probably even unaware that the method has a name and can be compared alongside other methods.

On the other hand, many students who have undertaken foreign language learning at some high schools or universities even in the past

10 years or so many remember many of the teaching techniques listed for the Grammar Translation Method. They recall that the language learning experience was uninspiring, rather than boring, or even left them with a sense of frustration when they traveled to countries where the language was used only to find they couldn't understand what people were saying and struggled mightily to express themselves at the most basic level.

Very few modern language teaching experts would be quick to say that this is an effective language teaching method, and fewer would dare to try and assert that it results in any kind of communicative competence.

As Richards and Rodgers state, "It is a method for which there is no theory. There is no literature that offers a rationale or justification for it that attempts to relate it to issues in linguistics, psychology, or educational theory".

And yet *the Grammar Translation Method is still common* in many countries – even popular. Brown attempts to explain why the method is still employed by the pointing out.

"It requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises".

## **1.4 KEY FEATURES OF GRAMMAR TRANSLATION METHOD.-**

According to Prator and Celce-Murcia the key features of the Grammar Translation Method are as follows:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.
3. Long elaborate explanations of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue
8. Little or no attention is given to pronunciation.

## **1.5 TYPICAL TECHNIQUES APPLIED IN THE GRAMMAR TRANSLATION METHOD**

Diane Larsen-Freeman, in her book *Techniques and Principles in Language teaching* provides expanded descriptions of some common or typical techniques closely associated with the Grammar Translation Method. The listing here is in summary form only.

- 1) Translation of a Literary Passage

- (Translating target language to native language)*
- 2) Reading Comprehension Questions  
*(Finding information in a passage, making inferences and relating to personal experience)*
  - 3) Antonyms-Synonyms  
*(Finding antonyms and synonyms for words or sets of words)*
  - 4) Cognates  
*(Learning spelling-sound patterns that correspond between L1 and the target language)*
  - 5) Deductive Application of Rule  
*(Understanding grammar rules and their exceptions, then applying them to new examples)*
  - 6) Fill in the blanks  
*(Filling in gaps sentences with new words or items of a particular grammar type)*
  - 7) Memorization  
*(Memorizing vocabulary lists, grammatical rules and grammatical paradigms)*
  - 8) Use words in sentences  
*(Students create sentences to illustrate they know the meaning and use of new words)*
  - 9) Composition  
*(Students write about a topic using the target language)*



## **1.6 OBJECTIONS IN THE USE OF GRAMMAR TRANSLATION METHOD**

### **Objection one.-**

Grammar Translation emphasizes the written language at the expense of the spoken. But being able to speak, and to understand the spoken language, are higher priorities than reading and writing for most learners.

Even if we strive to provide plenty of speaking practice, it's probably a good idea to include time for writing as a regular thread in lessons. Writing gives learners time to be reflective, to experiment and see the results of their attempts, to stop and consider "Is this OK?", "Is this really what I want to say?", "Is there a better way of expressing this?" and to consult dictionaries, grammar books, other learners and the teacher to help them answer their questions and doubts. Sometimes we might specify the content of writing exercises precisely, and on other occasions we can give a more open-ended instruction such as: "Write a paragraph using some vocabulary that was new for you in this lesson".

### **Objection two**

This method uses a graded grammatical syllabus, and assumes that learners will progress towards mastery of the language by gradually accumulating an accurate command of each item in the syllabus. But most learners, and specially adults, want/need to start using the

language straight away; they haven't got time to learn it first and only then start using it.

We can adopt a two-track approach, where some activities are geared towards promoting fluency in the use of whatever English the learners have acquired, and other activities focus on particular items of grammar, providing clarification and practice. We should not expect these items to become acquired immediately and used accurately ever after; they will need to be recycled, focused on again, and used repeatedly in various contexts and in combination with other parts of the grammar.

### **Objection three**

Grammar translation treats language as a stock of potential sentences: abstract grammatical frames with slots that can be filled by any vocabulary, in principle. But more recent views emphasize language as a set of tools and materials for constructing discourse, in which the sentence plays a subordinate role or in which - especially in spoken language - it isn't possible to identify sentences, as such. Recent views of language also highlight the importance of lexical 'chunks' of various kinds.

Nevertheless, the sentence is an important and useful unit of language. There's a lot to learn about the construction of sentences; of course it's also important to know how to combine them. And yes, learners need to build up a repertoire of lexical chunks, but note that these range from fixed expressions like "Long time no see", which doesn't relate to any standard grammar structure, to open-ended items like "It's/was the best/most frightening book/film/place I've ever

read/seen/been to”, which looks suspiciously like a grammatical frame with lexical slots to fill; And apart from that, although fixed and semi-fixed lexical expressions will successfully see us through quite a lot of situations, there are other items when we want to express more original ideas – or express old ideas in a more original way – and then we need to be able to construct what we say from scratch, out of the basic building blocks.

#### **Objection four**

This method, the prime importance attached to illustrating grammar can lead course-writers to include sentences which are unnatural, silted, unlikely, remote from reality and so on. But recent decades have seen a rising expectation that language presented to learners should be “authentic” and/or immediately usable for communicative purposes.

Let’s not forget that the purpose of being in a language classroom isn’t primarily to communicate; it’s to learn the language. Here is a sentence for translation from a Russian textbook:

*The astronaut gives model of the sputnik to the student*

Well, this probably isn’t an event that happens – or has happened – very often, and it’s particularly unlikely that you’d need to report it in the present tense. But that doesn’t mean it’s useless. If you try to translate it, perhaps get it wrong, try again, and get it right. It can actually help you to pay attention to, and understand, a couple of pretty fundamental things about Russian grammar. Apart from that, the absurdity of it can help to make it memorable. Here’s another

example:

*The English engineer asks the captain to hand this important letter to the Commander of the Fleet.*

The fact that it's so decontextualized and fraught with mystery invites you to visualize your own context, and to endow the sentence with your own personal authenticity. What's in the letter? Did the engineer write it, or did someone else give him it? Why are we told that the engineer is English? May be they're Russian? So what's the English engineer doing there? And so on. On the other hand, of course, it's also quite possible to illustrate the same grammar in sentences which are more obviously useful:

*The architect showed a model of the new premises to the staff this morning.*

*The English visitor asked me to hand you this letter- he says it's important.*

### **Objection five**

In Grammar Translation, language is learned by conscious memorization of grammar rules and vocabulary. But nowadays memorization isn't highly regarded; internalization through exposure, experience and use is preferred.

People have different learning styles; some people like memorizing words, phrases, sentences patterns and rules, and find that they can draw productively on memorized material, at least in situations where

they have time to stop and reflect before speaking or –specially-writing.

### **Objection six**

In this method, language is practiced by manipulating grammar and vocabulary to write correct sentences with prescribed content –often through- translation. But more recent approaches attach more value to oral practice and the expression of personal meanings.

See point 1 above about the value of writing –not instead of, but as well as, speaking.

And there is no reason why writing can't be personalized, even translation –for example, imagine the sentence below is in your learners' L1. Their exercise is to translate into English, and fill the gaps with whatever's true for them:

*My favorite kind of music is.....and I'm quite keen on.....too, but I really can't stand.....*

### **Objection seven**

In Grammar Translation, the teacher and the learners speak mainly in the L1. But nowadays it's widely recommended that L2 use should be maximized.

Maximized, may be, but that doesn't mean used all the time, at whatever cost. Why bother giving instructions for a complicated

activity in English that an elementary class have no hope of understanding? Or if you think the instructions won't be too far above their level, how about giving them as a kind of oral parallel text –each step first in L1, then in English? And when the class wants to talk about English, they'll be able to do this in a much more sophisticated way in their L1, unless their English is really advanced.

Of course, you have to teach entirely in English if the members of your class don't speak the same language. A multilingual class can be both an advantage and a disadvantage.

### **Objection eight**

In Grammar Translation the teacher explains, translates, conducts practice, and corrects mistakes, and learners interact with the teacher, not with each other. But nowadays it's widely recommended that the teacher should play a less prominent role, guiding learners to make their own discoveries, eliciting language and explanations from them, encourage them to co-operate, help and correct each other, and generally fostering learner independence.

These two contrasting teacher modes are actually two ends of a spectrum, and one of the most important skills of a teacher is to be able to act anywhere along that spectrum, depending on what's appropriate –being as prominent as necessary, but not more so.

### **Objection nine**

In this method, translation is a basic technique. But nowadays it's widely believed that translation as a mental process interferes with learning – it's better to think in English – and that translation as an

overt activity is only relevant for specialists who wish to work as translators or interpreters.

For one thing, translation isn't only a job done by specialists. Imagine: A and B on holiday, or on business, in a country where A knows the language but B doesn't. B is quite likely to ask for translations from A: "Ask them if we can have breakfast a bit earlier tomorrow", "What does that sign on the door say?", "How do you say I'm a vegetarian?" etc.

More fundamentally, a lot of learners translate mentally as an inherent part of the process of language learning, making comparisons and contrasts between the language they're learning and their L1. They know intuitively that their L1 is one of the most vital resources they've got, and not merely an impediment. So why not help them to do it more efficiently, more correctly, more insightfully, and to notice what's similar and what's different in the two languages?

For a lot of people, thinking in English is a distant prospect, rather than something that can be expected from the start. One learner, in a taped dialogue journal says: "My high school teacher often said that we should learn to think in English. I just don't understand how. Would you please teach us how to think in English?" How would you answer this request?

### **Objection ten**

This method insist on accuracy from the start. But observation of language learning suggests that accuracy actually comes last – if ever; Still, accuracy might come faster if teachers try to nudge learners

towards it, without expecting them to be consistently accurate. If you're learning English in an English-speaking country, you might always ask the time by saying "What time is?".

People will understand you, answer you and probably not correct you, and you might never notice that they say "What time is it?" But in a classroom, if a teacher corrects you sometimes –not by saying "Why can't you remember this? I've told you so many times!", but simply by pointing out that there's something not quite right – you will notice the difference between the target form and what you said, and you'll be more likely to move towards the target form.

I once observed a lesson where one learner repeatedly said "Let's go to swimming/skiing/cycling" etc. and was repeatedly corrected to no apparent effect until he eventually said "Let's go swimming..... no, let's go swimming without 'to'!"

So although there's certainly some substance in all these objections, I don't think there's any reason to condemn Grammar Translation utterly.

On a personal note, I learned two foreign languages at school through a methodology that was basically Grammar Translation, and always got high marks, and passed exams, and read literature in those languages, and so on. When I first went to countries where the languages are spoken, I found that:

1. It was hard to understand what people were saying.



2. It was hard to marshal my knowledge and to formulate what I want to say at a reasonable speed.
3. There were lots of essential everyday words and expressions that I simply didn't know.

But I soon began to be able to tune in to what I heard, and at the same time draw on my school knowledge, and to speak more and more fluently and accurately. So my conclusion would be that what I learned at school didn't score very highly as regards having immediate 'surrender value', but it was a great long-term investment. It would have been ideal if it had been supplemented –not replaced – by other things, like listening practice, more speaking, everyday situational language, etc.

Grammar translation is a 'pre-theoretical' approach, in that it developed before the age of theory-formation in the linguistics, psychology and pedagogy which have informed later approaches such as audio-lingualism, the communicative approach, suggestopedia and so on. But this is no reason to discredit it. After all, there's more to language teaching than applying theory. One of the pioneers of modern English language teaching (Palmer 1922) looks forward to a time when scientific progress will have led us the most effective way of teaching. Well it hasn't happened yet, and there's not much sign of it happening. Suggestopedia, community language learning and total physical response are all based on principles that can make at least some claim to be scientific, but they could hardly be more different from each other.

People have been learning foreign languages, more or less successfully, ever since the Tower of Babel, using all sorts of methods and techniques, with and without teachers, books and so on. Perhaps it's useful to think in terms of methods to the extent that some of them will be better suited than others to particular learning styles, or particular cultural and educational traditions, but at the same time it's vital to remember that there are much more fundamental factors that determine success in language learning. What are they?

1. Motivation
2. Data (samples of the language, plus – maybe – information about the language)
3. Opportunities to experiment with the data
4. Feedback –to confirm that you're heading in the right direction, or to re-direct if you aren't.

Grammar Translation can fulfill these requirements to different extents for different people. The best thing, as always, is to shop around. Or, if you prefer, don't put all your eggs in one basket.

I also think that people who start off being taught through any well-defined method and to (need to, in fact) outgrow that method, to rely more on their own resources and, in fact, to develop their own private methodology. If you look at ten or twenty people in a Grammar Translation class, or any other kind of class, you might get the impression that they're all doing more or less the same thing. But if you could look inside their heads you'd probably find all sorts of very different things going on. And in particular, whatever the apparent methodology of the class, I bet you'd always find a large number of

learners trying to understand the grammar, and translating to themselves.

## **CHAPTER 2**

### **ENGLISH LEARNING**

#### **2.1 LEARNING CONCEPTS**

For Hammonds and Lammar, learning is the process by which everyone modifies his or her behavior through his or her own practice (experience). The person who learns does it only through the practice and experiences he or she has during the process.

There are two basic implications that Hammonds and Lammar believe of great importance in this affirmation:

1. A person learns through his or her own practice. This means that a person learns from what he or she does. Practice is essential in learning because learning is a process of absorption. The practice is not only external acts. It is everything a person does: feelings, thoughts, imagination, and perception.
2. Learning modifies a person's behavior. The best proof that a person has learned something is in the changes in his or her behavior. For instance, if a person experiences certain feelings towards something, his or her attitude towards that thing will be different from what it was before.

Hammonds and Lammar also mention that every person has ability for learning. This ability is the capacity an individual has to learn in a determined moment, if he or she has the opportunity to do so. This

ability for learning increases with age until a person reaches the age of 20 and, in some cases, more than that. Although the majority of people reach their peak of learning around the age of 20, it is important to mention that every person possesses his or her own learning evolution. Every person then differentiates among each other in his or her ability for learning.

This personal ability for learning depends mainly on what a person has already learned. For example, the ability of learning how to divide will depend on whether or not a person had learned how to add, subtract and multiply.

It should also be mentioned that this ability for learning could be obstructed by physical defects or a poor environment that can retard intellectual growth in a person.

William Morse and Max Wingo define learning as the change in our own potential to see, think, feel and perform through experiences that are partly perceptive, partly intellectual, partly emotional and partly motor. This means that an individual learns through experiences that include determined perceptions, certain ideas, some feelings and specific motor activity. Supposedly, this process of learning includes changes in the nervous system that, up to now, have not been identified. This is one of the reasons why there are so many learning theories.

## **2.2 TYPES OF LEARNING**

Understanding a concept, learning a principle, memorizing the lines of a song, picking up Chinese words, remembering people's names, mastering the piano, and solving math problems represent, according to Clifford (1981), five different types of learning: verbal learning, concept learning, principle learning, problem solving learning and motor skill learning.

### **Verbal Learning.-**

For Clifford "Verbal learning is the act of learning to respond appropriately to verbal messages". It requires a spoken or other behavioral response to verbal material.

Verbal learning is thought to be easy to be mastered by any, person who can speak or read fluently. However, learning to respond to verbal messages in a foreign language or learning a skill from a do it your book can challenge even the most literate person.

Psychologists, who have been trying to explain how we come to know the meaning of what we hear, read and write, have pointed out the importance of meaningfulness. There is evidence that people learn meaningful verbal material, from which they can generate mental images, much more quickly than they learn material that is meaningless and low in imagery value.

## **Concept learning.-**

*"A concept is an idea consisting of characteristics that are common across objects or events. Concept learning involves the identification of characteristics common to a group of stimuli (object or events)".*

When a child picks his or her favorite blanket, his or her teddy bear and a storybook at bedtime, it could be said that the child has acquired the concept of bedtime. This is a concept that will change its quality with experience and time. An adult's concept of bedtime probably does not include a teddy, bear or a storybook, but characteristics such as exhaustion, relaxation, and alarm setting, among others. CLIFFORD, Margaret M. Practicing Educational Psychology

For Clifford, a discussion of concept learning research is essential when trying to understand the complex process of learning that involves the understanding of abstract concepts such as democracy, society, cooperation, nation or gross national product, and many more.

Clifford points out that research on concept learning has provided some ideas about how to teach concepts. There are two basic learning approaches: inductive and deductive.

In the inductive concept learning approach, an individual could be presented with several examples of a concept and later presented with the concept name and definition. This way, individuals discover concepts by comparing and contrasting stimuli. This approach shows individuals how to teach themselves to discover concepts.

In the deductive concept learning approach, individuals learn concepts by having them labeled, defined or even exemplified. In other words, individuals are presented first with the definition of a concept and then they are presented or asked for examples. The advantage of this approach is that it takes less time than the inductive approach.

### **Learning through principles.-**

Clifford defines a principle as a statement of a relationship between two or more variables or concepts. Warm air rises, or friction reduces speed of movement, are two examples of principles.

The learning of concepts and the relationship between concepts are a prerequisite of learning principles, and will also influence an individual's use of principles. Therefore, for an individual to learn principles, it is important that he or she know in advance relevant vocabulary, concepts and their relationship. Clifford states that it is also important to give individuals the opportunity to observe and demonstrate principles, because experimentation and verification ensure principia learning. Since principles imply relationships, these relationships should be learned in a meaningful context.

Learning principles is a prerequisite for a more complex type of learning called problem solving.

### **Problem Solving Learning.-**

Clifford defines Problem Solving Learning, as "The process of searching for and applying an appropriate principle or set of principles to arrive at a solution to a problem".



Knowing relevant concepts and principles are the raw materials individuals use to find a solution to a problem. For example, producing the sound of words like "rough" and "through" will be hard for any individual who does not know the principle that "gh" sometimes is silent, and sometimes sounds like "f".

### **Motor Skill Learning.-**

"Motor Skill Learning is the learning that calls for a sequence of body movements". *Motor skill learning involves a coordination of perception and physical movement.* This is why it is sometimes referred to as perceptual-motor learning.

