THE ARMY POLYTECHNIC SCHOOL

DEPARMENT OF LANGUAGES

MAJOR: APPLIED LINGUISTICS IN ENGLISH PROGRAM

Title:

An Oral Approach for Teaching English Communicatively at the Ecuador National Police, 101 Metropolitan Assistance Central Station

By:

Bairon Iván Llumigusín Criollo

Director: **Dra. María T. LLumiquinga.**

Co-Director: **Msc. Renán Pérez Terán**

MARCH – 2007

C E R T I F I C A T E

We, Dra. María T. LLumiquinga, Director and Msc. Renán Pérez Terán, Co-Director, duly certify that the final thesis // Project under the title AN ORAL APPROACH FOR TEACHING ENGLISH COMMUNICATIVELY AT THE ECUADOR NATIONAL POLICE, 101 METROPOLITAN ASSITANCE CENTRAL STATION has been accurately revised and found it adapt for oral sustain.

Dra. María T. LLumiquinga   Msc. Renán Pérez Terán
DIRECTOR   **CO-DIRECTOR**

DEDICATION

I dedicate this work to my daughters because they are my inspiration and help me to work very hard day after day and because they are my happiness, thanks to God for giving them to me.

ACKNOWLEDGEMENTS

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AN ORAL APPROACH FOR TEACHING ENGLISH COMMUNICATIVELY AT THE ECUADOR NATIONAL POLICE, 101 METROPOLITAN ASSISTANCE CENTRAL STATION.

INTRODUCTION

The Metropolitan Assistance Central Station is 69 years old, and from the first year until nowadays has been the channel of communication between the citizen and the National Police. This communication has always been by phone during the first years people who dialed 101 were always Ecuadorian. Once foreign started to call this number to ask for information but they used to speak English and Ecuadorian police officer were not able to neither understand nor communicate in this language.

When the foreigners that speak English call Metropolitan Assistance Central Station, they do not have a proper attention, because the staff who work there do not have the appropriate training in the English language.

To put an end to this disadvantage, the present project conformed of five chapters is presented:

Chapter One presents the antecedents of the Metropolitan Assistance Central Station and their difficulties with the English area. Then it shows the oral skill for using the English language communicatively, concept of language and its communication system, and it concludes dealing with the pronunciation and oral communication.

Chapter Two shows shortly the methods of research that are necessaries to apply on the present project to begin by basic concepts and concluding with the procedures for data collection.

Chapter Three, there are the graphics where the results of the analysis and interpretation of data compiled are presented.

Chapter Four contains the conclusions and recommendations obtained after concluding the research.

And finally, Chapter Five shows the proposal "An Oral Approach for Teaching English Communicatively at the Ecuador National Police, 101 Metropolitan Assistance Central Station", where the principal subject is to teach English without having to use four abilities that all English student should have: speaking, listening, reading and writing. In this research, speaking and listening are emphasized because the place where this work will be used, the communication is mainly oral.

CHAPTER I

THEORETICAL FRAME

1.1 ANTECEDENTS

The 101 Metropolitan Assistance Central Station, is located in Quito, Province of Pichincha, and was founded in 1938 together with the National Police.

In 2003, this police station entered into the modernization process, where its installations were located in a modern building with high technology communication equipment and qualified personnel for working with computers, audio and video cameras. The Police officers were also prepared psychologically and culturally, within this preparation the personal received an intensive course of English for the attention to foreign citizens that speak English as their native language because nowadays at 101 Metropolitan Assistance Central Station, the number of calls of people who speak English has been increased and they call the police for help.

As in every institution the 101 Metropolitan Assistance Central Station, presents several characteristics like:

- ❖ All the personnel attending the 101 have a basic knowledge of English.

- ❖ Police officers working at 101 Metropolitan Assistance Central Station have received general instructions about emergencies and procedures in English.

❖ There is a group of police officers who have continued the English training and are attending emergencies, giving information and following other processes in English.

❖ The place where the present research, will take place will be the Ecuador National Police, 101 Metropolitan Assistance Central Station, and with the personnel working there: Police officers, firemen, and medical emergency personnel.

1.2   MAIN PROBLEM

The lack of English courses, for the personnel who work at the 101 Metropolitan Assistance Central Station, to learn and use adequately oral communication in English.

1.2.1   SECONDARY PROBLEMS

❖ The new technology is not used appropriately, because the manuals of instructions are written in English, and the personnel assigned do not have any English knowledge.

❖ The conversation between the Police officer and English speaking people on the telephone is in Basic English only.

❖ There are several foreigners; especially those who speak English who are not satisfied with the labor of the police, because there is no effective English oral communication.

1.3 OBJECTIVES

1.3.1 General Objectives

To design an appropriate syllabus to teach English to the personnel of the 101 Metropolitan Assistance Central Station, by using simple dialogues about the most common local police activities and medical emergencies, through the application of a methodology and appropriate materials that motivate the English learning that will be a vital tool for the attention to the citizenship in the future.

1.3.2 Specific Objectives

- To present and to demonstrate the importance of the implementation of this proposal to administrator of the Metropolitan Assistance, so that he can assign a budget for the personnel is training in the English area.

- To motivate the personnel working at 101 Metropolitan Assistance Central Station, to receive training and upgrade courses in the English Language.

- To design an appropriate plan of teaching of the English which that allows to conclude the present project satisfactorily.

- To show a new image of the National Police so that it will create environment of trust from the part of the citizens.

1.4 JUSTIFICATION

It is important to project a change of mentality; nowadays, the police officers are not successful alone to be at the service of the citizenship, trying to find solution to their problems. It is necessary to offer other services in favor of the public, with the intention of satisfying the requirements of the inhabitants of the city; A police officer has to carry out additional activities so as to attend the citizenship with a different kind of service, but always inside the legal mark.

The present research will try to advice the Metropolitan Assistance Central Station towards, a modern and efficient service addressed especially to foreigners who speak English. In other words, it is necessary to implement the English language to this police station inside a system of professional development to reach new horizons into of the production of top-quality services.

An Oral Approach for Teaching English Communicatively at the Ecuador National Police, 101 Metropolitan Assistance Central Station is an effective alternative that will help to create a channel of communication between the people working for the institution and with the citizenship calling to 101. English as a global language should be learned by everybody, for getting an EFL or for an ESL.

The situation should be analyzed especially by the ones who make up the 101 Metropolitan Assistance Central Station; at

the moment this police station does not have an upgrade in the teaching plan of English to reach a part of their objectives related with the appropriate attention to the citizenship, especially to the foreigners and tourists who visit our country and speak English so, it is of a great importance to incorporate the present study of the institution and of this way to give solution to the problem.

1.5   HYPOTHESIS

1.5.1   GENERAL HYPOTHESIS

The application of an appropriate plan of teaching English at the 101 Metropolitan Assistance Central Station, will allow to obtain the optimization of the human resource in the correct use of the English language.

1.5.2   PARTICULAR HYPOTHESIS

To major training activities in English's area, the personnel will reach the excellence for service to the citizen.

❖ To major motivation, the police officers voluntarily will dedicate part of their free time to study the English Language.

❖ With a major knowledge of the English language, those who work at the 101 Metropolitan Assistance Central Station will have a better level of communication with people that speak English.

1.6 THE ORAL SKILL

1.6.1 Basic concept

The oral skill is the ability to do something well, especially because has been learned and practiced a lot of time, in this case is manifested or produced with the mouth or through of the spoken word. On the other words, is the grace and dexterity in executing something that serves of decoration to a person, as speaking flowingly the English language.

1.6.2 The concept of language

Languages usually provide a speaker with more than one way of expressing the same information, and to choose an appropriate form of expression is part of the speaker's linguistic competence. This choice will depend on the relation between speaker and addressee, the circumstances of the conversation as well as the intended effect, but also to a considerable degree on the social background of each speaker.

Commonly, most of these codes will be grouped together under the heading of one language, where words have formal or colloquial connotations, etc. A further problem with this definition is the inherent dependency on a listener's willingness to understand another speaker, which will be influenced by different perceived social backgrounds associated with each variety of a language.

In other words, language is the communication of thoughts and feelings through a system of arbitrary signals, such as voice sounds, gestures, or written symbols. A language is a method of communication. Human spoken and written languages can be described as a system of symbols and the grammars by which the symbols are manipulated.

Many authors in the past and present time have given definitions about what language is. What follows will be several of these definitions. According to Webster's II New Riverside Dictionary, language is "the sounds, words, and combinations of words that constitute a system for the expression and communication of thoughts and feelings among a number of people."□

Larry Barker defines language as "the communication of thoughts and emotions by means of a structured system of symbols." These symbols refer to the words in our language, and he states that these words are "just an arbitrary combination of letters" that are a symbol for something. Thus, language skill is the ability to use these symbols□.

According to Fromkin and Rodman, language is the possession of a "finite set of rules to produce and understand an infinite set of "possible" sentences."□

□Webster, Noah, <u>Webster's II New Riverside Dictionary</u>; (New York: Houghton Mifflin Company, 1984), p. 394.
[2] Barker, Larry, <u>Communication</u>, (Englewood: Prentece Hall Inc., 1987), p.22.
[3] Fromkin, V. and Rodman, <u>An Introduction to Language</u>, (Orlando: Harcourt Brace Jovanovich, 1993), p. 26.

These rules make up the grammar of a language, which human beings learn when they acquire a language. This grammar is made up of the sound system (phonology) of the language; the syntax of the language which is how words may be put together to make phrases and sentences; the semantics of the language, which is how sounds are related with meanings, and the lexicon which are the words of the language.

Language, then, is a system that relates sounds with meanings; and when you know about this system. An important aspect that Rodman indicates is that language cannot be defined as a system of communication; if this were so, then language would not be unique to human beings.