Clifford mentions that there are three basic phases of learning that psychologists believe are involved in the acquisition of motor skills: a cognitive phase, an associative phase, and an autonomous phase.

## **2.3 THEORIES OF LEARNING**

A teacher's knowledge of a learning theory can inform the teacher's practice, and may also affect the teacher views students. For the purpose of this paper three major approaches that represent different points of views and are the most accessible have been chosen from the many theories on how individuals learn: the Behavioral Approach, Humanistic Approach, and the Cognitive Approach.

### **Behavioral Approach.-**

Behaviorists view learning as a sequence of stimulus and response actions in the learner. They reasoned that teachers could link together

responses involving lower skills and create a learning chain to teach higher level skills. The teacher would determine all the skills needed to lead up to the desired behavior and make sure students learned them all.

Clifford (1981) mentions that some behaviorists who studied this view developed the stimulus-response theory, which explains human learning or lack of learning in terms of a person's reactions or responses to stimuli.

### **Humanistic Approach.-**

"Humanistic learning emphasizes the effective social and personal development of individuals. It includes an acceptance of the uniqueness of each individual, and stresses human feelings, values, and self-worth. To tire humanist, learning is the personal discovery of the meaning of information, not simply a change in behavior or thinking. A central concept in humanistic learning is the development of self-concept and self-esteem through self perception".

According to Combs humanistic psychologists point out that learning always has two parts: exposure to new information or experience, and the personal discovery of meaning in the other. Discovering the personal meaning of information is the source of most of an individual's failure. A person does not quit doing something because he or she was exposed to new information, but because he or she never discovered the personal meaning of the new information.

Any information will affect an individual's behavior only if he or she discovers the personal meaning of that information. The most important the personal meaning, the greater the effect on behavior. This explains

why so much of what is learned in school has so little effect. Students never discovered its personal meaning.

Combs, also mentions that for the humanistic psychologists, effective learning is also affective. Individuals experience feeling or emotion when events are important to them. Affect or feeling is an indicator of the degree of personal meaning.

Humanists point out that Learning is also deeply influenced by individual self-concepts, values, personal needs, experience of challenge and threat, and the individual's feeling of belonging or identification.

### **Cognitive Approach.-**

"In cognitive learning, new knowledge is obtained as existing knowledge is reorganized and changed. This process involves thinking and mental activities. It is often stimulated when individuals are presented with discrepant or incongruous information when considered in relation to past experience".

According to Linder, cognitive theories explain behavior in terms of an individual's experiences, information, impressions, attitudes, ideas, and perceptions, and the way they are integrated, organized and reorganized by the individual.

Cognitive theorists see learning as a more or less permanent change in knowledge or understanding, due to the reorganization of past experiences and information. These theorists do not deny that the learner responds to stimuli; however, they maintain that learning is more than stimulus-response associations, established through reinforcement.

## **Krashen's Monitor Theory**

Freeman states that Krashen's Monitor Theory, based on Chomsky's linguistic theories, is concerned with the relation between spontaneous and guided learning. He begins by making an important distinction between acquisition and learning.

According to Krashen, as cited in Freeman, acquisition occurs naturally only when it is based on meaningful and purposeful communication with speakers of the target language, and when learners receive comprehensible input, messages that they understand. The learner is unaware of the linguistic rules and structures, and he or she is oriented to the content and effect of his or her utterances, rather than to the form.

Krashen argues that children do not learn their first language. They acquire it, since they use language to communicate. He also mentions that adults have the same capacity as children to acquire language because they possess a Language Acquisition Device.

By contrast, learning for Krashen is a conscious process in which various aspects of the language itself are the main focus. In other words, language learning is the internalization of explicit rules under conscious control, it is what happens in certain classrooms when the teacher divides the language into different parts, presents one part at a time, and provides students with feedback to indicate how well they have mastered the part or parts of the language they have been taught.

These learned rules can be used to monitor output when the learner speaks or writes, and to self correct the language, whenever necessary.

The monitor (learned rules) then is what controls the learner's language knowledge. The monitor can be operated only when there is time to operate it, when the learner is concerned with the form, and when the learner knows the rules.

Krashen points out that the problem with using the monitor during speaking is that the learner must sacrifice meaning for accuracy. Learners cannot concentrate on the form and the meaning at the same time. However, he believes that the monitor is useful in the editing stage of writing.

According to Krashen's theory, error correction affects learning, not acquisition, because when errors are corrected, learners modify their knowledge of learned rules, and not their acquired language. Since a monitor can be operated under certain conditions, error correction has limited value.

Krashen's theory does not attempt to give rules governing the process of second language acquisition, but it contains important implications for language instruction and sends important messages to teachers such as the use of a variety of visuals and gestures to make the new language comprehensible. At the same time, teachers should reduce their expectations for student production, and allow students to show comprehension through gestures and one word answers. In other words, teachers should include comprehensible input and emphasize interaction rather than control of vocabulary and structures.

### **Schumann's Acculturation Model.-**

According to Freeman Schumann's model is the main environmental theory of second language acquisition. He claims that acquisition is the result of external factors acting on the learner.

Schumann believes that social and psychological distance from speakers of the target language may, determine the progress of a learner's foreign language learning.

Social distance refers to the relationships between two social groups. Schumann's hypothesis is that the greater the social distance between two cultures, the harder the learning of the second language is. In addition to social distance, Schumann identifies psychological distance, is a characteristic of individuals. In situations where relationships among social groups do not promote nor inhibit language acquisition, psychological distance may be crucial. A person undergoing culture shock will experience psychological distance, while a person with high motivation to learn the target language would not like suffer from it. According to Schumann, these affective psychological and social factors will determine the progress of a learner's foreign language learning.

Schumann, as cited in Freeman, also says that a learner must be acculturated in order to acquire full proficiency in a foreign language. For him, foreign language learning is just one aspect of the process of acculturation.

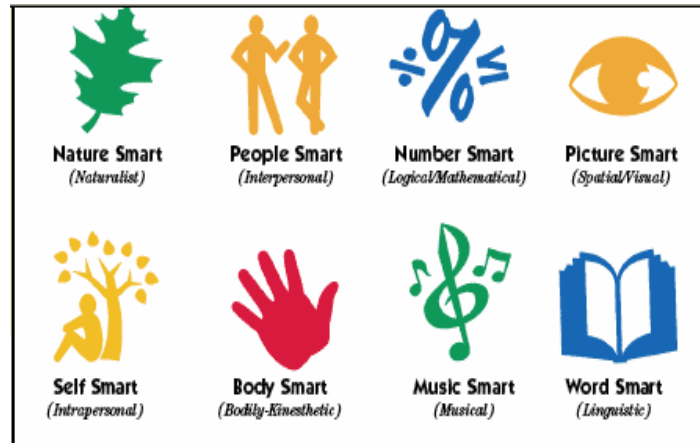
A learner who is socially distant from members of the target language may develop referential functions of language (basic communication), but will not develop expressive functions (what

speakers use to show their attitude toward what they are saying), or integrative functions (what speakers use to mark their social identity).

Freeman believes that despite the limitations, Schumann's theory provides useful ideas about the effects of external factors on learning. Social and psychological distances are useful concepts that help understanding why learners succeed or fail in learning a second language.

This theory suggests the importance of focusing on social factors in learning and on creating a classroom atmosphere in which students can develop positive attitudes toward the culture and speakers of the target language.

### **Multiple Intelligences theory.-**



The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- **Linguistic intelligence** ("word smart"):
- **Logical-mathematical intelligence** ("number/reasoning smart")
- **Spatial intelligence** ("picture smart")
- **Bodily-Kinesthetic intelligence** ("body smart")
- **Musical intelligence** ("music smart")
- **Interpersonal intelligence** ("people smart")
- **Intrapersonal intelligence** ("self smart")
- **Naturalist intelligence** ("nature smart")

Dr. Gardner says that our schools and culture focus most of their attention on linguistic and logical-mathematical intelligence. We esteem the highly articulate or logical people of our culture. However, Dr. Gardner says that we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live. Unfortunately, many children who have these gifts don't receive much reinforcement for them in school. Many of these kids, in fact, end up being labeled "learning disabled," "ADD (attention deficit disorder," or simply underachievers, when their unique ways of thinking and learning aren't addressed by a heavily linguistic or logical-mathematical classroom. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained **to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.** The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad new is that there are thousands of schools



still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds.

The theory of multiple intelligences also has strong implications for adult learning and development. Many adults find themselves in jobs that do not make optimal use of their most highly developed intelligences (for example, the highly bodily-kinesthetic individual who is stuck in a linguistic or logical desk-job when he or she would be much happier in a job where they could move around, such as a recreational leader, a forest ranger, or physical therapist). The theory of multiple intelligences gives adults a whole new way to look at their lives, examining potentials that they left behind in their childhood (such as a love for art or drama) but now have the opportunity to develop through courses, hobbies, or other programs of self-development.

### **How to Teach or Learn Anything 8 Different Ways**

One of the most remarkable features of the theory of multiple intelligences is how it provides *eight different potential pathways* to learning. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning. Whether you are a kindergarten teacher, a graduate school instructor, or an adult learner seeking better ways of pursuing self-study on any subject

of interest, the same basic guidelines apply. Whatever you are teaching or learning, see how you might connect it with.

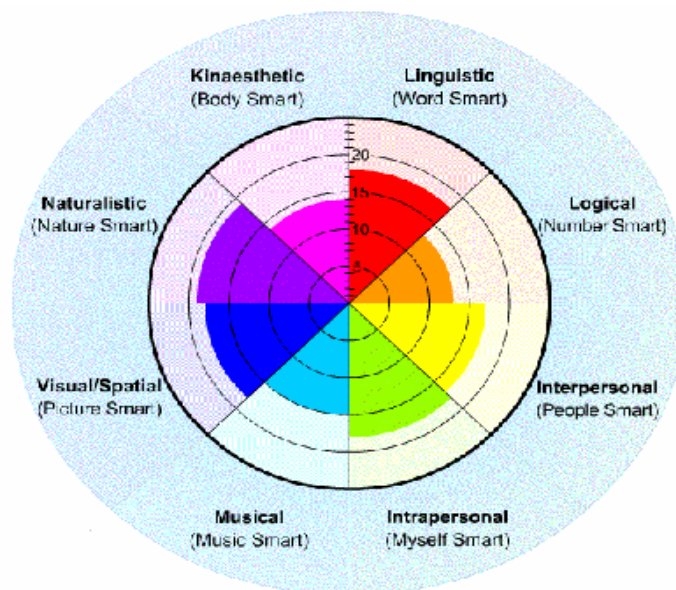
- Words (linguistic intelligence)
- Numbers or logic (logical-mathematical intelligence)
- Pictures (spatial intelligence)
- Music (musical intelligence)
- Self-reflection (intrapersonal intelligence)
- A physical experience (bodily-kinesthetic intelligence)
- A social experience (interpersonal intelligence), and/or
- An experience in the natural world. (naturalist intelligence).

For example, if you're teaching or learning about the law of supply and demand in economics, you might read about it (linguistic), study mathematical formulas that express it (logical-mathematical), examine a graphic chart that illustrates the principle (spatial), observe the law in the natural world (naturalist) or in the human world of commerce (interpersonal); examine the law in terms of your own body [e.g. when you supply your body with lots of food, the hunger demand goes down; when there's very little supply, your stomach's demand for food goes way up and you get hungry] (bodily-kinesthetic and intrapersonal); and/or write a song (or find an existing song) that demonstrates the law (perhaps Dylan's "Too Much of Nothing?").

You don't have to teach or learn something in all eight ways, just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools. The theory of multiple intelligences is so intriguing because it expands our horizon of available teaching/learning tools

beyond the conventional linguistic and logical methods used in most schools (e.g. lecture, textbooks, writing assignments, formulas, etc.). To get started, put the topic of whatever you're interested in teaching or learning about in the center of a blank sheet of paper, and draw eight straight lines or "spokes" radiating out from this topic. Label each line with a different intelligence. Then start brainstorming ideas for teaching or learning that topic and write down ideas next to each intelligence (this is a spatial-linguistic approach of brainstorming; you might want to do this in other ways as well, using a tape-recorder, having a group brainstorming session, etc.).

### **Gardner's categories of intelligence**



### **Linguistic**

Verbal-linguistic intelligence has to do with words, spoken or written. People with verbal-linguistic intelligence display a facility with words

and languages. They are typically good at reading, writing, telling stories, and memorizing words and dates. They tend to learn best by reading, taking notes, and listening to lectures, and via discussion and debate. They are also frequently skilled at explaining, teaching, and oration or persuasive speaking. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall and an ability to understand and manipulate syntax and structure.

Careers which suit those with this intelligence include writers, lawyers, philosophers, politicians, and teachers.

This area has to do with logic, abstractions, inductive and deductive reasoning, and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming, and other logical or numerical activities, a more accurate definition places emphasis less on traditional mathematical ability and more reasoning capabilities, abstract pattern recognition, scientific thinking and investigation, and the ability to perform complex calculations.

Those who automatically correlate this intelligence with skill in mathematics criticize this intelligence by arguing that logical ability is often more strongly correlated with verbal rather than mathematical ability: for example, the old Analytic section of the Graduate Record Examination correlated more strongly with the Verbal section than the Mathematical. One possibility is that formal, symbolic logic, and strict logic games are under the command of mathematical intelligence,

while skills as fallacy hunting, argument construction, etc. are under the command of verbal intelligence.

Careers which suit those with this intelligence include scientists, mathematicians, doctors, and economists.

## **Spatial**

This area has to do with vision and spatial judgment. People with strong visual-spatial intelligence are typically very good at visualizing and mentally manipulating objects. They have a strong visual memory and are often artistically inclined. Those with visual-spatial intelligence also generally have a very good sense of direction and may also have very good hand-eye coordination, although this is normally seen as a characteristic of the bodily-kinesthetic intelligence.

Some critics point out the high correlation between the spatial and mathematical abilities, which seems to disprove the clear separation of the intelligences as Gardner theorizes. A thorough understanding of the two intelligences precludes this criticism, however, as the two intelligences do not precisely conform to the definitions of visual and mathematical abilities. Although they may share certain characteristics, they are easily distinguished by several factors, and there are many with strong logical-mathematical intelligence and weak visual-spatial, and vice versa.

Careers which suit those with this intelligence include artists, engineers, and architects.

## **Bodily-kinesthetic**

This area has to do with movement and doing. In this category, people are generally adept at physical activities such as sports or dance and often prefer activities which utilize movement. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by physically doing something, rather than reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory; i.e., they remember things through their body, rather than through words (verbal memory) or images (visual memory). It requires the skills and dexterity for fine motor movements such as those required for dancing, athletics, surgery, craftmaking, etc.

Careers which suit those with this intelligence include athletes, dancers, actors, comedians, builders, and artisans.

## **Musical**

This area has to do with rhythm, music, and hearing. Those who have a high level of musical-rhythmic intelligence display greater sensitivity to sounds, rhythms, tones, and music. They normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong aural component to this intelligence, those who are strongest in it may learn best via lecture. In addition, they will often use songs or rhythms to learn and memorize information, and may work best with music playing.

Careers which suit those with this intelligence include musicians, singers, conductors, and composers.

### **Naturalistic**

This area has to do with nature, nurturing, and classification. This is the newest of the intelligences and is not as widely accepted as the original seven. Those with it are said to have greater sensitivity to nature and their place within it, the ability to nurture and grow things, and greater ease in caring for, taming, and interacting with animals. They are also good at recognizing and classifying different species.

The theory behind this intelligence is often criticized, much like the spiritual or existential intelligence (see below), as it is seen by many is not indicative of an intelligence but rather an interest.

Careers which suit those with this intelligence include scientists, naturalists, conservationists, gardeners, and farmers.

### **Interpersonal**

This area has to do with interaction with others. People in this category are usually extroverts and are characterized by their sensitivity to others' moods, feelings, temperaments, and motivations and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others, and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

Careers which suit those with this intelligence include politicians, managers, social workers, and diplomats.

## **Intrapersonal**

This area has to do with oneself. Those who are strongest in this intelligence are typically introverts and prefer to work alone. They are usually highly self-aware and capable of understanding their own emotions, goals, and motivations. They often have an affinity for thought-based pursuits such as philosophy. They learn best when allowed to concentrate on the subject by themselves. There is often a high level of perfectionism associated with this intelligence.

Careers which suit those with this intelligence include philosophers, psychologists, theologians, and writers.

## **Other Intelligences**

Other intelligences have been suggested or explored by Gardner and his colleagues, including spiritual, existential and moral intelligence. Gardner excluded spiritual intelligence due to its failure to meet a number of his criteria. Existential intelligence (the capacity to raise and reflect on philosophical questions about life, death, and ultimate realities) meets most of the criteria with the exception of identifiable areas of the brain that specialize for this faculty. Moral capacities were excluded because they are normative rather than descriptive.

## **Relationship to education**

Traditionally schools have almost exclusively emphasized the development of logical intelligence and linguistic intelligence (mainly reading and writing). While many students function well in this environment, there are those who do not. Gardner's theory argues that students will be better served by a broader vision of education,



wherein teachers use different methodologies, exercises, and activities to reach all students, not just those who excel at linguistic and logical intelligence.

Many teachers see the theory as simple common sense, validating what they already know: that students learn in different ways. The widespread criticism of the theory from the academic psychology community is in striking contrast to the positive response of many educators in the US and around the world.

The practical application of the theory of multiple intelligences varies widely. It runs the gamut from a teacher who, when confronted with a student having difficulties, uses a different approach to teach the material, to an entire school using MI as a framework. In general, those who subscribe to the theory strive to provide opportunities for their students to use and develop all the different intelligences, not just the few at which they naturally excel.

A Harvard-led study of 41 schools using the theory came to the conclusion that in these schools there was "a culture of hard work, respect, and caring; a faculty that collaborated and learned from each other; classrooms that engaged students through constrained but meaningful choices, and a sharp focus on enabling students to produce high-quality work."