Animals such as birds and bees have their own systems of communications; but what makes human language unique, is the creative aspect it possesses. Speakers have the ability to combine the basic linguistic units to form an infinite set of "well-formed" grammatical sentences, most of which are novel, never before produce or heard.

According to Jesperson, "The essence of language is human activity, activity on the part of one individual to makes himself understood by another, and activity on the part of that other to understand what was on the mind of the first."□

□ Jesperson in Celce-Murcia, Marianne, <u>Teaching English as a Second or Foreign Language</u>, (Rowley: Newbury House Pub, Inc. 1979) p. 83

Here, Jesperson highlights the role of language as being the vehicle through which human beings communicate with one another. Jesperson also stressed that the speakers must be speaking the same language; if not, individuals will not succeed in communicating. So, according to Jesperson, language is said to be a communicative activity that allows people to communicate with each other.

Based on the definitions of language that we have seen, language can be defined as being rule-governed, which explains why human beings are able to produce an infinite number of creative sentences that have never been produced before, as well as comprehending sentences that have never been heard before. These rules that form the grammar of our language (phonology, syntax, semantics, and lexicon) give human beings the capacity to be able to produce and understand sentences, which in turn allows them to speak and to engage in the activity of communication.

Overall, we have seen an overview of different author views on the definition of language, with the important point that these authors more or less share the same ideas about language.

1.6.3   The communication system

There is a variety of different ways to send messages. With good motor control, an individual can produce communication symbols by using speech, gestures, sign language, finger

spelling, writing, head shaking, eye blinks, and other facial and body movements.

Communication is based on the use of the individual words of our language. True communication is spontaneous and novel. Therefore, communication systems cannot be based significantly on pre-stored sentences. Communication requires access to a vocabulary of individual words suitable to our needs that are multiple and subject to change. These words must be selected to form the sentences that we wish to say. The general properties of communication are:

1.   A message,
2.   A sender (or actor),
3.   A receiver (or reactor).

Further, some intentionality is usually required between the sender and the receiver. In other words, a sender must intend to send a message to a receiver, who, in turn, is attempting to decipher the message. So, simply not receiving a message is not communication, but, ignoring a message is. That distinction, however, is often lost on the sender, who may not be able to tell the difference.

"The communication process is a system that involves an interrelated, interdependent group of elements working together as a whole to achieve a desired outcome or goal".☐

☐ Barker, Larry, Communication, (Englewood: Prentice Hall Inc., 1987), p. 9.

The following paragraphs will attempt to explain the system of communication and how it works. It is important to mention that when we speak of communication, this involves both verbal and nonverbal communication, but for our present study we will focus on the communication system in its application to verbal communication.

Seven elements exist in the communication process which include; "(1) a source / encoder of communication, which sends (2) a message (3) through a channel(s) to (4) a receiver / recorder, who (5) responds via feedback with (6) possibilities of communication breakdowns in each stage of communication and (7) a situation or context in which it may be interpreted". What follows is a brief description of each of these elements.

First of all, the source / encoder decide to communicate something and choose the purpose of the message. The source creates a message that he or she wishes to convey. This message is created through the source's past experiences, perceptions, thoughts and feelings. The next part of the communication process is the message that is being communicated. The source uses symbols to transmit the message to others.

Theses symbols (words) allow people to share thoughts and feelings with each other. It is the job of the source to encode the message as clearly as possible, so that the receiver can interpret the message. These messages are communicated by means of channels (pathways). The person to whom the

message is directed is called the receiver. The "receiver decode message based on past experiences, perceptions, thoughts and feelings" Then, the receiver responds through feedback.

Feedback is a return process which involves letting the source know how the receiver has interpreted the message. It must be pointed out that possible barriers can occur in the communication process. Some of the possible barriers include; insufficient or unclear information given by the source, the message not being encoded accurately, or the message not being decoded the way it was encoded. Finally, the most important element of the communication process evolves around the context or situation, as this affects each and every one of the elements, and the whole process of communication.

As we have seen, the process of communication as a whole involves the interaction of these elements within a context or situation. This leads to the act of communication.

1.6.4 Teaching the Oral skill

Teaching the oral skill has been considered one of the most demanding for foreign language teachers, more demanding than the teaching of any other skill. Many authors have given their viewpoints on the teaching of this skill, with some of them fostering form-focused instruction, others communication based instruction, some that support both views, and finally some that view the teaching of the oral skill as oral interaction.

The following paragraphs will give a brief overview of different authors' positions on this topic, and finally a more updated overview of current ideas regarding teaching the oral skill.

It is important for second and foreign language teachers to give their students ample opportunities to practice the oral skill in the classroom by creating situations which will incite students to use the target language to express themselves. Wilga Rivers recommended that teaching the oral skill should begin as early as possible and, as she states, "the active practice of speech cannot be left to a "later stage," as some teachers think, when the students presumably know the language from the dissection and reassembling of the written script"[6]. There are various reasons which support this notion, that the teaching of the oral skill should be fostered as early as possible. First of all, if the active practice of speaking is left for later stages, many students will have already developed a certain restraint about speaking the target language, and this will in turn make it more difficult for them to want to express themselves in the target language at later stages.

Another reason for fostering the oral skill at the beginning levels is for reasons of motivation. For most students, a principal objective in learning a second or foreign language is to be able to speak and communicate in the second or foreign language, and if this is replaced with long lists of grammar rules to memorize, they will not have motivation to want to learn the language. To students, "language means something spoken".

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6 Rivers, Wilga, Teaching Foreign Language Skills, (The University of Chicago Press), p. 160

Students will feel a great sense of satisfaction if on the first day of learning a foreign language they are able to produce some spoken language, no matter how simple it may be. They will develop a positive attitude towards the learning of the language.

So, students should be given ample opportunities, starting at the beginning levels, and continuing through the advanced levels, to practice the oral skill and to engage in acts of communication.

According to Wilga Rivers, when teaching the oral skill, second and foreign language teachers are involved in two levels of activity, "forgoing an instrument and giving the student guided practice in its use".

The first level, the forgoing of the instrument, students must be given practice in the arbitrary associations of the target language which include lexical items, morphological and syntactical patterns and sentence types. Here, the student is asked to manipulate the elements of the foreign code so as to express a number of possible meanings.

Teachers must give their students practice in building language habits through pattern drills, for example, until the point of habitually correct performance. In addition to this, the mechanical manipulation of elements, teachers must give the students practice in the process of real communications. So, according to Wilga Rivers, this forgoing of the instrument is necessary as long as the "student is made aware of the

pertinence of what he is practicing to situations beyond the classroom".☐

Teachers must give the students opportunities to use language for communicative purposes. "We cannot wait until the student has a sure grasp of all the structures of the language before giving him practice in communication."

Teachers must create situations in the classroom where students can engage in communicative encounters with classmates such as asking each other questions about topics that interest them, talking to each other about incidents at school or at home, etc. This in turn will also allow them to apply the practiced structures in a communicative situation.

So, Wilga Rivers has stated the necessity of drilling students in language forms so as to form language habits, but she does not see the part of communication as irrelevant. Students must be given practice in participating in acts of communication in the classroom.

In teaching the oral skill, Mary Finocchiaro indicates that there are various ways to introduce it. Some ways include having students learn conversations or dialogues, by dramatizing a series of connected actions such as what I do every morning, get up, take a shower, brush my teeth, etc., teaching structures in everyday sentences, etc.

☐ Rivers, Wilga, Teaching Foreign Language Skills, (The University of Chicago Press), p. 161

She believes that any approach that teachers adopt in teaching the oral skill should take into account the importance of giving students practice "in listening to questions and answers, in formulating questions, in making short or long responses, and in participating in conversational exchanges of varying lengths".

Finocchiaro also states the importance of teachers making students aware of the relationship between sound and meaning in language items before they have them practice repeating those items. Students must understand what they are repeating, if they do not, it will not promote real learning and retention of the items☐.

According to Finocchiaro, communication between two individuals can only take place when both people involved in the act of communication understand the features of pronunciation, language structure, vocabulary and socio-cultural patterns. She believes that in order to develop language competency in students, the development of pronunciation, language items, and cultural meaning must be given equal importance.

Finocchiaro promotes the use of drills in teaching the oral skill, but she also believes that language drills should eventually lead to the use of language in communication situations.

☐Finocchiaro, Mary, <u>Teaching English as a Second Language</u>, (New York; Harper and Row Publishers, 1969), p. 98.

Susan Mockridge-Fong in Marianne Celce-Murcias book, *Teaching English as a Second or Foreign Language* also gives us some insight into the teaching of the oral skill. She states the need for contextualization in communication, early integration of receptive and productive skills, student experimentation in languages use students have active participation in the class (student centered) and the teaching of the oral skill as early as the beginning stages of learning in a second or foreign language[9].

Fong also recommends lost of realistic context oriented exercises that encourage meaningful contextualized practice more effectively. Fong stresses the importance of helping students develop communicative competence, which Hymes states as "the social use of language". Here, the focus is on when to use the language, for example, under what circumstances the language is appropriate (specific contexts) it is important for teachers to give students practice in a variety of communicative settings.

Some activities suggested for developing communicative competence are role playing and verbal problem-solving activities. Through role playing, the teacher can provide imaginatively natural contexts with the language that is being used. In relation to problem-solving activities, students can work in pairs or in small groups sharing information or opinions based on topics that are meaningful to them.

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[9] Susan Mockridge-Fong in Marianne Celce-Murcias book, <u>Teaching English as a Second or Foreign Language</u>, p.87.