Of the schools implementing Gardner's theory, the most well-known is New City School, in St. Louis, Missouri, which has been using the theory since 1988. The school's teachers have produced two books for teachers, *Celebrating Multiple Intelligences* and *Succeeding With Multiple Intelligences* and the principal, Thomas Hoerr, has written

*Becoming a Multiple Intelligences School* as well as many articles on the practical applications of the theory. The school has also hosted four conferences, each attracting over 200 educators from around the world and remains a valuable resource for teachers interested in implementing the theory in their own classrooms.

Criticisms of the theory's application in schools come in two major forms. First, opponents argue that the theory may lead to a sort of intellectual relativism, wherein students' failures are explained away as being an example of a different kind of intelligence, not a lesser one. As a result, there are those in the Gifted and Talented community who have criticized Gardner's theory, because any support of the idea that all children are equally gifted, just in different ways, might lead to the reduction or broadening of Gifted and Talented programs. Gardner himself has said that he does not believe his theory will have this type of consequence for gifted programs, and that he never intended his theory to affirm that all people are equally gifted, but rather that the definition of intelligence was too narrow to encompass all types of intelligence.

The second major criticism is that it is fallacious to say that someone may be good in one intelligence but not in another. Every multiple domain IQ test ever normed has shown that all the areas tested are correlated. This trend is also shown in tests like the Graduate Record Examination, the SAT, the PSAT, the ACT, etc., on every one of which each section correlates to a high degree with the others; the correlation rarely drops below 0.6 on the -1 to 1 scale. Hence, it has been argued that persons who excel in one type of intelligence usually excel in several others; and many times in all. This criticism is largely

based on a misunderstanding of the theory: people do not have one intelligence or another, but varying levels of ability in all the intelligences, and therefore someone who excels in one is perfectly capable of excelling in another, or in all. In addition, Gardner believes that most activities require the use of several intelligences at once: e.g., the conductor of a symphony clearly uses musical intelligence, but also uses interpersonal to communicate and direct the group and bodily-kinesthetic to use his hands and body in order to conduct.

## **Opposing views**

### **The definition of intelligence**

As one would expect from a theory that redefines intelligence, one of the major criticisms of the theory is that it is ad hoc. The criticism is that Gardner is not expanding the definition of the word "intelligence"; rather, he denies the existence of intelligence, as is traditionally understood, and instead uses the word "intelligence" whenever other people have traditionally used words like "ability". This practice has been criticised by Eysenck, and Scarr. Defenders of MI theory argue that the traditional definition of intelligence is too narrow, and thus broader definition more accurately reflects the differing ways in which humans think and learn. They would state that the traditional interpretation of intelligence collapses under the weight of its own logic and definition, noting that intelligence is usually defined as the cognitive or mental capacity of an individual, which by logical necessity would include all forms mental qualities, not simply the ones most transparent to standardized test I.Q. tests.

Some of these criticisms arise from the fact that Gardner has not settled on a single definition of intelligence. He originally defined it as the ability to solve problems that have value in at least one culture, or as something that a student is interested in. However, he added a disclaimer that he has no fixed definition, and his classification is more of an artistic judgement than fact:

Ultimately, it would certainly be desirable to have an algorithm for the selection of an intelligence, such that any trained researcher could determine whether a candidate's intelligence met the appropriate criteria. At present, however, it must be admitted that the selection (or rejection) of a candidate's intelligence is reminiscent more of an artistic judgement than of a scientific assessment. (Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, 1985)

Gardner argues that by calling linguistic and logical-mathematical abilities intelligences, but not artistic, musical, athletic, etc. abilities, the former are needlessly aggrandized. Many critics balk at this widening of the definition, saying that it ignores "the connotation of intelligence... [which] has always connoted the kind of thinking skills that make one successful in school."

Gardner writes "I balk at the unwarranted assumption that certain human abilities can be arbitrarily singled out as intelligence while others cannot" Critics hold that given this statement, any interest or ability is now redefined as "intelligence". Thus, by adopting this theory, studying intelligence becomes difficult, because it diffuses into the broader concept of ability or talent. Gardner's addition of the naturalistic intelligence and conceptions of the existential and moral

Intelligences are seen as fruits of this diffusion. Defenders of the MI theory would state that this is simply a recognition of the broad scope of inherent mental abilities, and that such an exhaustive scope by nature defies a simple, one-dimensional classification such as an assigned IQ value. They would note that such one-dimensional values are typically of limited value in predicting the real world application of unique mental abilities.

### **Intellectual relativism**

Many critics argue that the theory's definition of intelligence leads to the belief that all human beings are equally intelligent, but in large part this is based on misunderstanding. Gardner argues that there are many different kinds of intelligence and that none is better or more important. However, people have differing abilities within these types of intelligences. Albert Einstein and a person who is good at mathematics both display logical-mathematical intelligence, but at no point does the theory say that all people with the logical-mathematical intelligence are equally intelligent.

### **Lack of empirical evidence**

Some critics argue that many of Gardner's "intelligences" actually correlate with the *g* factor, supporting the idea of single dominant type of intelligence. For example, Carroll argued that verbal comprehension, auditory processing, visual perception and ability in logic and mathematics all correlate with each other and are actually subsets of global intelligence. This gives further support for a theory of a single type intelligence.

A critical review of MI theory argues that there is little empirical evidence to support it:

"To date there have been no published studies that offer evidence of the validity of the multiple intelligences. In 1994 Sternberg reported finding no empirical studies. In 2000 Allix reported finding no empirical validating studies, and at that time Gardner and Connell conceded that there was "little hard evidence for MI theory". In 2004 Sternberg and Grigorenko stated that there were no validating studies for multiple intelligences, and in 2004 Gardner asserted that he would be "delighted were such evidence to accrue", and he admitted that "MI theory has few enthusiasts among psychometricians or others of a traditional psychological background" because they require "psychometric or experimental evidence that allows one to prove the existence of the several intelligences".

Supporters of the MI theory would counter that such dependency is to be expected as this point, as scientific methodology aimed at uncovering intelligence was created under the traditional theory of intelligence, thus leaving a new theory the necessity of initially having to utilize the methodology of the old theory until new modes of scientific inquiry can be developed.

The same review presents evidence to demonstrate that cognitive neuroscience research does not support the theory of Multiple Intelligences:

"the human brain is unlikely to function via Gardner's multiple intelligences. Taken together the evidence for the intercorrelations of subskills of IQ measures, the evidence for a shared set of genes

associated with mathematics, reading, and g, and the evidence for shared and overlapping “what is it?” and “where is it?” neural processing pathways, and shared neural pathways for language, music, motor skills, and emotions suggest that it is unlikely that each of Gardner’s intelligences could operate “via a different set of neural mechanisms”. Equally important, the evidence for the “what is it?” and “where is it?” processing pathways, for Kahneman’s two decision-making systems, and for adapted cognition modules suggests that these cognitive brain specializations have evolved to address very specific problems in our environment. Because Gardner claimed that the intelligences are innate potentialities related to a general content area, MI theory lacks a rationale for the phylogenetic emergence of the intelligences."

Steven A. Stahl suggests that most of the previous studies which claimed to show positive results had major flaws. For example, learning styles advocate Marie Carbo cites 17 studies in her articles, but according to Stahl, 15 were doctoral dissertations and none had been published in a peer-refereed journal.

However, the continuing evolution of scientific understanding about the brain and its function suggest further insight into alternative neural pathways and cognitive sources will be likely.

## **2.6 TEACHING PROCESS**

### **Introduction .-**

As the title implies, the English language teaching tradition has been subjected to a tremendous change, especially throughout the

twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. While the teaching of Math or Physics, that is, the methodology of teaching Math or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. As will become evident in this short paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning.

## **2.7 TEACHING METHODS**

There are many different methods that have been used for FL acquisition throughout history. Each method of FLT has its supporters and its critics, mainly because each method is derived from different perspectives of FLL. However, some methods have received wide recognition due to the historical roles they have played in the views encompassed in this subject.

### **2.7.1 Foreign language teaching methods.-**

Below is a description of the basic principles and procedures of the most recognized methods for teaching a second language:

#### **2.7.1.1 The Grammar-Translation Approach.-**



This approach was historically used in teaching Greek and Latin. The approach was generalized to teaching modern languages.

Classes are taught in the students' mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word lists. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules for putting words together; instruction often focuses on the form and inflection of words. Reading of difficult texts is begun early in the course of study. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue, and vice versa. Little or no attention is given to pronunciation.

#### **2.7.1.2 The Direct Approach**

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is never used. There is no translation.

The preferred type of exercise is a series of questions in the target language based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively—rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students

read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

### **2.7.1.3 The Reading Approach**

This approach is selected for practical and academic reasons. For specific uses of the language in graduate or scientific studies. The approach is for people who do not travel abroad for whom reading is the one usable skill in a foreign language.

The priority in studying the target language is first, reading ability and second, current 'and/or historical knowledge of the country where the target language is spoken. Only the grammar necessary for reading comprehension and fluency is taught. Minimal attention is paid to pronunciation or gaining conversational skills in the target language. From the beginning, a great amount of reading is done in L2, both in and out of class. The vocabulary of the early reading passages and texts is strictly controlled for difficulty. Vocabulary is expanded as quickly as possible, since the acquisition of vocabulary is considered more important than grammatical skill. Translation reappears in this approach as a respectable classroom procedure related to comprehension of the written text.

### **2.7.1.4 The Audio-lingual Method.-**

This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

#### **2.7.1.5 Total Physical Response.-**

James J. Asher defines the Total Physical Response (TPR) method as one that combines information and skills through the use of the kinesthetic sensory system. This combination of skills allows the student to assimilate information and skills at a rapid rate. As a result, this success leads to a high degree of motivation. The basic tenets are:

Understanding the spoken language before developing the skills of speaking. Imperatives are the main structures to transfer or communicate information. The student is not forced to speak, but is

allowed an individual readiness period and allowed to spontaneously begin to speak when the student feels comfortable and confident in understanding and producing the utterances.

#### **2.7.1.6 Community Language Learning.-**

According to Curran, this methodology is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but rather are trained in counseling skills adapted to their roles as language counselors.

The language-counseling relationship begins with the client's linguistic confusion and conflict. The aim of the language counselor's skill is first to communicate empathy for the client's threatened inadequate state and to aid him linguistically. Then slowly the teacher-counselor strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the language counselor's ability to establish a warm, understanding, and accepting relationship, thus becoming an "other-language self for the client.

#### **2.7.1.7 The Silent Way**

According to Caleb Gattegno, this method begins by using a set of colored rods and verbal commands in order to achieve the following:

To avoid the use of the vernacular. To create simple linguistic situations that remains under the complete control of the teacher. To pass on to the learners the responsibility for the utterances of the descriptions of the objects shown or the actions performed. To let the teacher concentrate on what the students say and how they are saying it, drawing their attention to the differences in pronunciation and the flow of words. To generate a serious game-like situation in which the rules are implicitly agreed upon by giving meaning to the gestures of the teacher and his mime. To permit almost from the start a switch from the lone voice of the teacher using the foreign language to a number of voices using it. This introduces components of pitch, timbre and intensity that will constantly reduce the impact of one voice and hence reduce imitation and encourage personal production of one's own brand of the sounds.

To provide the support of perception and action to the intellectual guess of what the noises mean, thus bring in the arsenal of the usual criteria of experience already developed and automatic in one's use of the mother tongue. To provide duration of spontaneous speech upon which the teacher and the students can work to obtain a similarity of melody to the one heard, thus providing melodic integrative schemata from the start.

The communicative approach was developed by Robert Langs MD, in the early 1970's. It is a new theory or paradigm of emotional life and psychoanalysis that is centered on human adaptations to emotionally-charged events-with full appreciation that such adaptations take place both within awareness (consciously) and outside of awareness (unconsciously). The approach gives full credence to the unconscious side of emotional life and has rendered it highly sensible

and incontrovertible by discovering a new, validated, and deeply meaningful way of decoding unconscious messages. This procedure--called trigger decoding--has brought forth new and highly illuminating revisions of our understanding of both emotional life and psychotherapy, and it calls for significant changes in presently accepted psychoanalytic thinking and practice. The communicative approach has exposed and offered correctives for much of what's wrong with our current picture of the emotional mind and today's psychotherapies--critical errors in thinking and practice that have caused untold suffering throughout the world. In essence, the approach has shown that emotional problems do not arise first and foremost from disturbing inner memories and fantasies or daydreams; nor do they arise primarily from consciously known thoughts and patterns of behavior. Instead, emotional disturbances arise primarily from failed efforts at coping with current emotionally-charged traumas. The present-day focus by mainstream psychoanalysts (MP) on the past and on inner fantasies and memories has been replaced in this CA with a focus on the present, as experienced and reacted to consciously and unconsciously--in brief, the primacy afforded by MP to fantasy and imagination has been replaced by the primacy afforded by the CA to reality, trauma, and perception (especially unconscious perception).

This section refers to the way teachers can focus the teaching of the foreign language in the classroom in such a way that students can communicate in a conscious way, taking into account their real experiences. Here, the origin of the Communicative Approach as a combination of different methods is clearly explained, as such as the role of the teacher and the students in communicative English as a

Second Language class. This section also gives some examples of communicative activities that can be developed in a class from the communicative point of view.

This section takes a look at the communicative approach to the teaching of foreign languages. It is intended as an introduction to the communicative approach for teachers and teachers-in-training who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language. Examples of exercises that can be used with a communicative approach are described, and sources of appropriate materials are provided.

The origins of communicative approach are many, insofar as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar-translation methods of foreign language instruction.

They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching

methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, 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.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)".

Teachers in communicative classrooms will find themselves talking less and listening more-becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The



students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

David Nunan, lists five basic characteristics of Communicative Language Teaching:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

Brown warns that there are certain caveats in the field of language teaching when it comes to discussing CLT and one's support of the approach, saying that that support or belief needs to be "qualified". He warns against:

1. Giving "lip service" to the principles of CLT (because "no one these days would admit to a disbelief in principles of CLT; they would be marked as a heretic") without actually grounding one's teaching

techniques in those principles, or making sure one indeed understands and practices according to the characteristics that make CLT what it is.

2. Overdoing certain CLT features, for example engaging in real-life authentic language to the exclusion of helpful devices such as controlled practice, or vice versa. Moderation is needed in combination with common sense and a balanced approach.
3. The numerous interpretations of what CLT actually "is". CLT is often a catch call term, and does not reflect the fact that not everyone agrees on its interpretation or application.

Teachers need to be aware that there are many possible versions, and it is intended as an "umbrella" term covering a variety of methods.

#### **2.7.1.8 Functional-notional Approach.-**

According to Finocchiaro, M. & Brumfit, C., this method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

Notions are meaning elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors: a. the functions b. the elements in the situation, and c. the topic being discussed.

## **Functional Categories of Language**

Mary Finocchiaro has placed the functional categories under five headings as noted below: personal, interpersonal, directive, referential, and imaginative.

Personal = clarifying or arranging one's ideas; expressing one's thoughts or feelings: love, joy, pleasure, happiness, surprise, likes, satisfaction, dislikes, disappointment, distress, pain, anger, anguish, fear, anxiety, sorrow, frustration, annoyance at missed opportunities, moral, intellectual and social concerns; and the everyday feelings of hunger, thirst, fatigue, sleepiness, cold, or warmth.

Interpersonal = enabling us to establish and maintain desirable social and working relationships: Enabling us to establish and maintain desirable social and working relationships.

Directive = attempting to influence the actions of others; accepting or refusing direction.

Referential = talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking about language (what is termed the metal-linguistic function: = talking or reporting about things, actions, events, or people in the environment in the past or in the future; talking about language (what is termed the metal-linguistic function).

Imaginative = discussions involving elements of creativity and artistic expression.

## **2.8 CURRICULUM**

The term curriculum has been defined in a wide variety of ways. For some people, curriculum is what is taught; how it is taught; the materials for teachers; the materials for students; the students' school experiences; and all the students' experiences in school and out. For the more sophisticated, curriculum "consists of modes of thinking and inquiring about the phenomena of our world". For a few people, curriculum is a document distributed and mandated by the government.

It seems that since curricularists do not agree on what curriculum is; varied definitions of curriculum exist. From this variety, a few more common definitions will be presented in this section.

According to Ornstein and Hunkins, definition such as Galen Saylor's that curriculum "is a plan for providing sets of learning opportunities for persons to be educated", and David Pratt's that curriculum "is an organized set of formal education and/or training intentions", are good examples of a linear view of curriculum. According to the linear view, the steps of the planner in a curriculum are sequenced in advanced, and the plan has a beginning and end, as well as a process through which the desired end is achieved. Ornstein and Hunkins say that most behavioral people agree with this definition.

For Elliot Eisner "the curriculum of a school, a course, or a classroom can be conceived of as a series of planned events that are intended to have educational consequences for one or more students".

Eisner mentions that when he says a curriculum is a series of planned events, he means that there is more than one event planned, and that curriculum is planned; that somebody must do something that has an aim, a purpose, or an objective. He also mentions that the term

"consequences", in his definition, means that the educational events or activities do much more than what is intended. They influence people in a variety of ways. Furthermore, Eisner says he wants to leave room for teachers to plan activities or events that appear to be educational productive, but whose specific consequences for students might not be known in advance, because the term "consequences" is too wide to allow for such planning.

In other words, curriculum for Eisner is a program that is intentionally designed to engage students in activities or events that will have educational benefits for them. Some of these benefits will be specified in advance; others will be general, and diffused, but will be recognized long after the events have taken place.

A definition commonly used during the thirties and forties was the one given by some progressive educators in the 1920's. They defined curriculum as "all of the experiences the child has under the aegis (guidance) of the school". According to Eisner, this conception was created to emphasize the beliefs these educators considered central to an adequate education. They wanted other educators to realize first that the curriculum that made a difference in a child's life was the curriculum he or she experienced, second that the curriculum was never identical for different children, because children differ from one another in background, aptitudes and interests.

Eisner says that these progressive educators' beliefs, about the experience the child had under the guidance of the school were so strong, that they made a formal distinction between the curriculum, which was the experience, and the course of study, which was the

content, topics, and goals the teacher used in planning the curriculum for a class.

This definition has been modified to read "the curriculum of a school is the engagements that pupils have under the auspices of that school". According to Doll, the term "experiences" has been substituted by the term "engagements", which is considered more accurate, because observers can see pupils engaging in educational activities. He also says that the term auspices, which substituted guidance, is considered to be more accurate, because it suggests that the school offers general sponsorship of the experiences students have within school, without attempting to plan every experience. Doll also mentions that this definition is the one that survives in much of educational literature nowadays.

Whatever the conception of curriculum, it is important to consider that the conception a person has of curriculum has important consequences in the way that person thinks about educational planning. It is also important to point out that no matter what the curriculum is, this only represents a part of the organism called school, and that it is the people that make both the school and the curriculum what they are.

## **2.9 CURRICULUM PLANNING**

Curriculum planning, according to Eisner, is "the process of transforming images and aspirations about education into programs that will effectively realize the visions that initiated the process" Eisner uses the terms "images" and "aspirations" to describe the objectives a curriculum planner has in mind at the beginning of the process. These objectives

are seldom clear-cut, specific objectives; they are general visions and aspirations.

In the context of education, curriculum planning is then the process that seeks the realization of those images and aspirations through the selection of content, materials, and activities.

According to Tyler, when considering curriculum planning, it is important to take into account the parts in the curriculum and arrangement of these parts. The parts in the curriculum, also called components or elements, are: 1) aims, goals and objectives; 2) subject matter; 3) learning experiences; and 4) evaluation approaches.

Although most curriculum plans have the four elements within their design, they are often not given equal weight. Frequently, content or subject matter receives more emphasis than the other three. Sometimes, schools create plans that stress objectives and evaluation approaches. There are others that give emphasis to learning experiences or activities.

The choice of design type can be influenced by the planner's curriculum approach and philosophical orientation. A person's philosophical orientation or theoretical issues will affect the selection of objectives, the content selected and how it will be organized, the decisions about how to teach or deliver the curriculum content, and how to evaluate the success of the curriculum. It is also influenced by the objectives of the school.

### **Basic Curriculum Designs,-**

As mentioned before, the components of a curriculum can be organized in various ways, according to the approaches to curriculum. But Ornstein and Hunkins say that most curriculum designs are modifications of these three basic design types: 1) subject-centered design; 2) learner-centered design; and 3) problem-centered design.

## **2.10 THE TEACHER AND THE CURRICULUM**

Whether the teacher works in a school that encourages individualized education or in one where the objectives and content are specified in detail, the role of the teacher in curriculum decision making is always important. It is important because regardless of the curriculum plans the teacher will determine, once the classroom door is closed, the quality of school experiences the learners receive may change. For example, if a teacher believes that students should play a role in development of the curriculum, that they should have opportunities to decide what they study, then it is not likely to be possible to predict where a class will be in a month or two. The main purpose in such a view of educational planning is to encourage the student to develop competence and initiative. According to this view of teaching, the control of student progress and prediction of learning at a specific time are out of the question. But, even so, the teacher plays an important role in curriculum decision making, because it is the teacher who decides to give or not to give students the opportunity to assume curricular responsibility.

According to Doll, teachers perform three major tasks that make them effective improvers of the curriculum. They work and plan with pupils, engage in individual study, and share experiences with other



teachers. By working with children, they grow in insight and skill to provide better experiences to their students. To influence curriculum planning in a favorable way, teachers need to agree on their thinking, because only by knowing, accepting and promoting the goals of their schools, can teachers be helpful in curriculum planning. Group thinking can create a willingness to change, determine the quality of the decision making, and the extent of improvement. Therefore, In Doll's view, the teacher should be involved in every phase of curriculum making, including the planning of specific goals, materials, content, and methods.

In Ornstein and Hunkins' view, in order to guarantee continuity, integration, and unification of the curriculum, within and among subjects and grade levels, teachers must be actively involved in the planning, implementing and evaluating of the curriculum. According to them, it is the teacher who has understanding of teaching and learning, the needs and interests of students, and the content, methods and materials that are realistic. Therefore, it is the teacher who has the best chance of taking curriculum making out of theory and translating it into practice and utility.

The form of the curriculum can be loose or tight. The point is not the form that curriculum planning takes, but the fact that it must occur. Teachers as interpreters of educational policies decide if a curriculum occurs or not.

## **2.11 LEARNING PSYCHOLOGY**

### **Introduction .-**

As the title implies, the English language teaching tradition has been subjected to a tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. While the teaching of Maths or Physics, that is, the methodology of teaching Maths or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. As will become evident in this short paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning.

### **2.12.1 Language .-**

One particularly interesting field within the nature – nurture debate that has drawn heated testimony from both sides is languages acquisition. How much of our ability to produce and comprehend language is programmed into our genes, and how much do we acquire only with environmental stimulus? Obviously, language cannot be completely genetic. Humans speak a wide variety of different languages and very young children of any race or ethnic background can learn to speak and understand any of these if exposed to appropriate models at the proper time in development. Similarly, children cannot learn to speak a public language without this critical exposure. However, all human use language in form or another, and psychologists and linguists have noted many cross-lingual universals both in how children acquire language and in the inherent characteristics of the languages themselves. Therefore, as is the case with most aspects of human

behaviour, the truth most likely lies in some combination of nature and nurture.

The ability to use a language is a very important part of human cognition. In fact, some would argue that it is ability which distinguishes us from other animals. Regardless of one's view of the capability of animals to use language or language-like symbols, the fact that humans have language abilities far superior to those of other animals cannot be ignored. Despite the ubiquity of human linguistic ability, pinning down exactly how language helps us and how we use it is not at all a straightforward task. One obvious use for public language is to communicate one's thoughts to other people. In fact, this way seems like the only, or at least the most important, use of our linguistic abilities. However, both Howard Gardner and Andy Clark stress other uses. Gardner, for example, lists four discrete uses for public language in his *Frames of Mind: The Theory of Multiple Intelligences*:

1. People use language to induce action in other people. Examples of this might include a child asking a parent to hand him a toy that is on a high shelf or a boss sending a memo out to his employees asking them to hand in budget drafts by next Wednesday.
2. Language can be used as a tool by one individual to help that individual remember things. In this way, language expands cognitive abilities that are already present in the human brain. For example, a child may not be able to remember how many days are in December or May, but by learning the rhyme that begins, "Thirty days hath September?" he will easily be able to store these facts in memory. Wearing nametags at a conference

and making oral or written shopping list are other examples of using language to aid memory.

3. The third use of language involves the transfer of explanations or knowledge from one person to another. For example: the parent teaching his child how to tie his shoes and professor giving a lecture on ionic bonding are both using language to share their knowledge with another person. It is this use that can lead to cultural evolution. Which will be discussed later in this paper.
4. The fourth discrete use of language is to talk about language itself, or as Gardner states, "to use language to reflect upon language, to engage in metal-linguistic? Analysis " (78). A child asking his father what the word "wish", means and a linguist examining the syntactic rules of various languages are both using this type of ***"METAL – LINGUISTIC ANALYSIS"***.

## **PART THREE: METHODOLOGICAL DESIGN**

### **3.1 RESEARCH TYPE AND DESIGN.-**

Our investigation is done to determine the influence of Grammar Translation Method in the teaching-learning process of sixth and seventh year basic school students, and for this reason, we will take some theories and principles of English Teaching Methodology and Learning Psychology.

In addition to this, our work is dealing with two variables, and the relationship between them, so that the conclusions and recommendations can be used to improve the English Learning.

Finally, our research will be based on documents, charts and tables which will demonstrate the effectiveness of the teaching method, where the data will be gathered through class observation, surveys to teachers and students and test scores.

### **3.2 POPULATION AND SAMPLE.-**

As population we have 40 students of each grade of sixth and seventh years of "La Salle High School", with a total of 240 students, and 6 teachers who are working in all grades of the high school.

For the surveys, as a sample we took the 100% of teachers and the 20% of the total students, so that we can have a representative quantity for statistical purposes.

### **3.3 FIELDING.-**

In Addition to the traditional method used, we are also considering the probability that some other factors than the method are affecting the student performance, such as classroom resources, teacher training, class planning, etc.. For this purpose we collected data through surveys to teachers, students and classroom observation.

Finally we will relate all of these aspects so that we can have a clear idea of which of them and how much are influencing in the low student performance.

### **3.4 INSTRUMENTS FOR DATA COLLECTION.-**

*The following are the instruments by which we collected data and evidence.*

- A survey to students and teachers in order to obtain their subjective impressions.
- To be a participant observer in the classroom and make an ethnographic record of the teaching-learning process.
- Standardized tests in order to evaluate the development of the four skills in the students.

### **3.5 PROCESSING AND ANALYSIS .-**

#### **3.5.1 CLASSROOM OBSERVATION.-**

Through the classroom observation, we could get information about the methodology, activities, and some other aspects of the teaching – learning process in La Salle High School. (See Annex 1)

## **PART FOUR: TESTING THE HYPOTHESIS**

### **4.1 GRAPHICAL EXPOSITION OF RESULTS.-**

In addition to the class observation, we developed two kind of surveys focused to students and teachers and we applied a test with the purpose of collecting data, and have a real idea of how students feel in English classes, and how teachers carry out each lesson, on the other hand we analyze the affectation of teaching method, materials and the way that classes are given to the students.

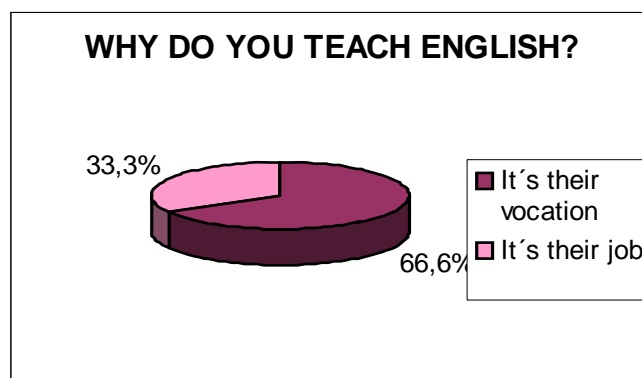
#### **4.1.1. SURVEY FOR TEACHERS:**

We develop our survey with all teachers of the Language Department of "La Salle" High School.

The Language Department is composed by six teachers, the ones that teach this subject to all the School Grades.

The following dates are the results and its corresponding analysis that we show by means of graphics to each question.

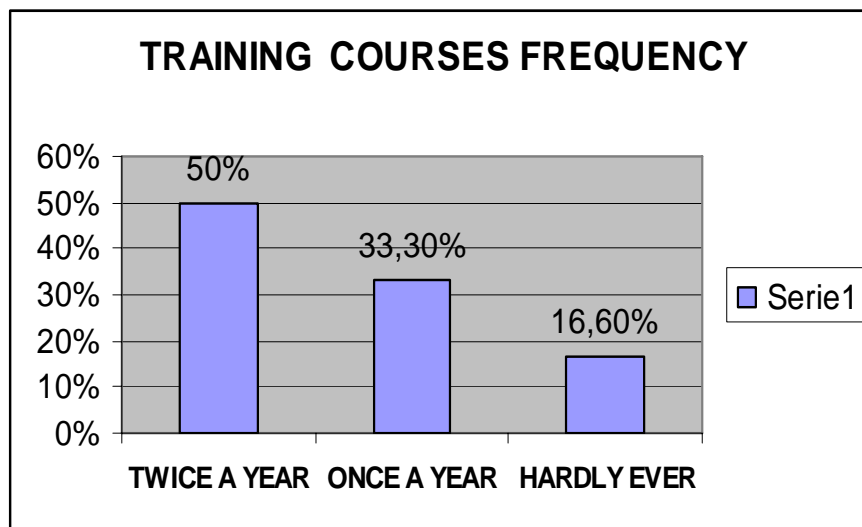
#### **1. Why do you teach English?**



<b>Percentage:</b>		<b>Equivalence:</b>
66,6%	It's their vocation	4
33,3%	It's their job	2

In reference to the survey made to the teachers of the Languages Area, we could see that the 66,6% answered that they teach English because it's their vocation, and the 33,3% answered that they teach it, because it's their job. Therefore, we can assume that there aren't enough motivation to teach this subject appropriately to the children.

**2. How often do you attend to training courses or seminars?**



**PERCENTAGE**

**EQUIVALENCE:**

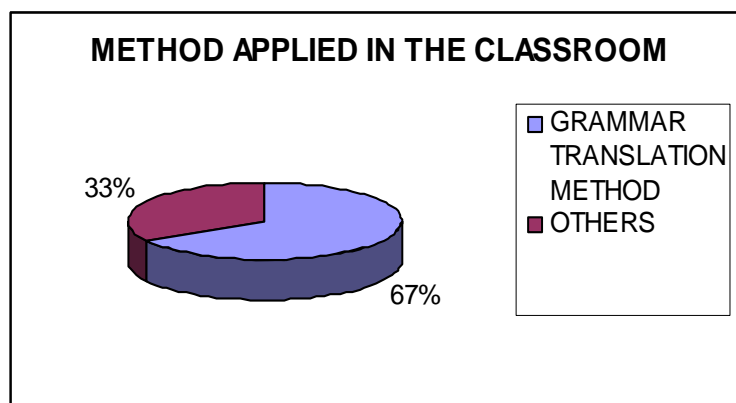
50%	twice a year = 3 teachers
33,3%	once a year = 2 teacher
16,6%	hardly ever = 1 teacher



In reference to training courses and seminars, we have had the following results:

- The 50% of them attend to training courses or seminars twice a year, but in this percentage they express that they financed by themselves. On the other hand, the 33,3% attend to training once a year, and we have a 16,6% that hardly ever have the chance of attending to this kind of training.
- This lack of teaching instruction has conduced to use a traditional and obsolete methodology that don't let children learn English as a Second Language by using modern strategies.
- As consequence of this, they concluded that the poor training is due to the following factors:
  - Lack of educational planning.
  - There aren't educational agreements with specialized centers of EFL.
  - The Institution doesn't give the enough facilities to attend to training programs.

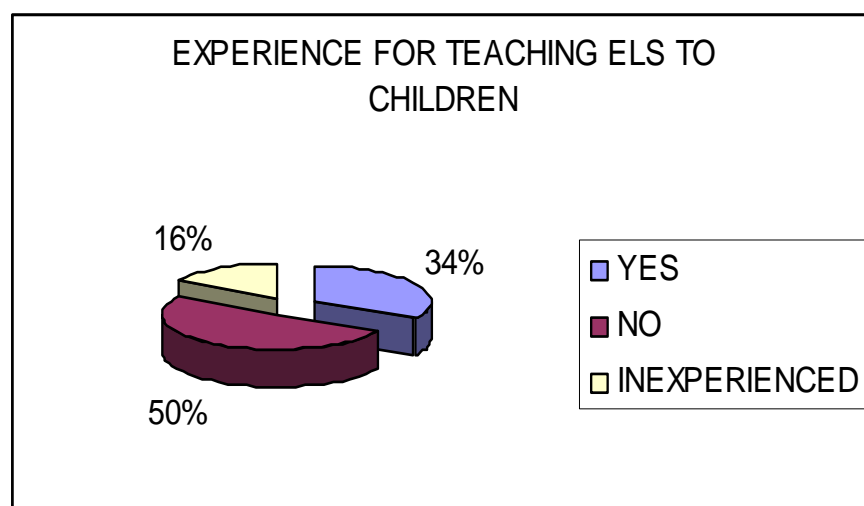
**3. What kind of method do you usually apply in the classroom?**



PERCENTAGE		EQUIVALENCE:
66,6%	Grammar Translation Method	4
33,3%	Others	2

According to the picture we realize that 66,6% (4 teachers) affirm that they use the Grammar Translation Method for teaching EFL to their pupils and said that this method has been used by them for many years since they think that nobody has suggested or proved another technique or alternative method because of the lack of resources, qualified personal and an old thinking about the way in which the students should learn the language. The 33,3% (2 teachers) said that use other methods since they work with little children and the ones need another kind of methodology so that Learning can be entertaining instead of boring and stressful.

**4. Do you consider that you are qualified for teaching children?**



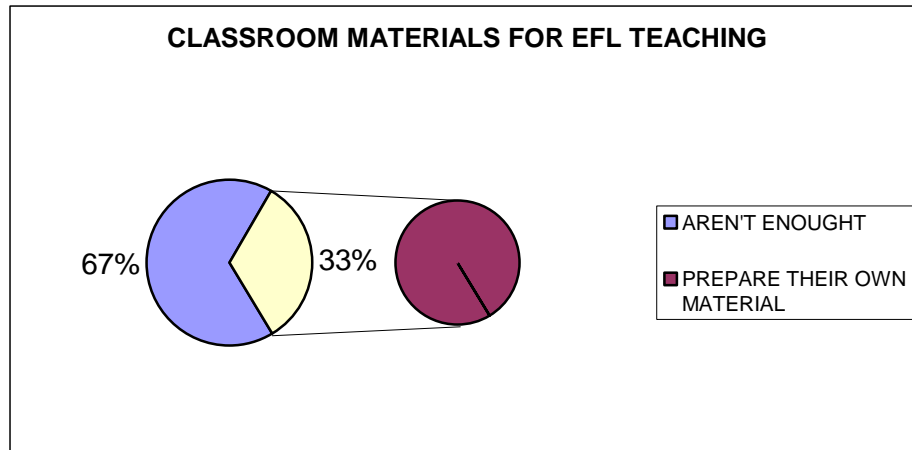
PERCENTAGE:	EQUIVALENCE:
33,3%	(2) = YES
50,%	(3) = NO
16,6%	(1) = Inexperienced

According to the picture, we can see that: **33,3% that represents 2 teachers**, of six, consider that are qualified for teaching children since they have worked with children for many years and they have received seminars and have attended to courses for teaching EFL to children.