At the beginning levels, this usually implies sharing concrete facts and general information. In addition to this, students must be given ample talking time, which increases through group and pair work, rather that just whole group activities.

Through these and other types of activities (chain, competitive team activities, etc.), more interaction will occur between students, and this turn increases communication.

Two other authors, Christina Bratt Paulston and Mary Newton Bruder, also view teaching of the oral skill as helping students acquire the ability to communicate in the second or foreign language. They view communicative competence as the objective in teaching a language, and they define this goal as "the production of speakers competent to communicate in the target language".[10]

In other words, they see it as the ability to participate in linguistic interaction in the target language. They recognize the importance of acquiring a knowledge of linguistic forms, but always giving students opportunities to practice the language acquired in communicative situations. That is situations that will allow them to interact in the second or foreign language. In order to develop this ability to communicative, they suggest the use of communicative interaction activities. Some of these activities includes, social formulas and dialogues, problem solving activities and role playing.

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10 Paulston, Christina and Bruder, Mary, Teaching English as a Second Language, (Cambridge: Winthrop Pub, Inc., 1976), p. 56-57

These social formulas and dialogues include speech encounters such as greetings, partings, introductions, giving compliments etc., in the foreign language. These activities are geared towards giving students practice in developing their communicative competence in regard to social relations. Problem-solving activities involve students being presented with a problem and alternative solutions from which they must choose one solution.

As these types of activities involve group work, they foster student interaction and allow them to communication in the second or foreign language.

Role playing involves students being assigned fictions roles, and them improvising certain behaviors towards the other role characters.

As well as form-focused instruction, meaning-focused instruction must also be present in teaching the oral skill. Students must be given ample opportunity to practice and use meaning-focused oral communication. Both form and meaning can be combined in an activity by first starting off with some form focused-instruction, such as the teacher presenting new vocabulary items or grammatical features, giving them some practice in these new items and then focusing on a meaning-focused activity to help the students use and remember these items.

Another author, Nimmannit, states the importance of relating activities in the classroom to student's experience in

teaching the oral skill. This way, students will maximize their oral skills as they will be involved in activities which they can relate to and, as Brown states. "Will encourage them to use the target language". ☐☐

Nunan states the importance many second and foreign language learners give to the oral skill. He views the teaching of the oral skill as the stimulation of oral interaction in the classroom.☐☐

Through interaction, students will be focusing on the act of communication, and this in turn will develop their oral skills. So, as Nunnan states, "learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate". Even with low level learners, "it is possible to build on the fluency skills developed by such exercises, and provide learners with genuine, if limited, opportunities to engage in communicative interaction".

Overall, we can see that Nunan views the teaching of the oral skill as oral interaction. He states the importance of giving students opportunities to engage in meaningful communication, which can be achieved through fostering interaction in the language classroom.

☐☐ Brown in Nimmannit Suchada, "Maximizing Students' Oral Skill: The Asian Context", The Language   Teacher Online (Oct. 1, 1998) p. 2.

☐☐ Nunan, David, "Language Teaching Methodology", (Phoenix: Prentice Hall International, 1991), p. 51.

Kang Shumin has also favored the importance of interaction in teaching students the oral skill. Being able to interact in a language is of prime importance. So, Shumin states, "language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interaction as the key to teaching language for communication"☐☐ because as Rivers states "communication derives essentially from interaction". Through interaction, language learners will learn how to communicate verbally and their oral language skills will develop.☐☐

Shumin states that interaction in the language classroom can be fostered through various interactive activities which provide ample opportunities for students to use the language. According to Shumin, "effective interactive activities should be manipulated, meaningful, and communicative, involving learners in using English for a variety of communicative purposes". For example, beginning level students can be given practice in engaging in short interactional exchanges in which they make only one or two utterance like:

> "A: I hate rush hour traffic
> B: Me too.
> A: Boy, the weather is lousy today
> C: Yeah. I hope it'll stop raining."

☐☐ Shumin, Kang, "Factors to Consider: Developing Adult EFL Students' Speaking Abilities" English Teaching Forum, Vol. 35, Num. 3, July 1997, p. 11.

☐☐ Rivers, Wilga, Teaching Foreign Language Skills, (The University of Chicago Press), p. 161

This talk can usually deal with the weather, sports events, which may seem meaningless, but functions to create a feeling of social communion among peers or other people.   When learners gain more experience, they will be able to use simple exchanges and be able to open conversations.   Others activities include aural-oral activities such as having students listen to taped dialogues or short passages, and then they act them out in different ways; and visual-oral activities such as films, videotapes, and soap operas.

By using these, Carrasquillo states that they can provide, "(a) the motivation achieved by basing lesson on attractively informative content material; (b) the exposure to a varied range of authentic speech, with different registers, accents, intonation, rhythms, and stresses; and (c) language used in the context of real situations, which adds relevance and interest to the learning process". Material-aided oral activities are another option. These can include using cartoon strips and sequences of pictures for storytelling to menus for ordering meals among other things.

Culture-awareness activities are also recommended such as presenting situations to students where there cultural misunderstanding which cause people to become angry, offended or confused.

Overall, Shumin has stated the importance of interaction in the language classroom in developing students' oral skills. Communication is the primacy in the development of the oral skill which is achieved through interaction.

1.6.5   Teaching Pronunciation

Speaking a foreign language is a rather complex process - you not only need to put your ideas into the sounds, words, and structures of some other language, but need to craft them so they will make sense and communicate effectively in the mental world of a foreign culture. The only way students will ever learn to do this comfortably and fluently is through lots of practice. While this might seem obvious, there are several reasons it is still worth pointing out.

Both teachers and students tend to like large-group discussion activities in which the whole class participates. These allow the teacher to keep track of what is going on, and students are reassured by the fact that the teacher can hear what they say. The problem with these activities is that only one student gets to speak at a time, so such activities generate relatively little actual speaking practice, in fact, often none for many of the more quiet students.

For these reasons, the best way to help students build their oral skills is through lots of pair and small group activities during which many students are speaking at any given time. Such activities should not make up the entire course diet, there is also need to be large group discussions (especially to provide closure to pair and small group discussions), and times when the teacher speaks in order to give students listening practice. However, the average lesson should contain a hefty dose of pair and small group activities.

An important aspect in the teaching of the oral skill involves teaching pronunciation to students. According to many authors, it is believed that the most difficult task in acquiring a foreign language is attaining a native-like pronunciation. □□ As mentioned before, many believe it is an impossible task to accomplish. Suter and Purcell, among others, supported this idea, "pronunciation practice in class had little effect on the learner's pronunciation skills and, moreover, that the attainment of accurate pronunciation in a second language is a matter substantially beyond the control of educators".

However, some authors challenged this position. Pennington, among others disagreed with this view.

He stated that "there was no firm basis for asserting categorically that pronunciation is not teachable or that it is not worth spending time on". Nonetheless, current research has given language teachers new insights into the teaching of pronunciation, as well as ways to improve student pronunciation in the second or foreign language classroom.

The following paragraphs will be dedicated to giving a brief overview, according to different authors, on past and present views on teaching pronunciation. It is important to take into consideration past view, as these have shed some light on current beliefs regarding the teaching of pronunciation.

□□ Otlowski, Marcus, "Pronunciation: What are the Expectations?, TESL Journal, Vol. IV, No.1, Jan 1998, p. 29.

As times and student needs change, new ideas concerning the teaching of pronunciation have come into focus. A brief overview on these current ideas will also be discussed.

Robert J. Dixson views the teaching of English pronunciation as "both a simple and complicated procedure". He views it as a simple procedure as since he sees the teaching of pronunciation as the drilling of students on the different sounds of the English language.[16]

It is the teacher's job to correct to the students pronunciation errors. Dixson believes that drilling students on the proper articulation of sounds is important, but even more vital than this is ear training, which consists of students being able to hear sounds clearly before they say them. Teachers should work with individual sounds until they are clearly heard and reproduced by the students. However, teaching pronunciation can also be a complicated procedure, as the teacher must understand the components of speech production, and be capable of applying them in his/her teaching.

According to Christina Bratt Paulston and Mary Newton Bruder, pronunciation is the sound system of the language which should be given considerable emphasis in the classroom. This means giving students sufficient practice learning the sound system of the target language so that they will be understood. For them, "teaching pronunciation is not to let the student's fluency outrun his understood."

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16 Dixson, Robert, Practical Guide to the Teaching of English as a Foreign Language, (New York: Regents Pub. Company, 1975), p. 85.

For them, "teaching pronunciation is not to let the student's fluency outrun his comprehensibility".□□ So, the importance of pronunciation is to understand and to be understood.

They believe that not so much emphasis should be placed on the correct pronunciation of beginning students. What is important is to get "the student's speaking ability to the point where they can concentrate on the message instead of the code".

Finally, we will look into some current ideas regarding the teaching of pronunciation. Yoshio Okita also favors the view of gearing the teaching of pronunciation towards a communicative perspective; in other words, towards communicative language teaching.

He states that what usually affects the communication process for EFL and ESL learners is pronunciation, more than grammar and vocabulary, which is why the teaching of pronunciation is important in improving the communicative competence of learners. The teaching of pronunciation should not be limited to finding primary stress and to the comparison of individual vowel and consonant sounds in a specific word, as has been done in the past.□□

□□ Paulston, Christina and Bruder, Mary, Teaching English as a Second Language, (Cambridge: Winthrop Pub. Inc., 1976), p. 82.

□□ Okita, Yoshio, "Teaching Pronunciation", English Teching Forum, Vol. 37, No. 1, Jan. – Mar 1999, p. 18.

Wong in Okitas' article, teaching pronunciation, states that "the most relevant features of pronunciation, stress, rhythm and intonation play a greater role in English communication than the individual sounds themselves".