On the other hand they affirm that all the courses and seminars have been financed by themselves and according to their experience; the latest research shows that learning a second language does more than just make our children bilingual. It actually “supercharges” their brains, stimulating neurons to form more and more connections, leading to better academic performance and higher test scores.

**50%**, that represents 3 teachers; the half of the staff, affirm that it happens because the department doesn't have enough support from the “High School” to attend to seminars or courses, on the other hand the 16,6% (one teacher) has never had experience teaching children and he would like to receive training courses or innovative techniques for teaching ESL to their little pupils.

**5. Could you evaluate the classroom resources (materials).**



**PERCENTAGE:**

**66,6%**

**33,3%**

**EQUIVALENCE:**

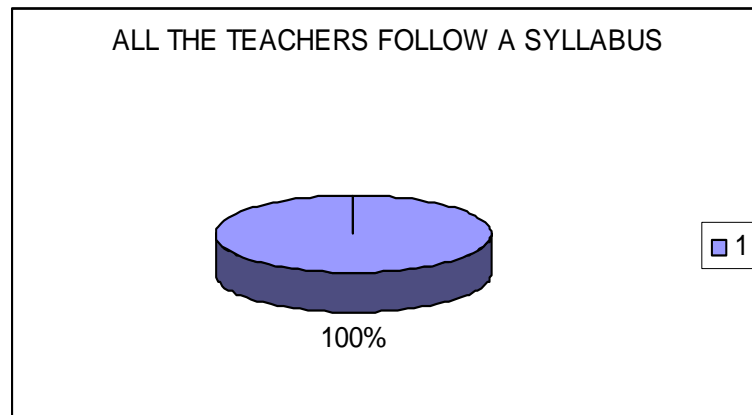
(4) = are not enough

(2) = Prepare their own material with their own Resources.

As we have in the picture: 66,6% (four teachers) state that there aren't enough resources for the teaching of EFL to children. They said that the materials are old and most of them are out of date. Therefore it's a kind of difficult to teach a foreign language with out innovative tools that let them interact with their students in the classroom, on the other hand the materials the department has aren't modern and they need to be changed by other new ones that help students to put in practice everything learned in the English class and at the same time it let them realize how much knowledge their pupils have and in order to reinforce their back spaces. 33,3% that represents: 2 teachers said that they

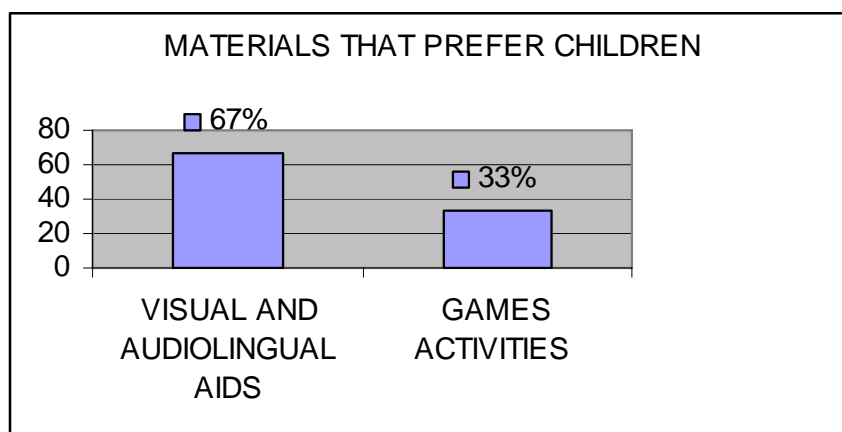
prepare their materials by themselves because their younger pupils requires a lot of visual aids, and the audio-lingual aids are enough to teach them EFL, since they need materials that get more attention so that they can learn by playing in class.

**6. How much time do you assign for planning the every day class?**



100% of them follow the High School syllabus, and affirm that they distribute their time for classes each week, because they have to cover up with all the units programmed for the year, weekly, that's why they have weekly meetings in which they express their owns about the students and the development of the learning process. They have an area planner that manages the pedagogical field to evaluate the regular development of teaching and learning of the students and teachers.

## 7. Which material gets more attention in your pupils?



### PERCENTAGE:

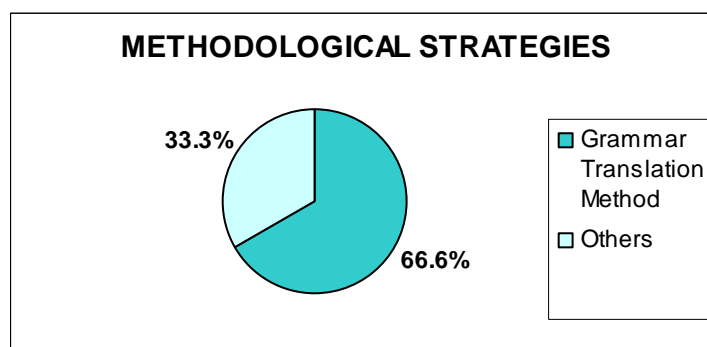
- 67% (4 teachers)
- 33% (2 teachers)

### EQUIVALENCE:

- Visual and audio-lingual aids
- Games, plays and so on

As we can see in the picture; 67% (4 teachers) affirm that they get more attention from their pupils by using visual and audio-lingual aids for teaching English language in the high grades of the school, instead of memorizing grammar structures and long lists of vocabulary by during all the school year, on the other hand the 33% (2 teachers) state that their pupils ( ages between five, six, seven years old ), prefer learning English by playing in class, by listening to songs, watching videos and specially with draws, flash cards, colors, puppets and plays.

**8. Which methodological strategies do you apply in the classroom?**



**Percentage:**

66,6% Grammar Translation method

33,3% Other methods

**Equivalence:**

4

2

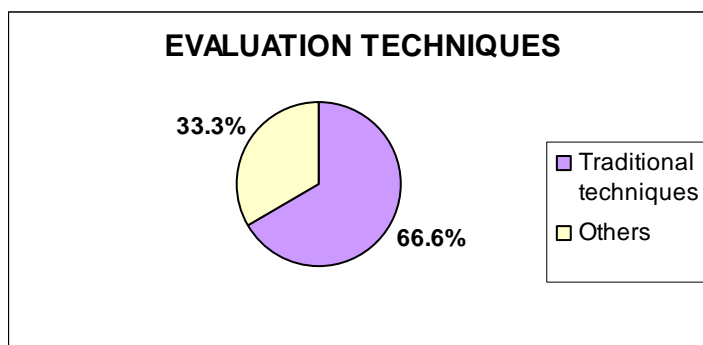
The 66.6% of teachers said that they work with the following strategies:

- Translation of a literary passage
- Reading comprehension questions
- Memorization
- Deductive application of grammar

Consequently, we see that most of teachers are working with the Grammar Translation Method.

The 33.3% correspond to two teachers who are teaching children of first and second year of basic school, and they are working with games, puzzles, colors, draws, because those are typical techniques for children of 5 and 6 years old.

## 9. What kind of evaluation techniques do you use in class?



### Percentage:

66,6% Traditional techniques

33,3% Others

### Equivalence:

4

2

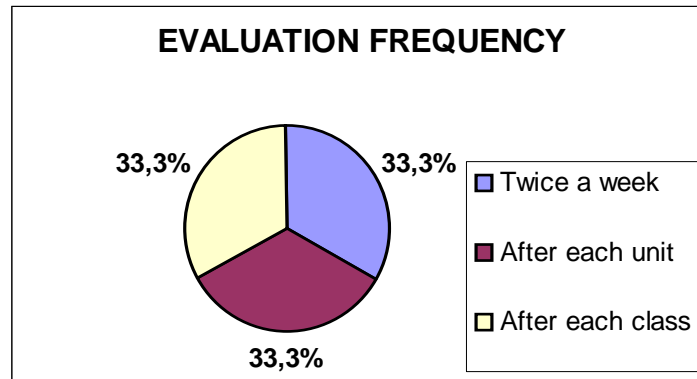
The 66.6% of teachers usually evaluate their students with the traditional techniques, for instance:

- Written tests
- Oral lessons
- Compositions

The 33.3%, as we said before, are teachers for first and second years of basic school, and they evaluate the performance of their students in each class activity completed by them, their draws, their handbooks and home works.



**10. How often do you evaluate them?**



**Percentage:**

33.3% Twice a week  
33.3% After each unit  
33.3% After each class

**Equivalence:**

2  
2  
2

According to the evaluation frequency, the 33.3% of teachers perform it twice a week, the 33.3% after each unit and the 33.3% after each class.

**11. Do you interact in class with your students?**

**Percentage:**

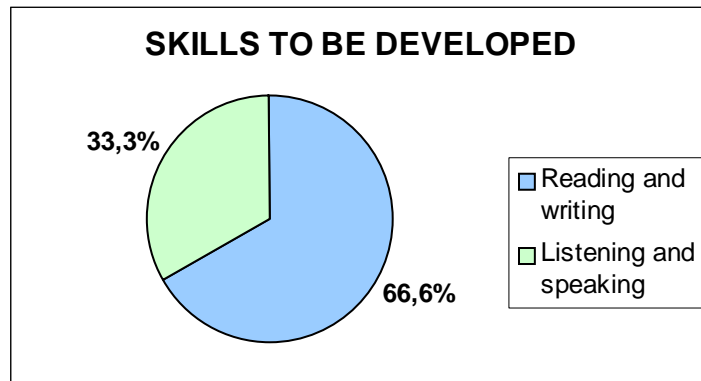
100%

**Equivalence:**

6

All teachers of Languages Area answered that they have a good interaction with their students, because it is the best way of develop self confidence in them.

12. Do you consider that you are working on the four skills so that your pupils can be able to communicate effectively.



**Percentage:**

66,6% Reading and writing

33,3% Listening and speaking

**Equivalence:**

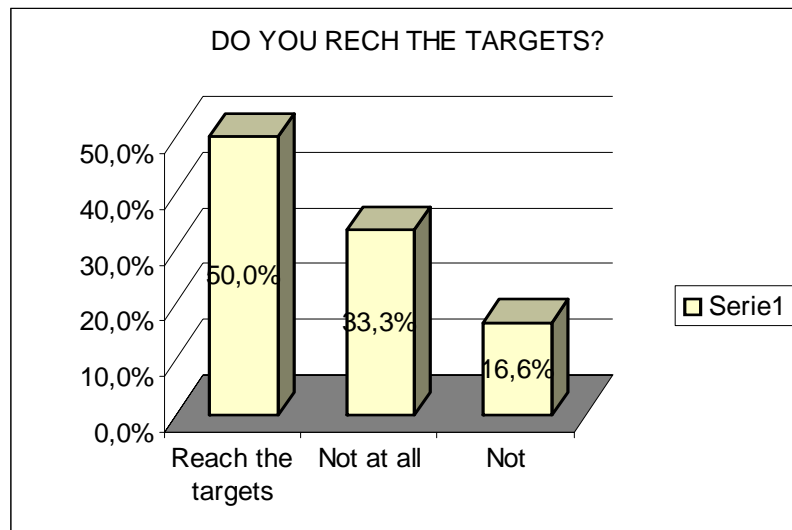
4

2

In reference to the four skills, the 66.6% of teachers emphasize in reading and writing because these are the primary skills to be developed, they give little attention to speaking and listening.

The two teachers of elementary years emphasize in listening and speaking, because they children are not able yet of writing and reading.

**13. Do you reach the targets established according to the syllabus for the school year?**



**Percentage:**

50%      Reach the targets  
33,3%    Not at all  
16.6%    Not

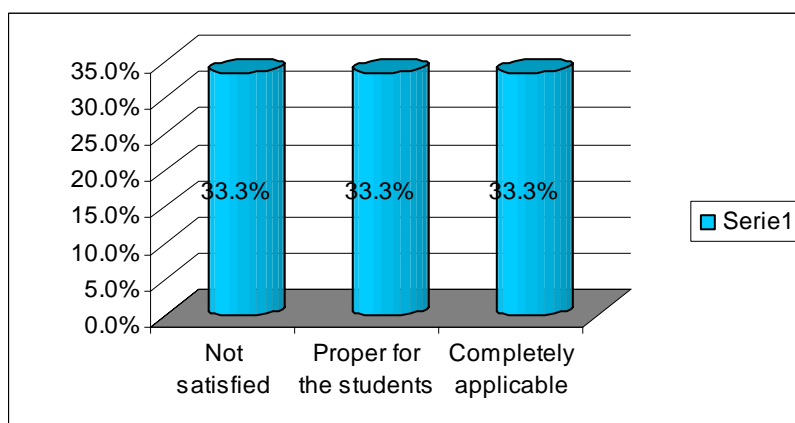
**Equivalence:**

3  
2  
1

According to the distribution we can see that only the 50% of teachers reach the targets stated at the beginning of the year, the 33.3% said that not at all, and the 16.6% said not.

Some factors like a proper planning, institutional troubles, and organization have lead to don't accomplish the targets initially stated.

**14. Do the student books satisfy all the requirements that you need to teach English as Foreign Language?**



**Percentage:**

33.3% Not satisfied

33,3% They are proper for the students

33.3% Completely applicable

**Equivalence:**

2

2

2

In this distribution we can see that the 33.3% of teachers are not satisfied with student books, because they don't contain enough information for the students, or there are not applicable exercises or homework.

The 33.3% said that the student books are proper for the students, but there are some things that are not applicable, because of the teaching method they are following.

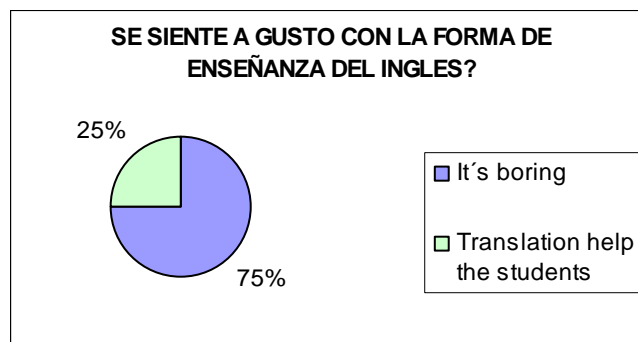
The 33.3% of teachers (first and second years of basic school) stated that the student books are completely applicable for children of 5 and 6 years old, because they contain games, puzzles, draws, and some

exercises that help them to understand the meaning of words and expressions.

#### 4.1.2 SURVEYS FOR STUDENTS:

Due the low level of comprehension, of the students we prepare a survey with questions in Spanish in order to get precise responses to obtain real dates to accomplish our investigation.

#### 1. Se siente a gusto con la forma de enseñanza del Idioma Inglés?



#### PERCENTAGE:

**75%** They are boring.

**25%** The use of translation help the students

#### EQUIVALENCE:

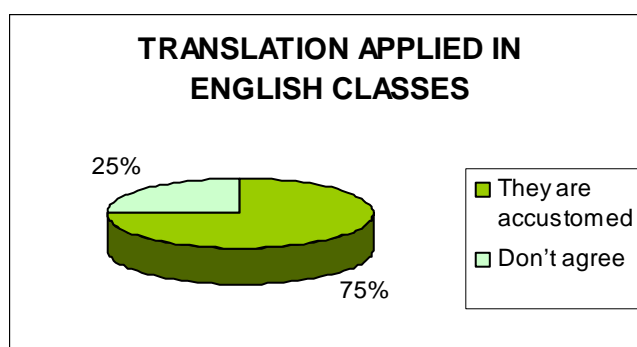
**36**

**12**

According to the survey made, the 75% of students considered English classes boring since they get confused specially at the moment that teachers use Spanish in teaching English, because it doesn't let them to

get familiarized with the target language, it consequently produces that they refuse to get used to English Language as their communicative language. On the other hand the 25% affirm that the use of translation in class, help them to understand English Language, but at the same time, they said that it causes a lot of problems at the moment they try to use EFL, communicatively, since they have problems in speaking and listening and they don't feel motivate to think and express their ideas in the target language spontaneously.

**2. Está de acuerdo que en las clases de la materia de Inglés, se utilice la traducción en español?**



**PERCENTAGE:**

**75%** They are accustomed

**25%** Don't agree

**EQUIVALENCE:**

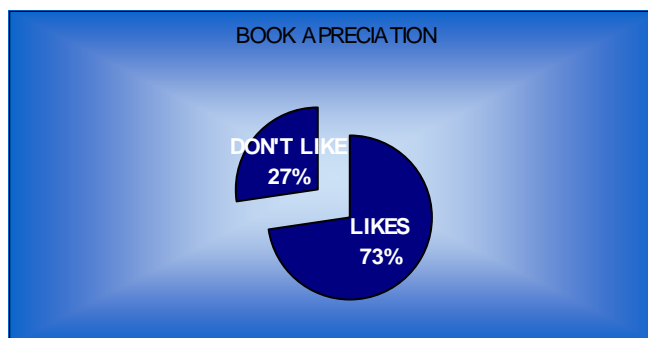
**36**

**12**

As we realize before the 75% are accustomed to understanding the English classes with its respective translation although it adapt to having problems at the moment of catching the ideas, as a consequence of this, the students usually mix both languages.

The 25% that are 12 students aren't agree on this, since they said that it doesn't let them to get familiarized with the foreign language.