The previous paragraphs have given a description of past and present views, based on different authors, on the teaching of pronunciation. Second and foreign language teachers must take these different views into account, always keeping in mind the present time and needs of the students.

1.6.6   Teaching oral communication

Both students and teachers will find oral skills classes more meaningful and interesting if conversation practice involves "real" communication. In other words, as often as possible:

❖ Conversation should involve an "information gap." In other words, student **A** should tell student **B** something student **B** doesn't already know. Interest in conversation dwindles quickly when student **B** has to listen to student **A** struggle to say something student **B** already knows.

❖ Students should be given opportunity to express their own ideas, especially to talk about topics they are interested in, care about, and are relevant to their lives.

❖ Today the purposes of language teaching more often include face-to-face contact with live speakers. Indeed

oral communication has come to be one of the central purposes of language study, and the philosophy on which classroom activities are based has correspondingly changed to reflect the present oral emphasis.

❖ Oral communication can be defined as messages that are transmitted out loud from one person to another. In other words, it is a two-way process between speaker and listener (or listeners), involving the productive skill of speaking and the receptive skill of understanding (or listening with understanding). In this process both the speaker and the listener have a function to perform.

The speaker must encode the message to be conveyed in appropriate language, and the listener must decode, or interpret the message.

In teaching oral communication to students, teachers must take into consideration that they are teaching a skill, and in order to develop this skill, students must be active and participative in dynamic activities which will allow them to interact, which will in turn develop the oral communication skill.

Stephen Krashen suggests in his book, *Principles and Practice in Second Language Acquisition* that in order to develop oral communication, classroom activities must be interesting and meaningful for students. Language can be acquired best by involving the students in activities in which the focus and

attention of the student is on the message being transmitted during the activity.[20]

Nowadays, the teaching of foreign languages is focused on the development of student communicative ability. This is the use of language for real communication. In order to develop this oral communicative ability, Littewood suggests activities that have meaning for the students personally. This way, they will become more personally involved in communicating orally.

Students must also be encouraged to interact actively, which can be done among other thing through group or pair-work activities, which offer more opportunities for interaction to occur between students. Other possible activities include role play and activities in which students are involved in exchanging information.

The previous paragraphs have given us a brief synopsis regarding the teaching of oral communication. Overall, we have seen the importance that interaction plays in developing students oral communication skills.

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20 Stephen Krashen, Principles and Practice in Second Language Acquisition, P.89

1.7 COMMUNICATION AND INTERACTION

1.7.1 Teaching language as communication

It is important to differentiate between language and communication. First, language is a sub-set of communication. But, communication, of itself, consists of a vast and nearly all-encompassing property of animals, and even some plants.

Communication is much broader than language in several ways. First, communication can occur at all levels of complexity whereas language is highly complex. Second, communication can occur in any sensory channel, but language is limited to the auditory channel; at least it was before the invention of writing. Communication may occur in channels as varied as the chemical, tactile, visual, surface wave, electrical, and auditory. In addition, the human vocal apparatus also seems to have evolved so as to produce such sounds. It is hard to imagine a system like language in any of the other sensory channels.

Over the past decades, a vast number of ESL and EFL students have received many years of "formal" language teaching in tightly controlled classroom situations. The result of this has been students that are not able to use the language for communicative purposes. In response to this result, the current trend has shifted towards the teaching of language as communication, as opposed to just giving students knowledge of target language forms. It must be stated that in teaching language as communication, students must be able to use the

language for communication and, in addition to this, it is also important for them to know the rules of language usage. As Nunan states "grammar is an essential resource for using language in a communicative fashion".□□

However, when teaching language as communication, the main objective is to produce individuals that are able to use the language to communicate.   As mentioned before, currently there is a movement from tightly controlled classroom situations to a less controlled situation in where the students can communicate their ideas.

Emphasizing the teaching of language as communication makes successful ESL and EFL communicators.

It is important to mention that in order to teach language as communication, a variety of activities and task that foster the use of language for real communications must be present ESL and EFL classrooms.

As Mohan states "within the languages class, authentic communication can be encouraged by activities, them and topics, backed up by materials, which offer substantive content giving meaning to language learning". Students must be encouraged to use the language through communicative activities.

□□   Nunan, David, El Diseño de Tareas para la Clase Communicativa, (Cambridge: Cambridge University Press, 1989), p. 18.

In general, classroom activities that will foster the teaching of language as communication include: games, role plays, problem solving activities etc., in addition to this, it is important to point out the importance of group and pair works as this will foster student-student interaction and, in turn promote the use of language as communication.

It is important to state that in order for teachers to promote communication in ESL or EFL classrooms it is important that students are given ample opportunities to use the target language for meaning focused communication (meaning focused interactions), as well as being challenge to use language that is beyond their current level of knowledge.

Students must also be given opportunities to use the target language in planned and unplanned discourse. So, teachers must combine "both meaning and form-focused instruction so as to create opportunities for students to use language for learning, to perform a range of language functions, and to reflect on the structure and organization of the language". Understanding communication in second language classroom. Providing these opportunities not only promotes classroom communication, but also creates greater opportunities for students to use language for second language acquisition.

Overall, language teaching methodology has gone through from a form-focused instruction to focusing language teaching towards communication. Teaching students to communicate in foreign language is the goal of most ESL and EFL teachers and

this goal can be achieved by using a variety of activities that will promote interaction which will in turn create opportunities for students to use language for communication.

1.7.2 The importance of interaction in the teaching of oral communication.

Having students communicate orally in the target language is a goal that foreign and second language teaching seeks to reach.

For this reason, the development of student oral communication skills has been the object of study of current research in foreign and second language teaching. The question of how to develop student oral communication skills has brought into focus the important role interaction plays in developing oral communication.

First of all, interaction is a collaborative activity involving the establishment of a triangular relationship between the sender, the receiver and the context of situation. It is easier for the students to use the language when their attention is focused on giving and receiving authentic messages. Factors such as listening to others, talking with others, and negotiating meaning in a shared context should be taken into account when students learn to communicate and, above all, it must be emphasized that for communication there must be interaction people who have something to share.

There exist two major types of classroom interaction which are student to teacher and student to student, of which student to student is said to allow for the maximum degree of communication. This can be achieved through activities organized in large groups, small groups or in pairs.

Wilga Rivers states in her book, *teaching Foreign Language Skills*, this collaborative activity, which is interaction, should be present from the beginning, as through interaction, students can use all they possess of the language, all that they have learned or absorbed in real life exchanges where expressing meaning is important to them□□. They can also increase their language by the output that their classmates produce, such as in discussions, skits, problem-solving tasks, etc. So, the teacher plays an important role in creating or stimulating students to create situations in which interaction will take place, as this will aid in developing oral communication, and as Ann, Thomas states "where there is no interaction, there can be no communication".

As mentioned before, interaction should be present from the beginning of language study, as they will be able to create messages from what they hear, create discourse that conveys their intentions. According to what language teaching methodology states, even with low level learners, it is important to provide learners with genuine, opportunities to engage in communicative interaction.

□□ Rivers, Wilga, <u>Teaching Foreign Language Skills</u>, (The University of Chicago Press), p. 165

The brain in dynamic, constantly interrelating what they have learned with what we are learning, and the give-and take of message exchanges enables students to retrieve and interrelate a great deal of what they have encountered.

So, learners need opportunities to participate in interactions that naturalistic learners participate, in order to develop communicative speech.

In order for interaction to take place, it is important that teachers demonstrate perceptiveness and sensitivity to the feelings of their students; this way, students will lose their fear and this in turn will encourage them to be more willing to express themselves. So, in order for students to communicate orally it is important for students to interact.

The interaction may be quiet; it may be noisy; it may be alert and dynamic; it may take place in large groups, small groups, or pairs; but it will be there and the students will be involved in tasks and activities that let them use their creativity.

A lot of activity oriented interactions (such as communicative games, language games, problem solving activities are becoming more common in adult foreign language classroom and as a result of the students participation in these activities they are able to interact with each other and use the language for communication.

Recent research has also pointed out the fact that "when students work in groups, they are more likely to engage in exploratory talk and thus use language to learn as opposed to merely demonstrate what has been learned". Also, when students work in groups they use much more language then if they were working in teacher-fronted activities.

According to foreign language research, the importance of the teacher's decision making in setting up activities and participant structures has come into focus as this will provide opportunities for the learners to interact, negotiate for meaning, with one another and the teacher in the target language.

As mentioned before there exist two major types of classroom interaction which are teacher to student and student to student. What will follow will be a brief description of the importance of student to student interaction in the development of oral communication, as student to student interaction is said to permit the highest degree of communication. Johnson states that "student-student interaction may actually be more important for educational success than teacher-student interaction". As "student-student interaction provides a more meaningful social environment for promoting language use than traditional teacher directed instruction, student-student interaction in second language classroom can increase students' opportunities to use language".

In the development of oral communication, it is essential to have student to student interaction in the classroom as this type

of interaction will create opportunities for students to participate in less structured and more spontaneous language use, to negotiate meaning and self-select when to participate, to control the topic of discussion, and most important of all, to draw on their own previous knowledge to actively communicate with others.

Overall it can be said that interaction plays a key role in the development of oral communication as students are given the opportunity to participate in meaning-focused communication, to participate in the negotiation of meaning of meaning and to engage in both planned and unplanned discourse which is of prime importance when wanting ESL or EFL students to orally communicate in the target language and as Rivers has stated, "Language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interactions as the key to teaching language for communication because communication derives essentially from interaction".

Thus far we have seen the important role interaction plays in the development of oral communication. As was previously stated, where there is no interaction there can be no communication, thus stating the important role interaction plays in the development of oral communication.