**3. Se siente a gusto con los libros que usted utiliza para el aprendizaje del Idioma?**



**PERCENTAGE:**

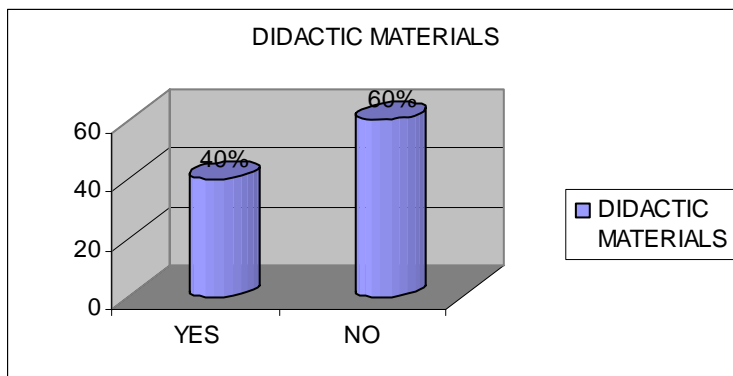
73% Not satisfied  
27% they are acceptable

**EQUIVALENCE:**

35  
13

In reference to this question, we can observe that the books the students use in class don't encourage them to learn didactically since the 73% affirms that the books have too much grammar rules and a few visual aids to be the learning process enjoyed. The 27% accept this material but they state that it has too much grammar structures and vocabulary and idiomatic expressions that are a little difficult to understand and put in practice.

**4. Le parecen suficientes los materiales que el profesor emplea en el salón de clase?**



**PERCENTAGE:**

60% They are not enough

40% They are acceptable

**EQUIVALENCE:**

29

19

The 60% of students expressed that the materials they have in class aren't enough because they would learn English with innovative materials such as: multimedia, videos, tapes and so on.

The 40% consider that all the material they have in the classroom is enough for them.

**5. Que nuevos materiales y recursos didácticos le gustaría que el profesor emplee en clase?**

As we realize before, all the students agreed on the use of innovative materials such as: videos, multimedia, tapes, visual aids because it's an enjoyable way of learning. On the other hand some of them would like that their teachers use activity games to learn by playing instead of using the traditional materials that make the class boring.



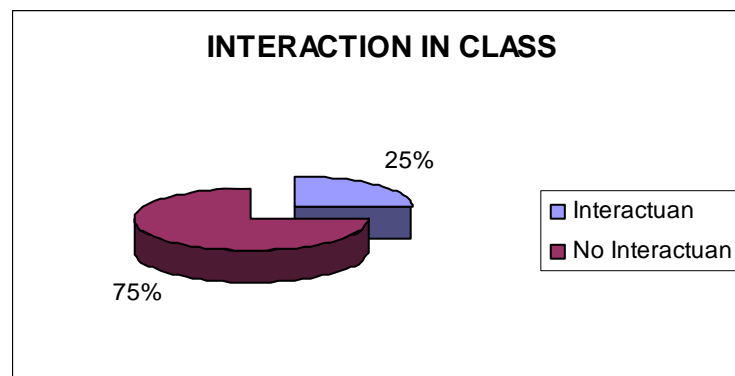
**6. Está de acuerdo en memorizar largas listas de palabras con su significado en español?**

They aren't agreed on this because all the students are given lists of target language vocabulary words with their native language equivalence and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

**7. Cree que esto le ayude al correcto y efectivo aprendizaje del vocabulario?**

This practice used by the teacher make learning vocabulary, tedious and boring, consequently the student in most of cases get confused and refuse to learn EFL.

**8. Interactúa en clase con el profesor?**



**PERCENTAGE:**

**75%** Don't interact

**25%** Interact

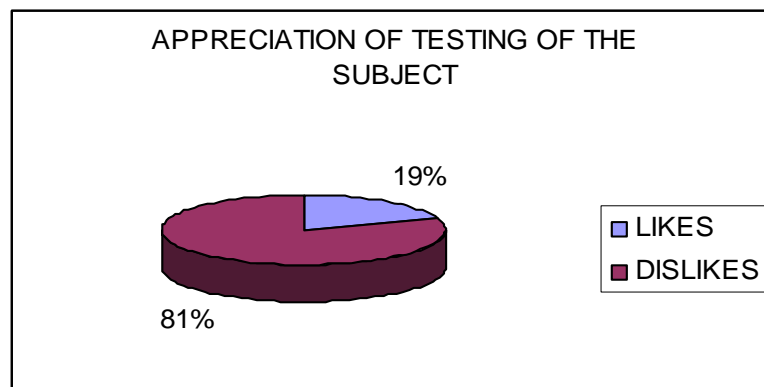
**EQUIVALENCE:**

**36**

**12**

As we can observe in the Picture: 36 students that represent the 75% said that they don't interact in class with their teachers and it isn't good because Cooperative and collaborative learning involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that the students and teachers work together that is important. As we can appreciate there isn't enough interaction between teachers and students and in learning strategy training, the teacher should help students learn how to learn more effectively since in cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively.

**9. Está de acuerdo con la forma en la cual el docente evalúa su rendimiento del Idioma?**



**PERCENTAGE:**

**81%** Dislikes  
**19%** They are accustomed

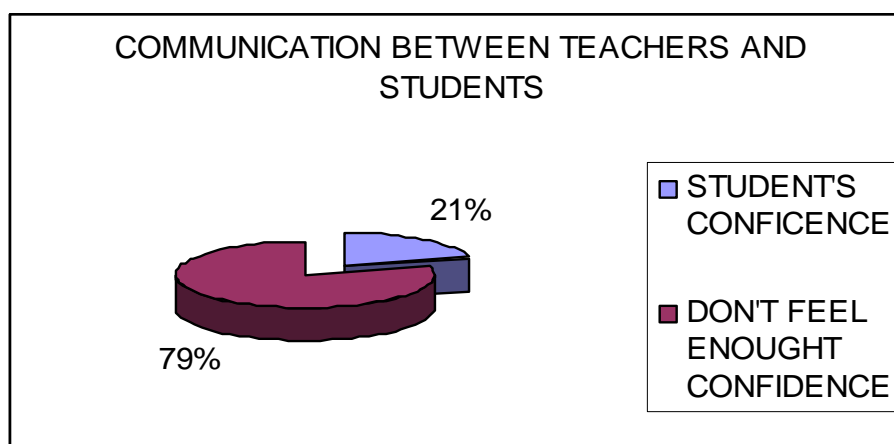
**EQUIVALENCE:**

**38**  
**10**

The 81% of the students dislike the evaluation performed by their teachers, because it consists mainly in memorization of grammatical rules, vocabulary, verb conjugations and so on, which make learning a tedious and hard process of learning. On the other hand, tests where they are asked to translate from their native language to the target language often get them confused, and as a consequence of this they fail in the scores.

The 19% of students are accustomed of this way of testing where they are memoirists instead of interpreters

#### 10. Siente confianza al realizar preguntas al maestro?



#### PERCENTAGE:

21% Have confidence  
79% Don't feel confidence

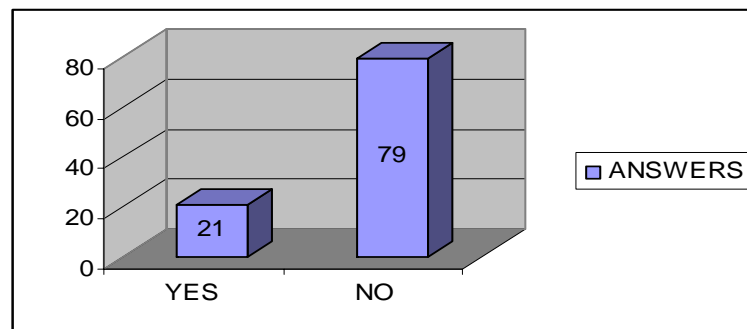
#### EQUIVALENCE:

8  
40

For this question we have a high percentage of students that said that don't feel confidence at the moment of making questions or asking for

any information they require when they have doubts because in most of cases teachers are too strict and rude at the moment of receiving questions from their pupils and therefore the students feel frightened of expressing their doubts and consequently this factor contribute to increase their blank spaces at learning EFL and as a result of this; students don't care about the subject development and it produces dislike of learning it.

### 11. Satisface su inquietudes o dudas?



#### PERCENTAGE:

**21%** Teachers satisfy their doubts

**79%** Teachers don't satisfy their doubts

#### EQUIVALENCE:

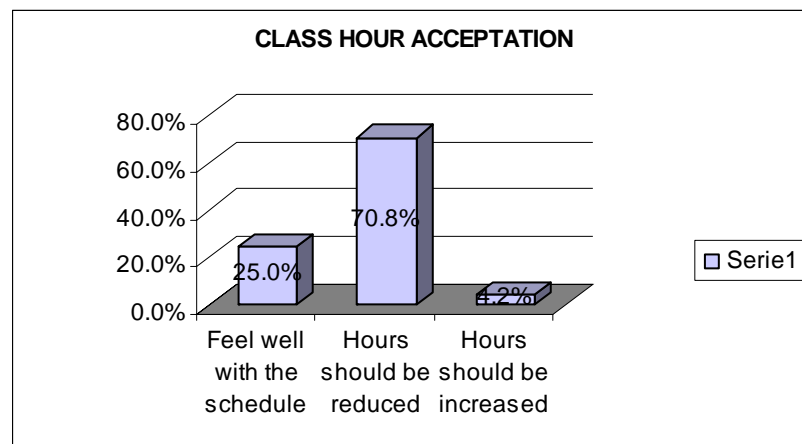
8

40

As we can observe in the picture, most of students state that their teachers don't satisfies their doubts and questions respect to the subject, because there isn't an effective communication in the classroom, and students don't feel enough confidence to express their ideas about the subject and it produces a lot of anxiety in them because they think that they aren't able of leaning EFL. That's why

teachers should facilitate communication in the classroom. In this role, one of their major responsibilities is to establish situations likely to promote communication. During the activities they act as advisers, by answering student's questions and monitoring their performance. He might note of their errors to be worked on at a later time during more accuracy-based activities. At other times he might be a communicator' engaging in the communicative activity along with students.

**12. Esta de acuerdo con las horas de clase semanales que usted, recibe la asignatura?**



**Percentage:**

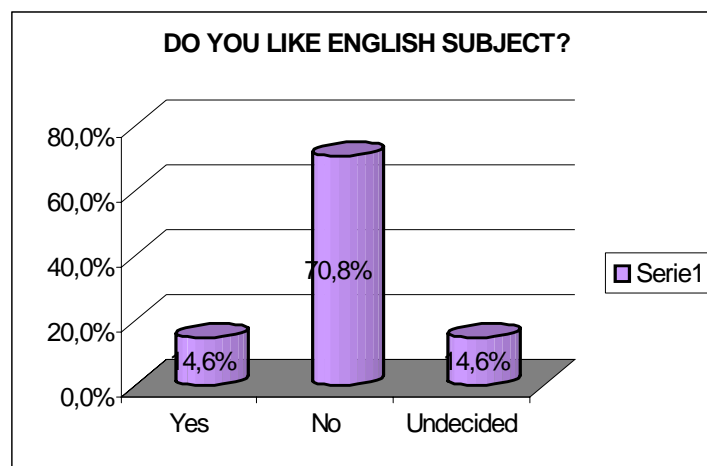
25%	Feel well with the schedule	12
70.8%	Number of class hours should be reduced	34
4.2%	Number of class hours should be increased	2

**Equivalence:**

In this case, we can see that this subject has the 25% of students acceptance, because the student feel well with the schedule, the 70.8% said that the number of class hours should be reduced, and just the

4.2% stated that this subject should increase its number of class hours.

### 13. Le gusta la asignatura de Inglés?



#### Percentage:

14.6% YES  
70.8% NO  
14.6% Undecided

#### Equivalence:

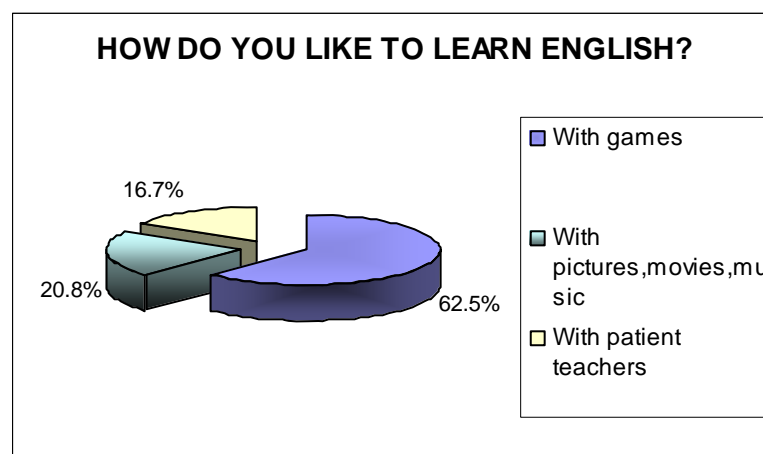
7  
34  
7

The 14.6% of students said YES, the 70.8% said NO, and the 14.6% are undecided.

Students that answered YES stated that this subject is interesting, and some of them said to have lived in The united States for a certain time. On the other hand, students which answered NOT stated that this subject is boring, confusing and difficult, and some of them are undecided because they are accustomed to the routine of every class.

According to these responses we can see that something is happening in the way of students are learning English Language, so it would be advisable to review the methodology of teaching in order to increase the acceptance and comprehension of this subject.

#### 14. Cómo te gustaría aprender el idioma?



**Percentage:**

**Equivalence:**

62.5%	With games	30
20.8%	With pictures, movies, music	10
16.7%	With patient, comprehensible and tolerant teachers	8

The 62.5% of students answered that they would like to learn with games, the 20.8% said that pictures, movies, music would be an interesting way of learning, and the 16.7% stated that more comprehensible, patient and proactive teachers would help them to learn more easily this subject.

As a conclusion and outline of the surveys we have designed an affectation chart where we take in to account the interrelation among institution, teachers, and students. Consequently we proof the

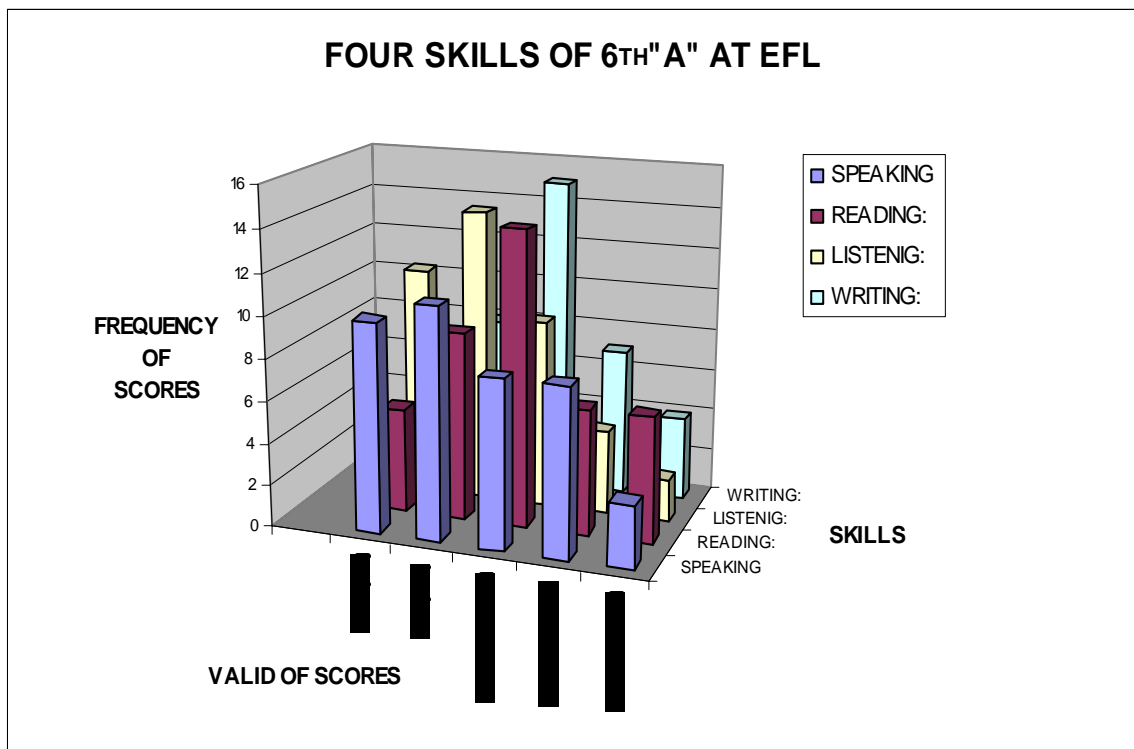
incidence that has the methodology, classroom resources, and some other aspects in the student performance. (See annex 2).