Therefore, an effective method or approach for teaching to the students an oral communication must include interaction as one of its main characteristics. For oral communication to take

place, interaction must be present, thus justifying the importance of having interaction in any method or approach for teaching oral communication.

CHAPTER II

METHODOLOGY

2.1   METHODS OF THE RESEARCH

2.1.1   Introduction to research

Firstly, some key concepts in research involved in the present work will be analyzed.

Method is a planned way of doing something, especially one that a lot of people know about and use.

Research is often described as an active, diligent, and systematic process of inquiry aimed at discovering, interpreting and revising **facts.** This **intellectual investigation** produces a greater understanding of events, **behaviors**, or **theories,** and makes practical applications through **laws** and theories. The term *research* is also used to describe a collection of **information** about a particular subject, and is usually associated with **science** and the **scientific method**.□□

Research methods: The scope of the research **process** is to produce some new knowledge. This, in principle, can take three main forms:

❖ **Exploratory research:** a new problem can be structured and identified.

❖ **Constructive research:** a (new) solution to a problem can be developed.

□□Webster, Noah, W*ebster's II New Riverside Dictionary*, New York: Houghton Mifflin Company, 1984.

❖ **Empirical research: empirical evidence** on the feasibility of an existing solution to a problem should be provided.

Process is a naturally occurring or designed sequence of operations or events, possibly taking up time, space, expertise or other **resource,** which produces some outcome. A process may be identified by the changes it creates in the properties of one or more objects under its influence.

A process may be categorized as **singular**, **recurrent**, or **periodic.** A <u>singular</u> process would be one which occurs only once. Few processes in nature can be considered singular. Most processes found in nature are <u>recurrent</u>, or repeated more than once. Recurring processes which repeat at a constant rate are considered <u>periodic</u>. The more periodic a process is the more useful as the basis of a clock.

Action research, a form of research becoming increasingly significant in language education is *action research.* This research has been defined in a number of different ways. Kemmis and McTaggart (1988), argue that the three defining characteristics of action research are firstly one is carried out by practitioners (for our purposes, classroom teachers) rather than outside researches; secondly, that it, is collaborative; and thirdly, that it is aimed at changing thing. "A distinctive feature of action research in that those affected by planned changes have the primary responsibility for deciding on courses of critically informed action which seem likely to lead to

improvement, and for evaluating the results of strategies tried in practice. *Action research* is *a group activity".*☐☐   A piece of descriptive research carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation, would not be considered by these commentators to be "action research".

2.1.2   Steps of this research

With the written antecedents on the introduction of this chapter, the present research was carried out with the following steps:

1. Election of the place where the research would be developed so as to establish if the personnel who works there speaks English, and if it's necessary that they take English courses to improve the attention to English speakers who need some help from the National Police.

2. After being aware that all the personal at the National Police are adults, and everybody has finished high school, and everybody has at least a basic knowledge of English but they do not use it correctly or simply do not use it at all, it was necessary to know if they wanted updating knowledge of English through courses.

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24 Kemmis and McTaggart, <u>Research Methods in Language Learning</u> (1988), p. 23.

3. Most of the staff investigated do not want to learn English anymore, because traditional methods at high school weren't appropriate and they believe it is boring to study English. But 112 persons agree with this alternative: male and female with whom the present work was developed.

4. The necessity of using English adequately and to eliminate boring at the moment to learn English. It is necessary to find a new method of teaching, considering that the way of communication used in this place is principally oral, the principal option is to use an oral approach for teaching English communicatively without taking into consideration the traditional methods.

5. With the 112 police officers several activities were developed among these surveys, interviews and tests for finding the necessities of the students. With the results gotten it will be easier to find good method for teaching English orally, through the use of listening and speaking principally.

6. After the developed activities it was possible to create an objective where the personnel who work at the 101 Metropolitan Assistance Central Station, can learn and use appropriately English oral communication through an Oral Approach for Teaching English Communicatively. For this it was necessary to develop the following steps:

    a. To create the classroom, this place is the conference room for thirty students; they will be sitting in semi-

circle to make the interaction possible between student-student and student-teacher.

b. 112 students were selected of 185, they are police officers who like English, so, it will be easier to teach and to put the new method into practice, in four groups of twenty eight persons each one.

c. The materials that are used in the classroom include essentially Audio-Video equipment, a computer, an in-focus, and the software of Microsoft Power Point for presenting the class through of slides with audio and video.

7. The syllabus for this project is based in the outcomes of the tests of performance given to the 112 police officers. The results will permit us to know what topics are necessary to teach considering that the tasks at the 101 Metropolitan Assistance Central Station is 100% oral.

2.2 STATICAL PROCEDURES FOR DATA COLLECTION

For data collection there were three ways, first through of a survey, second with a survey in the mother language (Spanish), and third through of a knowledge test asked to 112 people working at the 101 Metropolitan Assistance Central Station, These people were selected of a whole of 185 among women and men. The selected personnel are people who voluntarily accepted to help on the project.

2.2.1   SURVEY DESIGN

A survey was created for the 112 people of the 101 Metropolitan Assistance Central Station, the personnel were asked to write their names. The people were asked to write down information such as age, former school(s), languages they have studied and to specify the gender.

Since I was concerned about three main issues: a) *paying attention to others' needs,* b) *aggressive behavior,* and c) *a good attention span in class,* I designed this survey in the following way: See ANNEX-1.

2.2.2   SURVEY IN SPANISH DESIGN

With the purpose of carrying out a curriculum based on the student's necessities and whose methodology to be used will be the talkative one, it is required of data that present the personnel's necessities clearly for this way to understand, to organize and to try to change the different aspects integrated in the proposed present.

This survey is sought to obtain the answers to the following questions: What do the students want to learn?, How do they want to learn?, Which are the techniques that they prefer to use?, How is the grouping way inside the class that they prefer?, What do they feel toward the language and culture?, What kind of material do they like to use?.

The survey of necessities that continues next (ANNEX-2) was carried out through a questionnaire with 8 questions in the native language it was given to 112 police officers of CMAC-101.

All questions included in the questionnaire, have the objective to have the personnel express their opinion with regard to the methodology, technology, grouping way, attitude toward the language, opinion on the used material, etc., each question will be analyzed independently from this analysis and the later development of the curriculum and conclusions will be reached with respect to the hypotheses outlined.

2.2.3 DESIGN OF THE KNOWLEDGE TEST

This knowledge test has the purpose of carrying out a curriculum based on the student's knowledge about English Language, and it can elaborate a syllabus adequate to the necessities of the personnel.

The test is made of forty questions divided in five series. On the first one, the personnel is asked to complete twenty eight sentences, the police officers have four alternatives for choosing, and these alternatives are: a, b, c, or d, the instruction says **Read carefully the next questions and choose a, b, c, or d**.

The next series is formed of three requests the instruction says **Change to questions the following sentences, choose a, b, or c.**

The third series is formed of three requests, the instruction says: **Change these sentences from the simple present tense to the simple past tense. Choose a, b, or c.**

Question 4 has two requests and the instruction says: **Change the following sentences to present continuous tense. Choose a, b, or c.**

And finally question 5 is formed by four requests, the instruction says: **Choose <u>A</u> for correct and <u>B</u> for incorrect, in the following sentences. Check the word order.** See (ANNEX-3)

With the outcome we can know the necessities of the personnel as students of English and to elaborate an adequate curriculum and syllabus that permits to use the Oral Approach for Teaching English Communicatively. Consequently, it is necessary to look for subjects fitting the alternative of teaching proposed in the present research.

CHAPTER III

ANALYSIS AND DATA INTERPRETATION

3.1 ANALYSIS AND INTERPRETATION OF THE DATA

With the following graphics we will interpret the surveys question to question:

1. WHEN MY CLASSMATES SPEAK I MAINTAIN EYE CONTACT WITH THEM
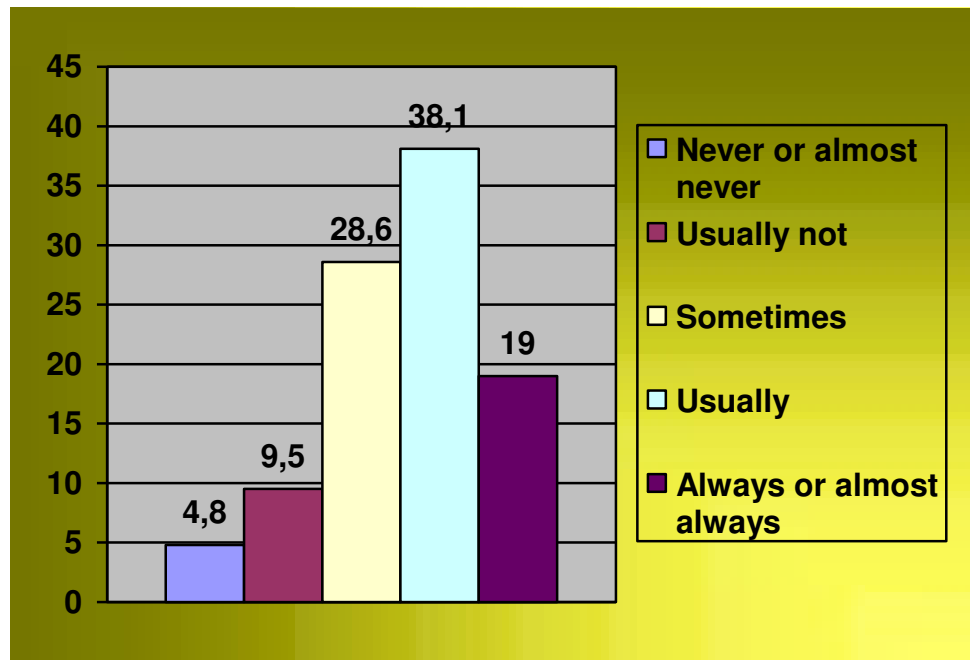
Elaborated by:
Bairon LLumigusín

When we compare the results of the students' survey, we realize that there is a difference in perception, in this question the 38.1% of the students answered that they usually did so. And only the 4,8 % of the students said no. With these results it has been established that the selected personnel will pay attention to the English class.