#### **4.1.3 STUDENT`S TESTING PERFORMANCE BASED ON THE FOUR SKILLS.-**

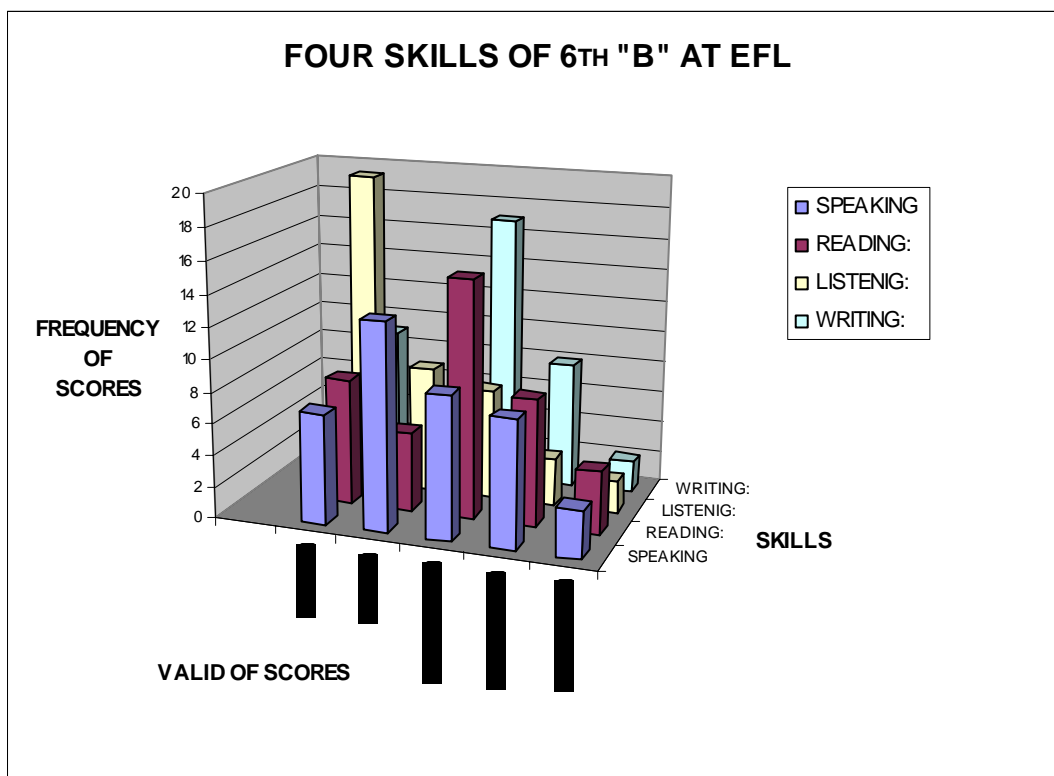
We applied a test (See annex 4) in order to evaluate the development of the four skills in the students of 6<sup>th</sup> and 7<sup>th</sup> grade which results showing the following:



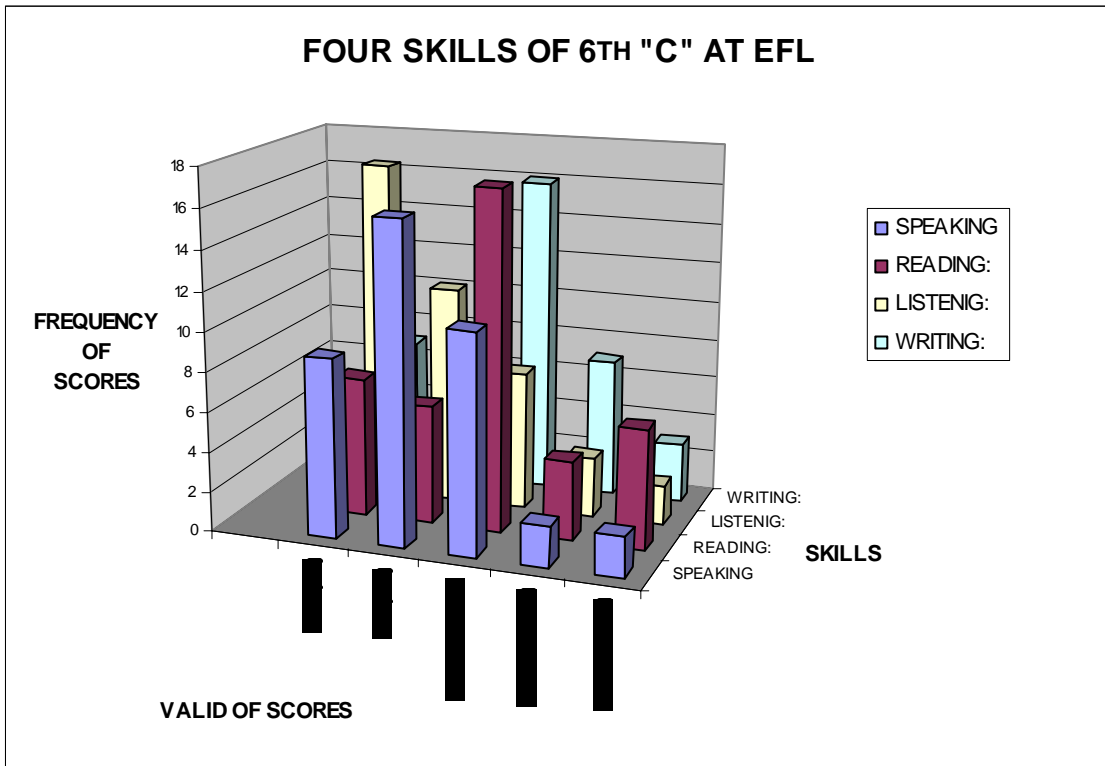
SIXTH GRADE "A"								
VALID OF SCORES	SPEAKING		READING:		LISTENIG:		WRITING:	
	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:
Poor (1-2)	10	25%	5	13%	11	28%	6	15%
Fair (3-4)	11	28%	9	23%	14	35%	8	20%
Acceptable (5-6)	8	20%	14	35%	9	23%	15	38%
Very good (7-8)	8	20%	6	15%	4	10%	7	18%
Excellent (9-10)	3	8%	6	15%	2	5%	4	10%
<b>TOTAL STUDENTS:</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>



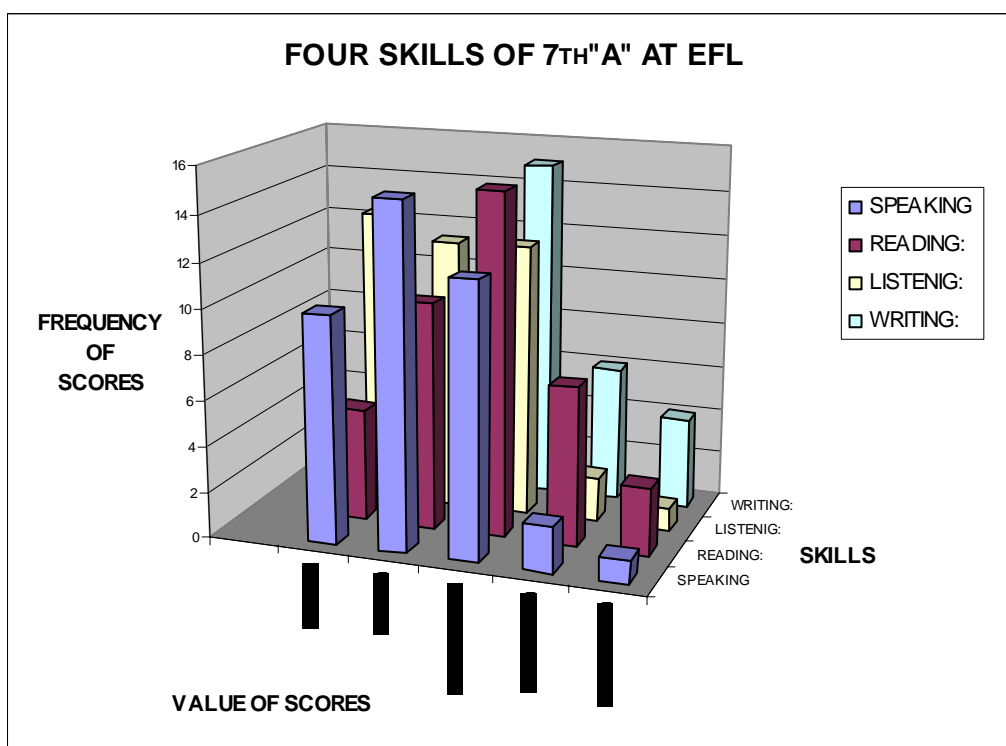
<b>SIXTH GRADE "B"</b>								
<b>VALID OF SCORES</b>	<b>SPEAKING</b>		<b>READING:</b>		<b>LISTENIG:</b>		<b>WRITING:</b>	
	<b>FREQUENCY:</b>	<b>PERCENT:</b>	<b>FREQUENCY:</b>	<b>PERCENT:</b>	<b>FREQUENCY:</b>	<b>PERCENT:</b>	<b>FREQUENCY:</b>	<b>PERCENT:</b>
Poor (1-2)	7	18%	8	20%	20	50%	9	23%
Fair (3-4)	13	33%	5	13%	8	20%	4	10%
Acceptable (5-6)	9	23%	15	38%	7	18%	17	43%
Very good (7-8)	8	20%	8	20%	3	8%	8	20%
Excellent (9-10)	3	8%	4	10%	2	5%	2	5%
<b>TOTAL STUDENTS:</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>



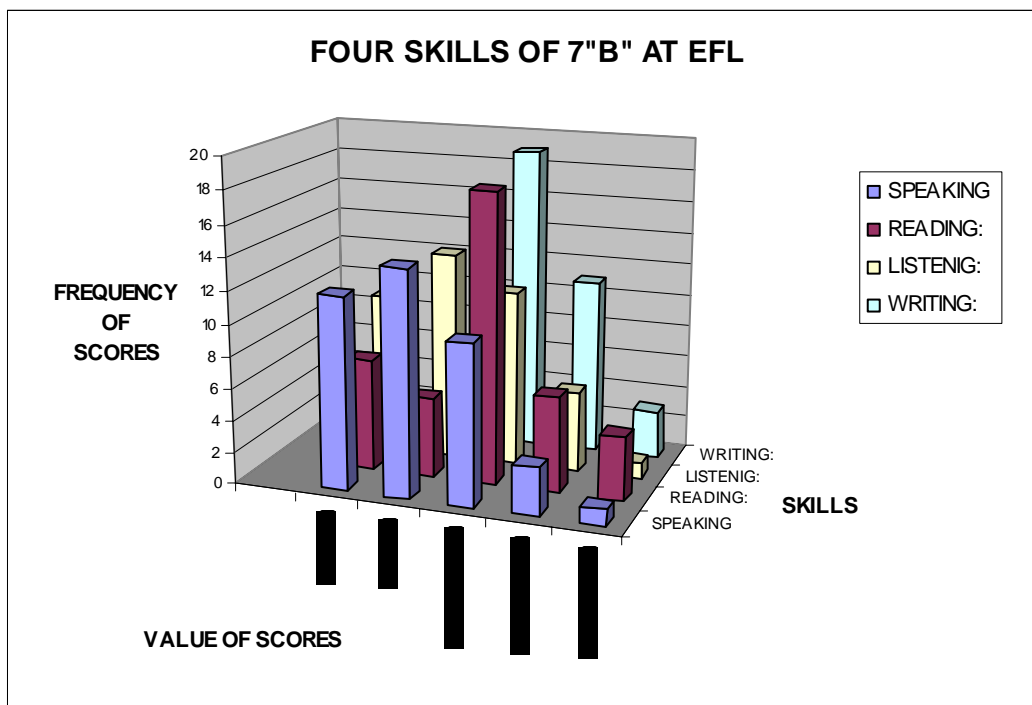
SIXTH GRADE "C"								
	SPEAKING		READING:		LISTENIG:		WRITING:	
	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:
Poor (1-2)	9	23%	7	18%	17	43%	7	18%
Fair (3-4)	16	40%	6	15%	11	28%	7	18%
Acceptable (5-6)	11	28%	17	43%	7	18%	16	40%
Very good (7-8)	2	5%	4	10%	3	8%	7	18%
Excellent (9-10)	2	5%	6	15%	2	5%	3	8%
<b>TOTAL STUDENTS:</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>



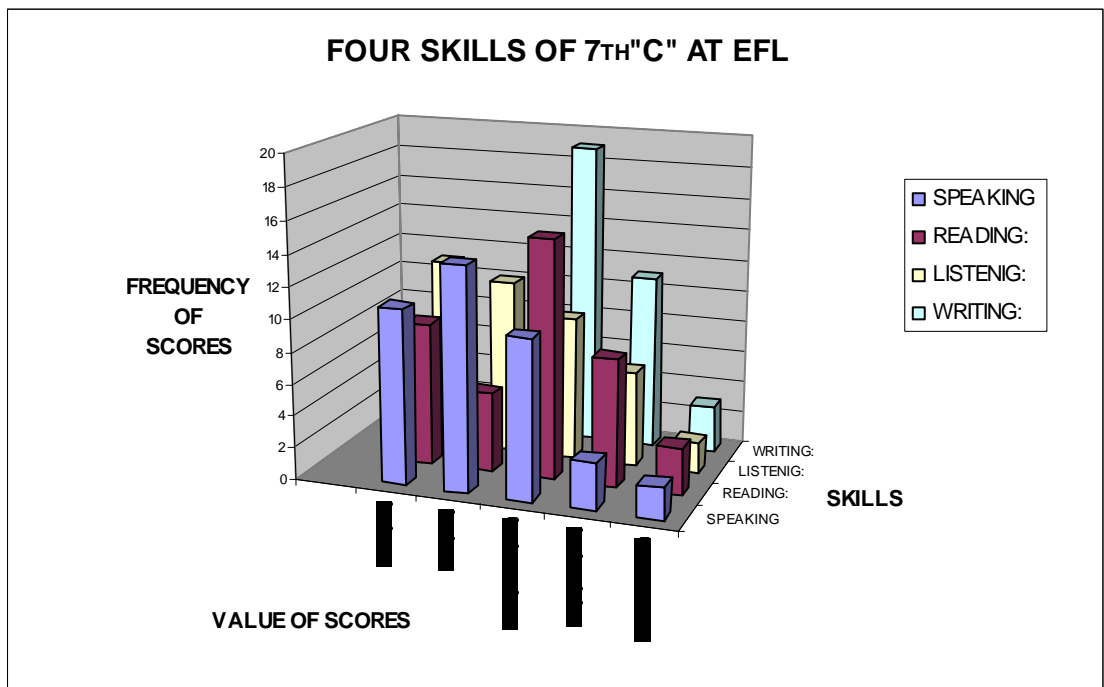
SEVENTH GRADE "A"								
SPEAKING			READING:		LISTENIG:		WRITING:	
VALID OF SCORES	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:
Poor (1-2)	10	25%	5	13%	13	33%	7	18%
Fair (3-4)	15	38%	10	25%	12	30%	8	20%
Acceptable (5-6)	12	30%	15	38%	12	30%	15	38%
Very good (7-8)	2	5%	7	18%	2	5%	6	15%
Excellent (9-10)	1	3%	3	8%	1	3%	4	10%
<b>TOTAL STUDENTS:</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>



SEVENTH GRADE "B"								
SPEAKING			READING:		LISTENIG:		WRITING:	
VALID OF SCORES	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:
Poor (1-2)	12	30%	7	18%	10	25%	2	5%
Fair (3-4)	14	35%	5	13%	13	33%	5	13%
Acceptable (5-6)	10	25%	18	45%	11	28%	19	48%
Very good (7-8)	3	8%	6	15%	5	13%	11	28%
Excellent (9-10)	1	3%	4	10%	1	3%	3	8%
<b>TOTAL STUDENTS:</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>



SEVENTH GRADE C								
SPEAKING			READING:		LISTENIG:		WRITING:	
VALID OF SCORES	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:	FREQUENCY:	PERCENT:
Poor (1-2)	11	28%	9	23%	12	30%	2	5%
Fair (3-4)	14	35%	5	13%	11	28%	5	13%
Acceptable (5-6)	10	25%	15	38%	9	23%	19	48%
Very good (7-8)	3	8%	8	20%	6	15%	11	28%
Excellent (9-10)	2	5%	3	8%	2	5%	3	8%
<b>TOTAL STUDENTS</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>40</b>	<b>100%</b>



## 4.2 ANALYSIS OF RESULTS

### 4.2.1 HYPOTHESIS PROOF.-

As a proof of our hypothesis we have designed a cause – effect diagram, where we analyze the causes that produce low grades, generating in the students a deficiency of English Learning. On the other hand we also analyze how much affect the methodology and classroom resources in students´ performance. (see annex 3).

## 4.2 CONCLUSIONS

According to the evaluations and surveys applied in the students and teachers of 6<sup>th</sup> and 7<sup>th</sup> grades, of “La Salle High School”, the analysis showed that most of them have a serious problem in the speaking and listening skills, because as we have shown through the process of our investigation, this method focuses on translation grammatical forms, memorizing vocabulary, learning rules and studying conjugations. Its focus is on **accuracy**.

(Accuracy refers to the ability to produce grammatically correct sentences that are comprehensible) and not **fluency** (Fluency refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech). Emphasis is on form and not on meaning. Another problem with this method is that most of the teaching is done through explanation in the learner's first language.

This aspect has produced generations of students that couldn't engage in simple conversations in EFL, and refuse learning English language. However, no method should be entirely discarded. Some have claimed that aspects of this method are useful in teaching *writing and reading*, that's why we can realized, that the analysis shows a positive level in both skills.

On the other hand, Even if it were possible to fully develop one or two skills in the absence of all the others (speaking and listening), such an approach would not ensure adequate preparation for later success in academic communication, career-related language use, or everyday interaction in the language, because Grammar translation method make students to analyze grammar and to translate (usually in writing) from one language to another and it restricts language learning to a very narrow, non communicative range that does not prepare students to use the language in everyday life.

#### **4.4 RECOMMENDATIONS .-**

- Teachers should be trained in strategies of teaching-learning process to teach children. They should use appropriate techniques and resources in teaching English as a Foreign Language.
- We need to guide all the students. We should really educate them, and not limit ourselves to just teaching the languages skills.
- It's important that we know our students' needs in order to improve their understanding of English as a foreign language.



For all of these aspects and with all the observations registered thought our investigation about the incidence of this method in the students of 6<sup>th</sup> and 7<sup>th</sup> grades of "La Salle High School", we considered appropriated to insert and suggest others innovative methods that can help students to learn English without frighten and help them to get familiarized with EFL and get fun at the same time, prepare students to use the language in everyday life. For all of these aspects and with all the observations registered thought our investigation about the incidence of this method in the students, we considered appropriated to use not a specific method but some innovative strategies to apply in the classroom to teach children EFL by using a lot of visual aids resources as: flash cards, worksheets, EFL games, songs sheets, outdoor activities, sock puppet dialogues, classroom posters, movies, and so on.

Role play provides children with the opportunity to meaningfully to interact with their second language.

On the other hand the warmth of the classroom and how comfortable the child feels with the teacher, contributed a lot in children learning, because, it also influences in language acquisition.

## **Annex 1**

### **Methodology applied at "La Salle High School".-**

"La Salle High School", has been employing for many years the "Grammar Translation Method" to teach basic grammar rules and vocabulary to all grades of basic school.

The main problem is that this method has not been too effective because students speak Spanish as their first language they are not completely immerse in a foreign language environment in the classroom and, in part, because they are not encouraged to use the foreign language.