2. IF I DO NOT AGREE WITH MY TEACHERS I RAISE MY VOICE AND COMPLAIN
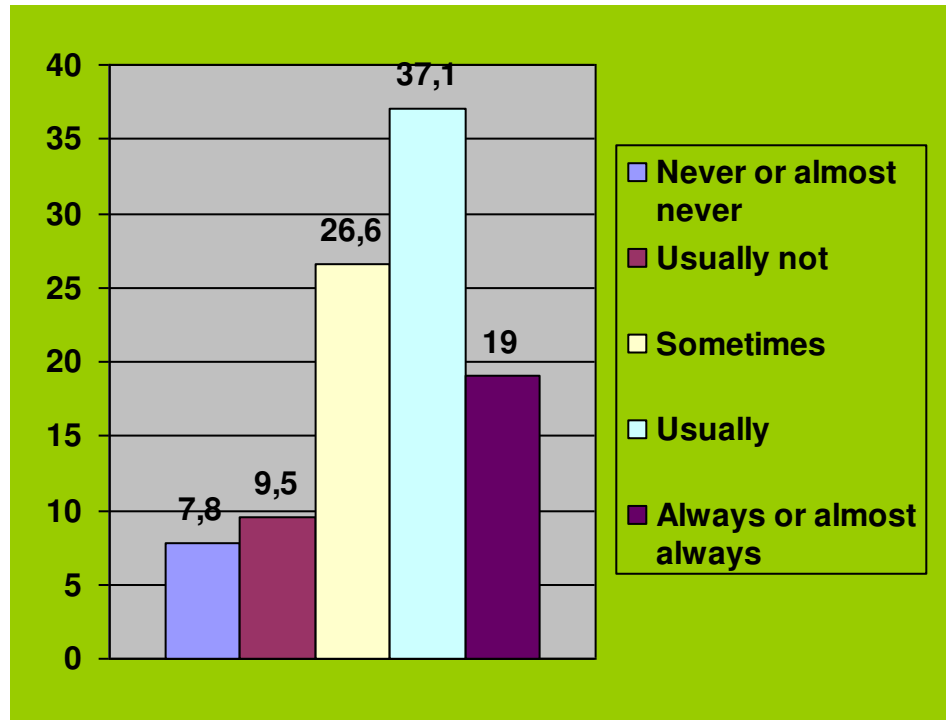
Elaborated by:
Bairon LLumigusín

For this statement the 37.1 % of the students answered that they usually complain to the teachers when they do not are agree with their teachers. The options three and five with 26,6 % and 19% respectively have the same attitude. It is clear that the students will complain when the teacher do not use an appropriate methodology in the moment of teaching English. Also, there is that to consider other values like 7,8 % of *never* plus the 9,5 of *usually not* that sum up 17.3% of students that possibly do not pay attention to the English class.

3. I TALK WITH TO CLASSMATES WHILE MY TEACHERS ARE SPEAKING
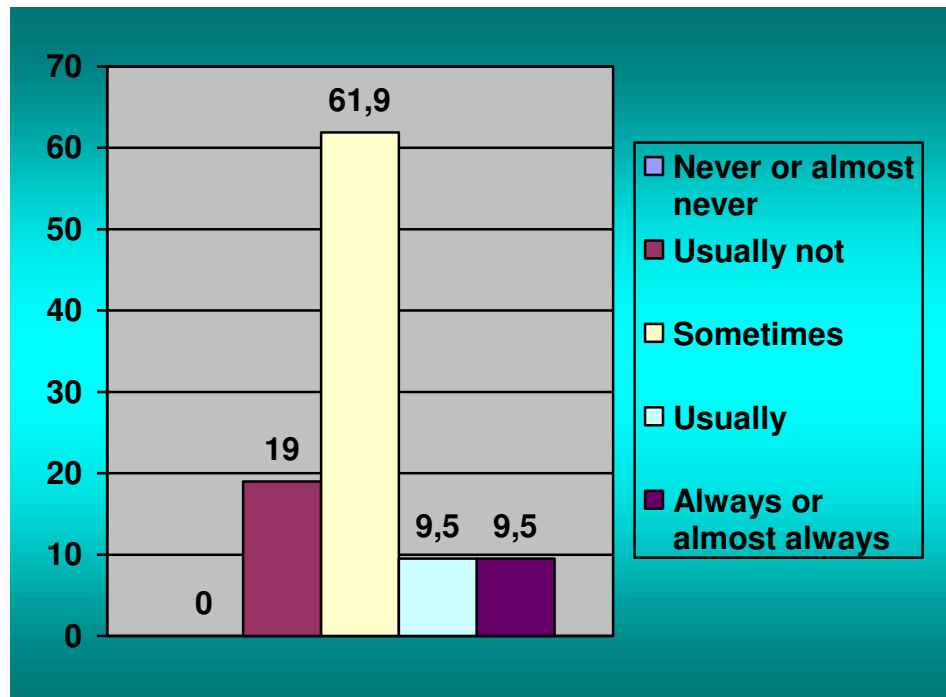
Elaborated by:
Bairon LLumigusín

When we analyze this sentence for having a clear idea about the discipline of students, here we can see a big difference. The 61.9 % of the students answered that this statement was somewhat true, versus the 0% the first option (Never or almost never). Also, there are two similar percentages with 9,5 % on the options 4 and 5, where the students talk in class with their classmates while the teacher is teaching. With results the teacher shall find a technique for it avoids that the students keep the attention to the English class.

4. I DO HOMEWORK OF OTHER SUBJECTS WHILE I LISTEN TO MY ENGLISH TEACHER EXPLANATIONS
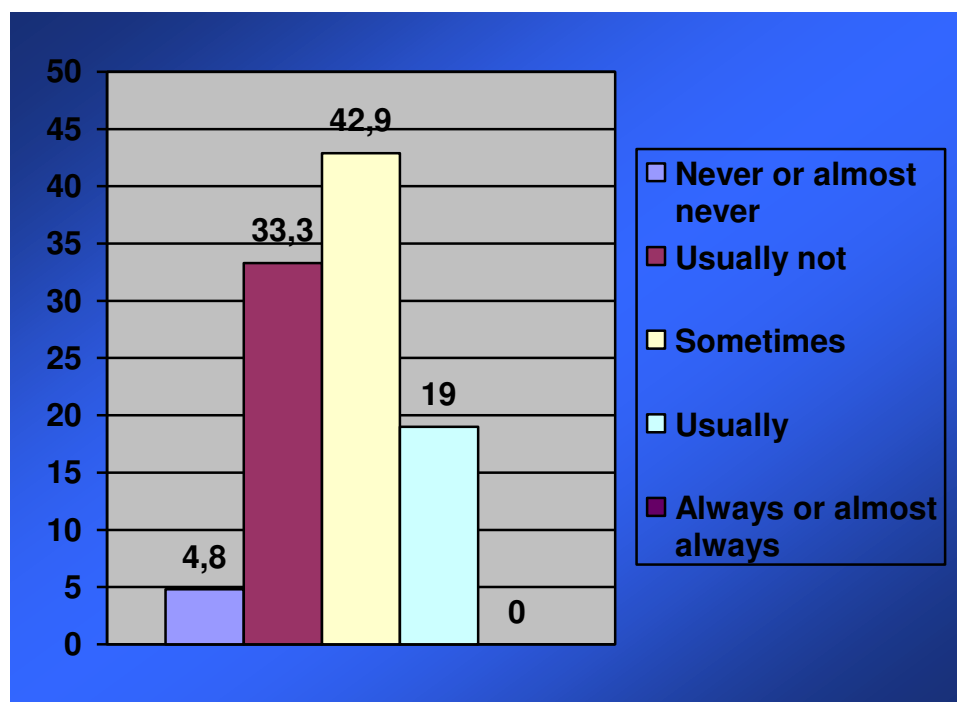
Elaborated by:
Bairon LLumigusín

Moreover, question number four that was stated in the following way: *I do homework for other subjects while I listen to my English teacher's explanations,* show a difference. Some 42.9 % of the students thought that this statement was somewhat true. This result added the 19% of the option *usually*; we have the 62.9 % that is an alarming result and just the 4.8% of students said that do not make other activities in the English class. This result is directly related with the discipline. In this case the teacher should establish clear rulers about discipline for avoiding possible conflicts.

5. I HAVE A POSITIVE ATTITUDE TOWARDS MY ENGLISH CLASS
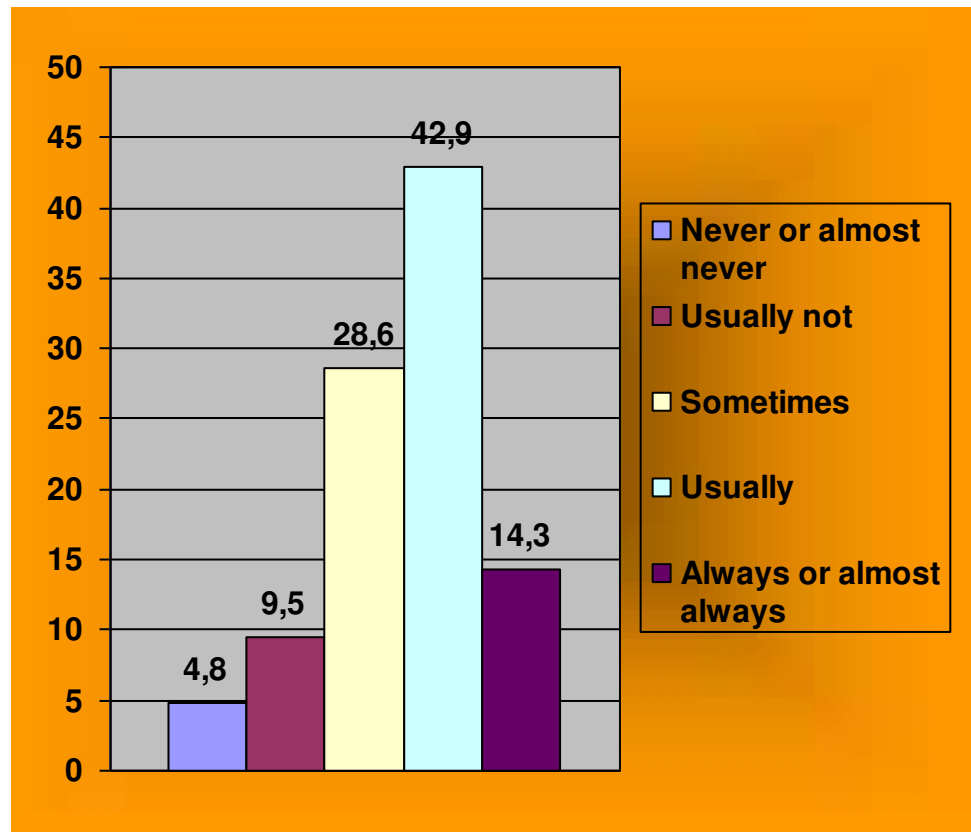
Elaborated by:
Bairon LLumigusín

Question number five read: *I have a positive attitude towards my English class.* 42.9 %, of students have a positive attitude towards the English class, if we add the 14,3% of five option and the 28,6 of option three we have as result the 85,8% this means that the present work will succeed when put into practice. But also, there are the 4.8% of students that do not have a positive attitude, which means that they are obligated to study English language.

6.   I LIKE WHEN PEOPLE PAY ATTENTION TO ME
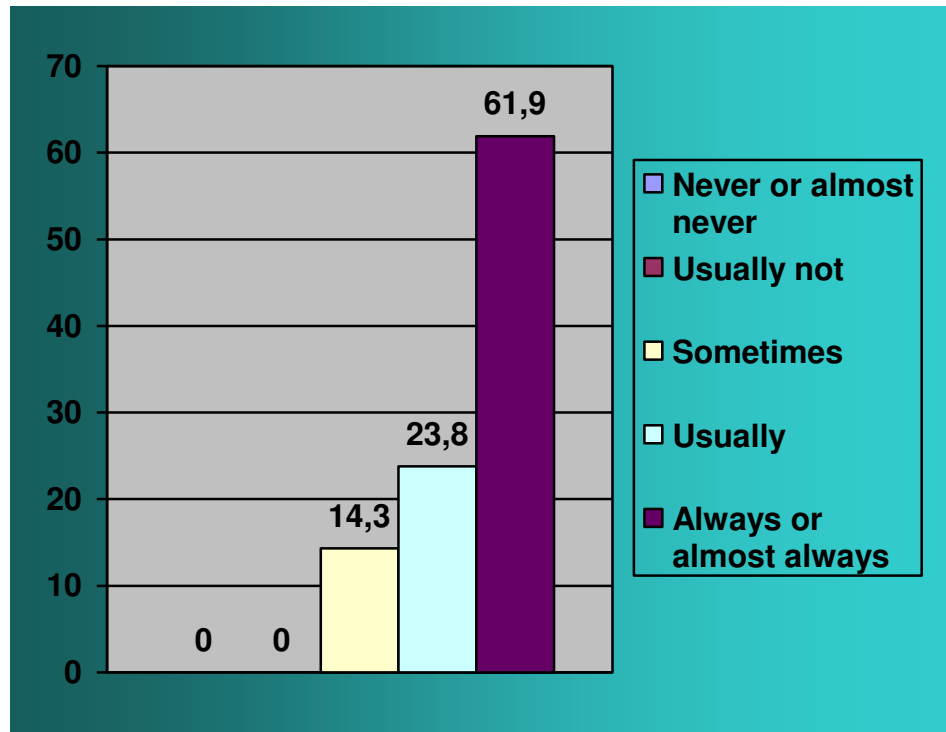
Elaborated by:
Bairon LLumigusín

The question number six: *I like it when people pay attention to me,* students with 61.9 %, they say to be agree about the attention that they need when speaking or practicing their English, with this we can establish that when a student is speaking we should pay attention.   The Teacher should be able to emphasize the importance about paying attention when somebody is speaking in class and avoid to speak or to do other activities that do not have relation with the English class.

7.   I MAKE FUN OF MY CLASSMATES WHEN THEY MAKE MISTAKES
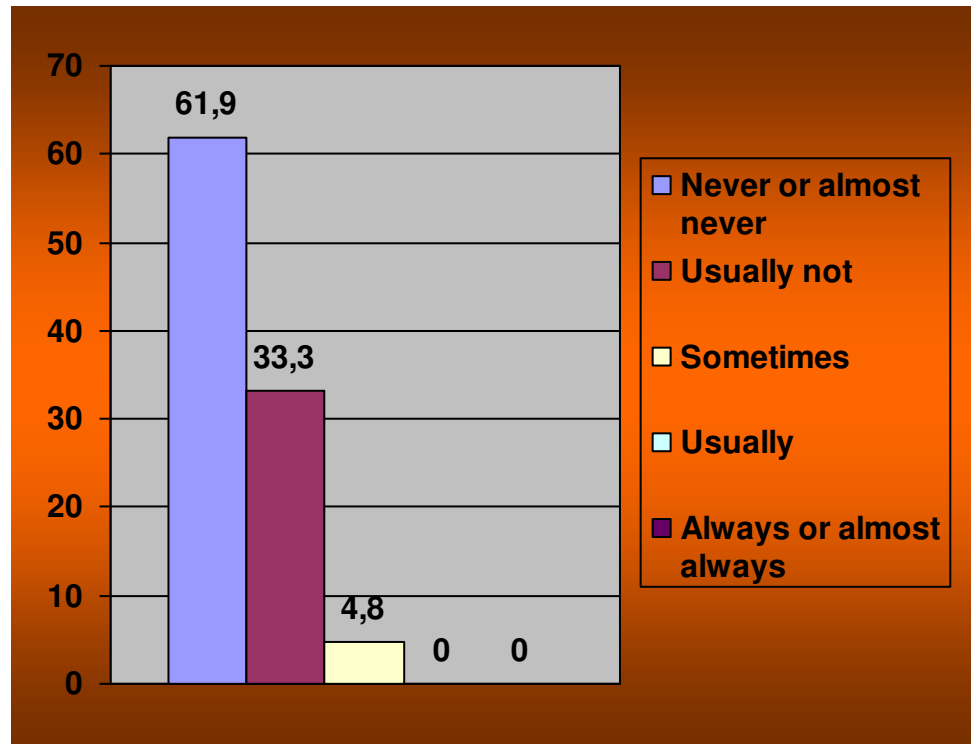
Elaborated by:
Bairon LLumigusín

For the question number seven, *I make fun of my classmates when they make mistakes.* Some 61.9% of the students felt that this never happened. On the other hand, it is possible to observe two percentages: 33,3% of option *usually not* and 4,8% of option *sometimes* that it gives as result the 38,1% of students which whether make fun when a student makes a mistake. This question is relevant to the research, because it has reference with attitude and discipline of the students which the teacher should have in consideration when is teaching English class.

8. I FOLLOW MY TEACHER'S INSTRUCTIONS IMMEDIATELY
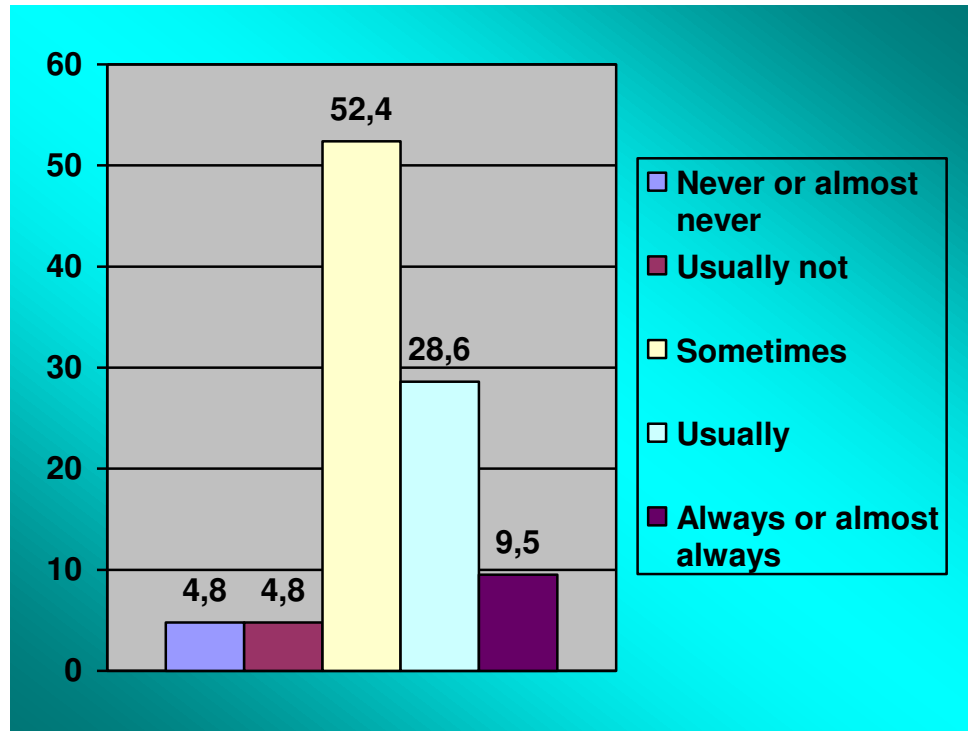
Elaborated by:
Bairon LLumigusín

Question number eight, *I follow the instructions of my teachers immediately, shows a difference.* Some 54.4% of the students considered that this statement was somewhat true, with 28,6% was the option usually, and with 9,5 the option always or almost always with this sum we have the 92,5% of students who follow the teacher's instructions, in this question it be establish that the teacher do not will have difficult in the moment to control the discipline in his English class.