Although English is the language of instruction as a special subject (foreign language), Spanish is often used by the teacher to ensure understanding of contents, and children freely, use Spanish to communicate with their teachers and peers in social and ac academic contexts.

In general, children appear to understand the new vocabulary, which is introduced in context, but they rarely, use it, and when they do, they use the corresponding word in Spanish. Thus, the use of English for self expression and to perform social and academic functions does not really happen.

### **3.5.1.2 Daily activities .-**

The first activity of the class is always to sing a song, "the good morning song". During this time, students stand up; the teacher greets them, takes attendance, and goes over the activities of the class. This is also the time when new material is introduced or when old material is received or reinforced.

The new material is always introduced in context. The teacher reads a book, tells the children a story, or engages students in a game. Often, Spanish is used by the teacher to ensure understanding of the new material. Each activity is followed by a discussion and questions from the teacher.

The textbooks have in the beginning of each chapter, some readings, and the students translate the passage from the target language into their native language. This provides the focus for several classes: vocabulary and grammatical structures. The passage is excerpted from some work from the target language literature, or the teacher may write a passage carefully designed to include particular grammar rules and vocabulary. The translation may be written or spoken or both.

Students don't translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

Some vocabulary is introduced according to their relationship with the environment. For example, the teacher presents colours, and encourages students to think of things that contain that color, in English

or Spanish, and the words are written by the teacher on the blackboard, the students write them in their copybooks.

Once new vocabulary has been discussed, students are asked to memorize the lists of target language vocabulary words and their native language equivalents. They are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

Sometimes, students are asked to work on their journals. The journals are mainly for the students to draw and write about something related to the material being covered. The children later explain their compositions to the teacher in Spanish or English. The teacher translates what the students said in English, or reinforces some vocabulary or grammatical points.

Other times, children work on a task related with the specific objective being covered. Textbooks contain some activities that students make in groups, such as dialogs, questionnaires, evaluations. Readings have questions where students have to answer in the target language. Often questionnaires are sequenced so that the first group of questions asks for information contained within the reading passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage. This means they will have to answer questions about the passage even though the answers are not contained in the passage itself. The third group of questions requires students to relate the passage to their own experience.

At the end of the class, there is a story time activity, during which students follow the story the teacher reads to them attentively. Children are encouraged to listen first and then comment on the story. The students can make the comments in Spanish or preferable in English with the assistance of the teacher.

#### **3.5.1.3 Evaluation.-**

Evaluation is accomplished mostly with written tests in which students are asked to translate from their native language to the target language or vice versa. Questions about target culture or questions that ask students to apply grammar rules are also common. Little attention is put to pronunciation or listening activities.

#### **3.5.1.4 Time.-**

As mentioned before, teacher decides on the amount of time to be spent on each unit. The decision is based on the children's needs and abilities and on length and importance of the unit. Some units are done in one week others take up to 4 weeks.

The number of units covered during the school year is not important. However, teachers are encouraged to cover seven or eight units.

The assessment is done in three areas: emotional- social development, motor sensory development, and cognitive and language development.

#### **3.5.1.5 Analysis about Classroom Observation.-**

"Grammar Translation Method" has been used to teach basic grammar

rules and vocabulary to sixth and seventh grades of basic school. The main problem is that this method has not been too effective because the students are accustomed to memorizing long list of vocabulary words with their native language equivalence, and when they have to continue with the learning process in High School years, they can't remember most of the vocabulary and grammar learned previously.

On the other hand they have not developed the ability of thinking in English. As a consequence of this, the students are not able to create even a short dialogue or writing a short paragraph of their owns without using an English-Spanish dictionary.

**Annex 2**  
**AFFECTATION CHART: TEACHER-INSTITUTION / STUDENTS**

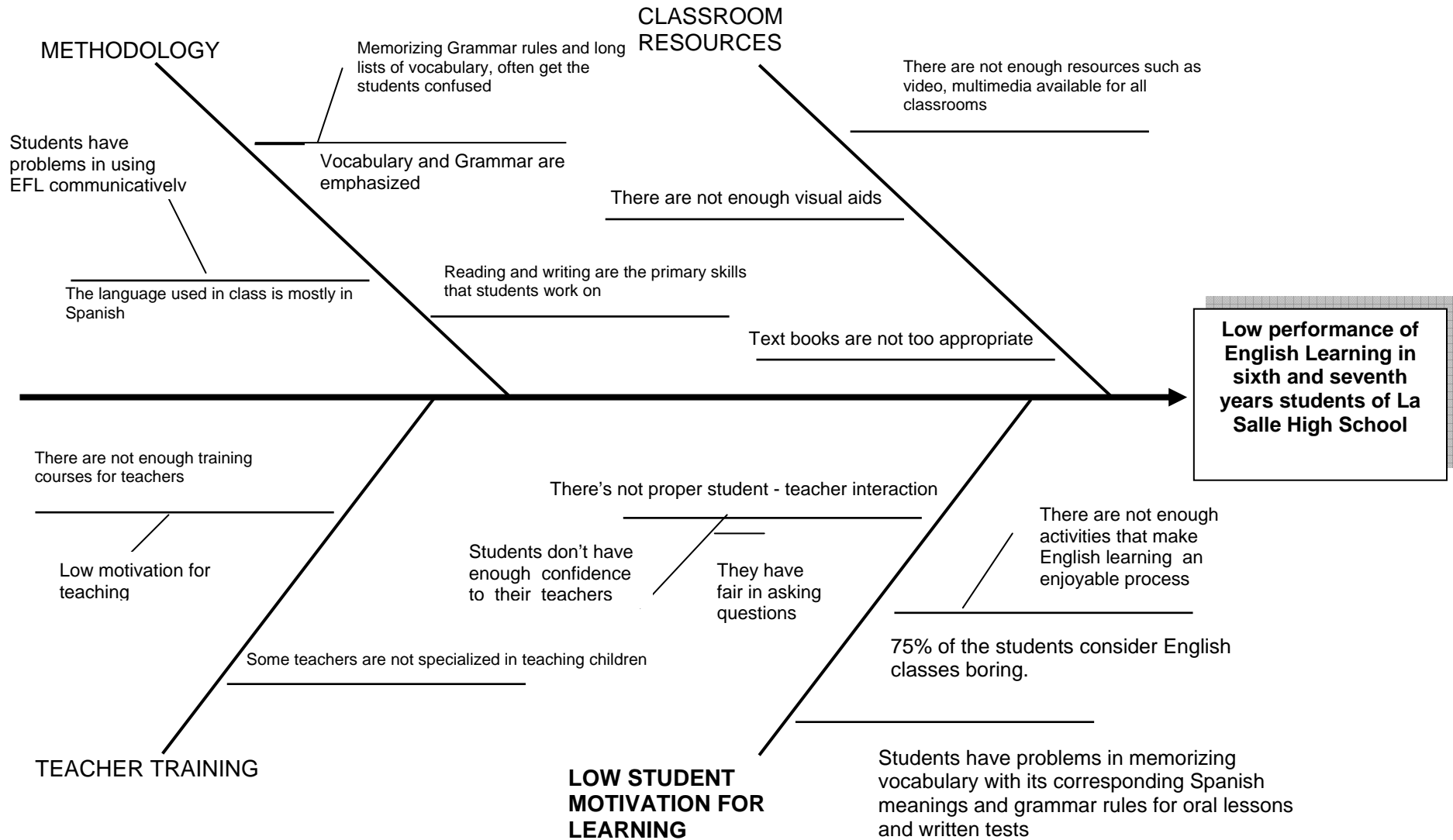
	STUDENTS			
	LEARNING MOTIVATION	LANGUAGE COMPREHENSION	SKILLS	STUDENT PERFORMANCE
<b>METHOD</b>  (Grammar Translation Method)	<ul style="list-style-type: none"> <li>- 75% of the students consider English classes boring.</li> <li>- Memorizing Grammar rules and long lists of vocabulary often get the students confused, which conduces they refuse to learn ESL.</li> </ul>	<ul style="list-style-type: none"> <li>- 75% of students affirm that the use of translation help them to understand English.</li> <li>- All the students have problems in memorizing long lists of words with their native language equivalents.</li> </ul>	<ul style="list-style-type: none"> <li>- 75% of students have problems in using ESL communicatively.</li> <li>- 66.6% of teachers emphasize reading and writing, because these are the primary skills to be developed in Grammar Translation Method.</li> </ul>	<ul style="list-style-type: none"> <li>- 25% of students are against of using translation in English classes, because it doesn't let them to get familiarized with EFL.</li> <li>- 70.8% of students don't feel comfortable in English classes, thus their performance is poor.</li> </ul>
<b>TEXTS</b>	<ul style="list-style-type: none"> <li>- 73% of students state that their books are confusing, because they have too much grammar rules and long lists of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- 33.3% of teachers are not satisfied with text books, because they contain some items confusing for the students, which don't have to do with the methodology followed.</li> </ul>	<ul style="list-style-type: none"> <li>- 33.3% of teachers consider text books have some units acceptable to develop reading and writing skills in the students.</li> </ul>	<ul style="list-style-type: none"> <li>- 33.3% of teachers state that text books don't have enough information for the students. Exercises, home works and some activities are confusing. Of this way, they don't provide proper support to develop student performance in class.</li> </ul>
<b>CLASSROOM RESOURCES</b>	<ul style="list-style-type: none"> <li>- 60% of students express that the classroom doesn't have enough didactical resources, such as visual aids, pictures, charts and so on.</li> <li>- 62.5% of students would like to learn with movies, tapes, games and so on.</li> </ul>	<ul style="list-style-type: none"> <li>- 67% of teachers state that the use of innovative resources like videos, multimedia, music, would improve substantially language comprehension in the students, but the institution doesn't have enough to satisfy the necessity of all of them.</li> </ul>	<ul style="list-style-type: none"> <li>- 66.6% of teachers state that the absence of those innovative classroom resources has conduced to an inadequate development of skills like listening.</li> </ul>	<ul style="list-style-type: none"> <li>- As we see before, the use of those resources would improve substantially student performance, and they would have more interest in this subject.</li> </ul>
<b>TESTING</b>	<ul style="list-style-type: none"> <li>- 81% of students have problems in memorizing vocabulary with its corresponding Spanish meanings and grammar rules for oral lessons and written tests</li> </ul>	<ul style="list-style-type: none"> <li>- Language comprehension is evaluated with compositions and reading comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>- 66.6% of teachers mainly evaluate reading and writing skills, giving little attention to speaking and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>- 66% of teachers often evaluate their students with traditional methods which don't let improve student performance.</li> </ul>

		STUDENTS			
		LEARNING MOTIVATION	LANGUAGE COMPREHENSION	SKILLS	STUDENT PERFORMANCE
T E A C H E R  /  I N S T I T U T I O N	CLASS  PLANNING	<ul style="list-style-type: none"> <li>- 50% of students don't feel comfortable with English classes, so they express its number of hours should be reduced.</li> </ul>	<ul style="list-style-type: none"> <li>- Often teachers go fast in their teaching in order to reach all the syllabus and targets initially stated, which has conduced to problems in lesson comprehension in the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Class planning is focused in developing the primary skills, that is reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Students have developed their performance in reading and writing, but they have problems at the moment of using EFL communicatively</li> </ul>
	TEACHER  TRAINING	<ul style="list-style-type: none"> <li>- 50% of teachers have training courses or seminaries twice a year, but the 33.3% of them have training only once a year. The institution should train its personnel periodically, specially in techniques of teaching children. This would result in a better motivation of teaching and a better motivation of learning.</li> </ul>	<ul style="list-style-type: none"> <li>- The institution should procure to qualify teachers in children teaching, in order to improve teaching techniques for this kind of students. Consequently there will be a better language comprehension, and the interest of attending to this subject would be improved.</li> </ul>	<ul style="list-style-type: none"> <li>- In addition to reading and writing, in children is necessary to develop psychomotor skills, which would be obtained with activities such as games, group works and so on, it will also help to develop in them collaborative and social skills.</li> </ul>	<ul style="list-style-type: none"> <li>- An adequate training of teachers will improve teaching techniques and methodology which will result in the development of student performance. Some teachers are trained by themselves, but the institution should take part in this necessity in order to raise the academic level of this high school.</li> </ul>
	TEACHER AND STUDENT INTERACTION	<ul style="list-style-type: none"> <li>- There is not enough student confidence to their teachers, which has resulted in an improper interaction with them, this is one factor of a low motivation for learning English</li> </ul>	<ul style="list-style-type: none"> <li>- 79% of students have fair in asking questions to their teachers, which influence the lesson comprehension.</li> <li>- 16.7% of students expressed that more comprehensible and patient teachers would help them to learn more easily</li> </ul>	<ul style="list-style-type: none"> <li>- An important factor that doesn't let develop collaborative and social skills is the inadequate interaction between teacher and students.</li> </ul>	<ul style="list-style-type: none"> <li>- 79% of students are not satisfied with teacher explanations, and have fear in asking to repeat questions, which also conduces to a low performance in class.</li> </ul>



## ANNEX 3

### ISHIKAWA CAUSE-EFFECT DIAGRAM TO ANALYZE THE POSSIBLE CAUSES FOR LOW PERFORMANCE IN ESL





**ANNEX 4**



"LA SALLE" HIGH SCHOOL

**LANGUAGE DEPARTMENT**

**ENGLISH EVALUATION**

**NAME:** ..... **SCHOOL YEAR:** .....

**DATE:** ..... **PARALLEL:** .....

**SECTION I: GRAMMAR STRUCTURE**

**1. Complete this sentence with the correct to be form.**

- Pedro ..... in the classroom.

**2. Complete this dialogue using the correct preposition: at, in, on.**

- weekends ..... school ..... the office .....

**3. Complete the sentence using the verb in the correct form**

- She ..... (live) near my house.

**4. Complete the idea using object pronouns or subject pronouns.**

- Angela has a dog, its name is Susan and ..... is very funny.

**5. Rewrite the next sentence including the frequency adverb.**

- He plays the violin in the afternoon (never)

.....

**II. Put the verb in parentheses in the correct form: The Past**

**Simple or the Present Perfect:**

- a. We ..... ( go ) to Fortaleza two years ago.
- b. .... you ever ..... (eat ) Japanese.
- c. I ..... never ..... ( be ) in the hospital.
- d. Where ..... you ..... (live) When you were a student?
- e. I can't give you your book back because I ..... (not read) It yet.

**III. Complete the sentences with the Present Simple or Present Continuous form of the verbs in parenthesis.**

1. We usually ..... (take) the bus to town, but today we ..... (go) By car.
2. It's 11: 30. Why ..... You ..... (work) so late? Because I ..... (have) a lot of homework.
3. The telephone ..... (ring). Can you answer it? OK.
4. What ..... you usually ..... (have) for breakfast?
5. Petter and Mary (do) their English Homework during the English class.

**IV. VOCABULARY.-**

**- Adjectives and opposites:**

1. beautiful .....

- 2. tall .....
- 3. rich: .....
- 4. expensive: .....
- 5. interesting: .....

**Plurals:**

- 1. person: .....
- 2. mouse: .....
- 3. child: .....
- 4. Tomato: .....
- 5. Fish: .....

**Prepositions:**

**Complete the sentences with the prepositions in the box:**

About	in	out of	by
For	to	from	on

- 1. I am reading a book ..... The history of China.
- 2. Oliver Twist is a book ..... Charles Dickens.
- 3. Are you interested ..... politics?
- 4. Can I speak ..... you for a moment?
- 5. It is far ..... Your house to the bus station?

**2. LISTENING SECTION:**

**Listen to Ryan talking about his life. Then, answer the following questions.**

- 1. **Where did Ryan live?**  
 A. Tokio      B. Osaka      C. Fuji

2. He worked for a big company called:

- A. Toyota    B. Hyundai    C. Nissan

3. He has stayed in:

- A. expensive hotels    B. cheap hotels    C. motels.

4. How many times has he flown in a Jumbo Jet in first class?

- A. 6 or 7 times    B. 4 or 5 times    C. never

5. He has cooked for.

- A. his parents    B. his relatives    C. his girlfriend

**True or false?**

	<b>TRUE</b>	<b>FALSE</b>
a. He has been in a hospital five times	.....	.....
b. He plays the lottery every week	.....	.....
c. He has never driven a tractor	.....	.....
d. He has worked in a farm	.....	.....
e. He saw a famous actor at he airport	.....	.....

**READING AND COMPREHENSION:**

A. Read the following article and answer true or false, if it is false write the correct statement.

**A BAD DAY AT THE OFFICE**

Mr. Blaine is the President of the Acme Insurance Company. His company is very large and it's always very busy. Mr. Blaine has a staff of energetic employees who work for him. Unfortunately, all of these employees are out today. Nobody is there. As a result, Mr. Blaine is doing everybody else's Job, and he's having a very bad day at the office!

He is answering the telephone because the receptionist who usually answers it is at the dentist's office. He's typing letters because the secretary who usually types them is at home in bed with the flu. He's operating the computer because the computer programmer who usually operates it is on vacation, He is even fixing the radiator because the custodian who usually fixes it is on strike.

Poor Mr. Blaine! It's a very busy day at the Acme Insurance Company, and nobody is there to help him. He is having a very bad day at the office!

Mr. Blaine is the President of the Ajax Insurance Company.

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Mr. Blaine is out today.

---

The secretary is sick.

---

The computer programmer is on strike.

---

Mr. Blaine's receptionist usually answers the phone at the dentist's office.

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**B. Answer these questions about the reading.**

1. Is Mr. Blaine the owner of Acme Insurance Company?

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\_\_\_\_\_

2. Does Mr. Blaine have a small company?

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\_\_\_\_\_

3. Are his employees lazy?

---

\_\_\_\_\_

4. Is Mr. Blaine having a pleasant day at the office?

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5. Name four things that Mr. Blaine is doing.

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6. Is there anyone there helping Mr. Blaine?

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7. Who is on strike?

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