9. WHEN MY TEACHER SPEAKS I MAINTAIN EYE CONTACT WITH HIM/HER?
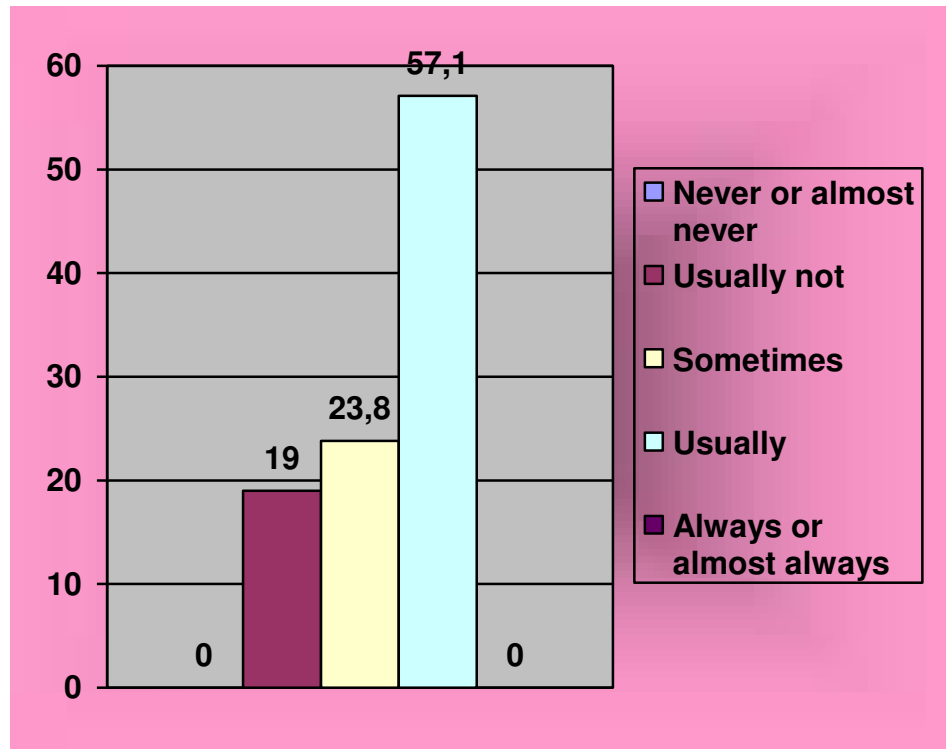
Elaborated by:
Bairon LLumigusín

Question number nine states, *when my teachers speak I maintain eye contact with them.* In this question, we can find that students considered that this was usually true, since 57.1% answered yes. Another high percentage is 23,8% of option somewhat true. These percentages permit us to establish which the students generally will pay attention to explanations of teacher. But is necessary to consider the 19% of students that said that usually not maintain eye contact. On the other words, "eye contact" it means to put a total pay attention in classes.

10. I FEEL SAD WHEN MY CLASSMATES LAUGH AT OTHERS' MISTAKES
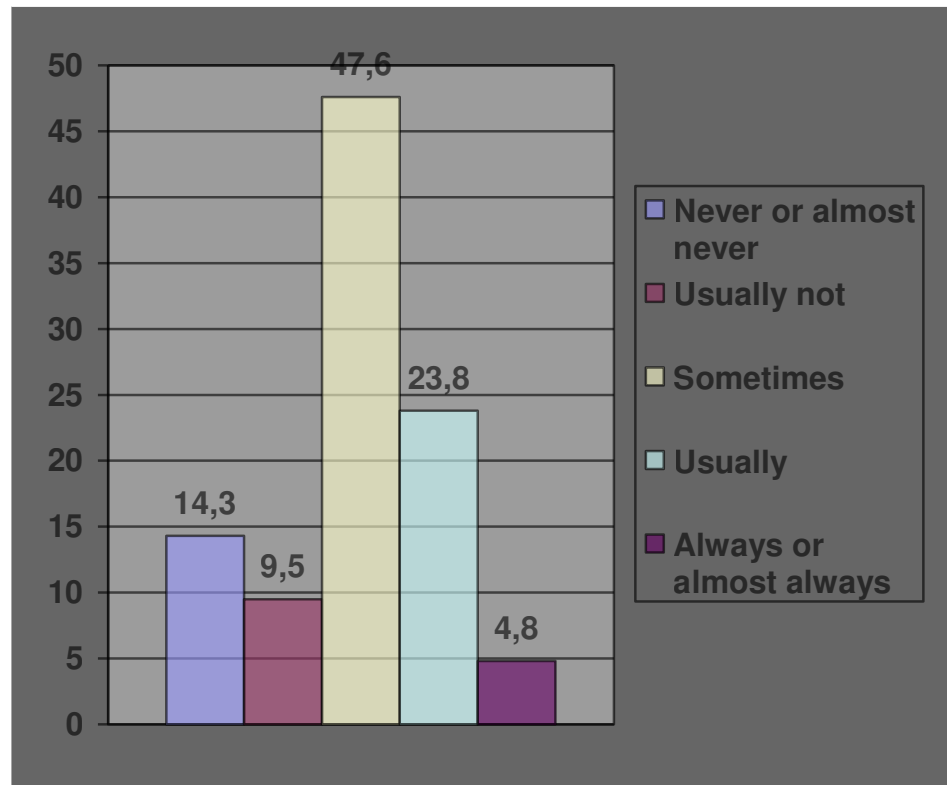
Elaborated by:
Bairon LLumigusín

The question number ten was made for analyzing the attitude and especially the discipline of students on this type of situations, considering that adult behaviour in the classroom is very different in comparison with children behaviour. Some 47.6 % of students answered that this phenomenon was somewhat true of them, another high percentage is the 23,8 % of option usually. The errors are frequently presented in pronunciation's practice.

11. IF I BECOME ANGRY I SHOW MY FEELINGS WITH MY BODY LANGUAGE
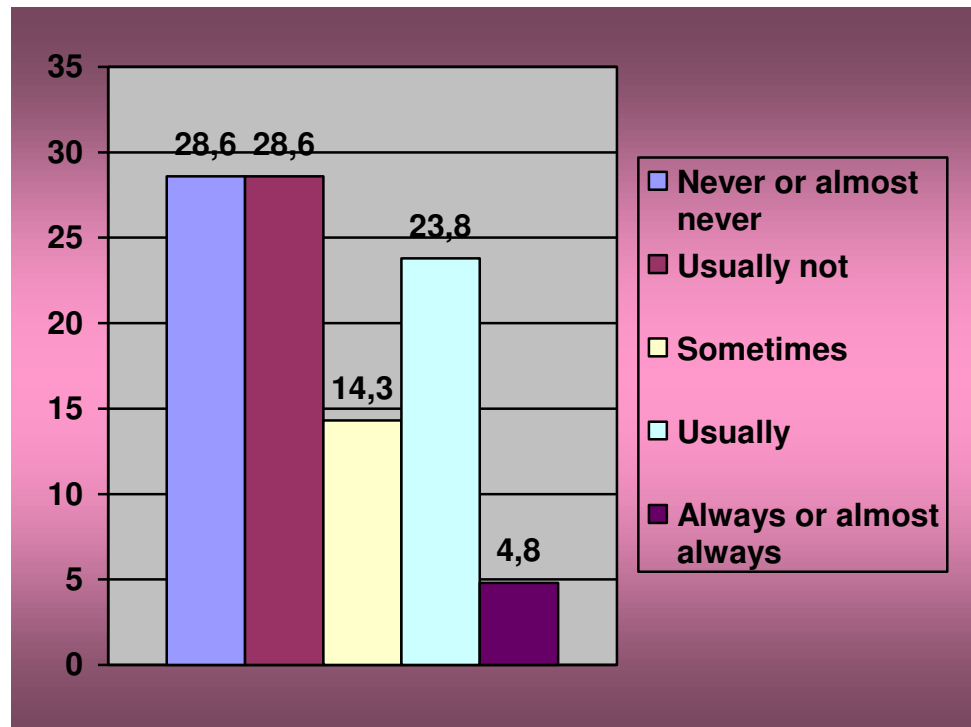
Elaborated by:
Bairon LLumigusín

This question was designed for the students. Before, they were explained about the phrase **body language.** We can notice that options 1 and 2 have the same percentage with 28.6% of students considered that they did not show their feelings in this way, but also there are two groups 3 and 4 that summed we have 38,1% of students that whether show their feelings in this way. The body language is very important because with the movements, gestures, expressions, face, etc., the teacher can to know if the students understand or do not the English class.

12. I ASK MY PEERS WHAT WE ARE SUPPOSED TO DO BECAUSE I DO NOT LISTEN TO THE INSTRUCTIONS OF MY TEACHERS
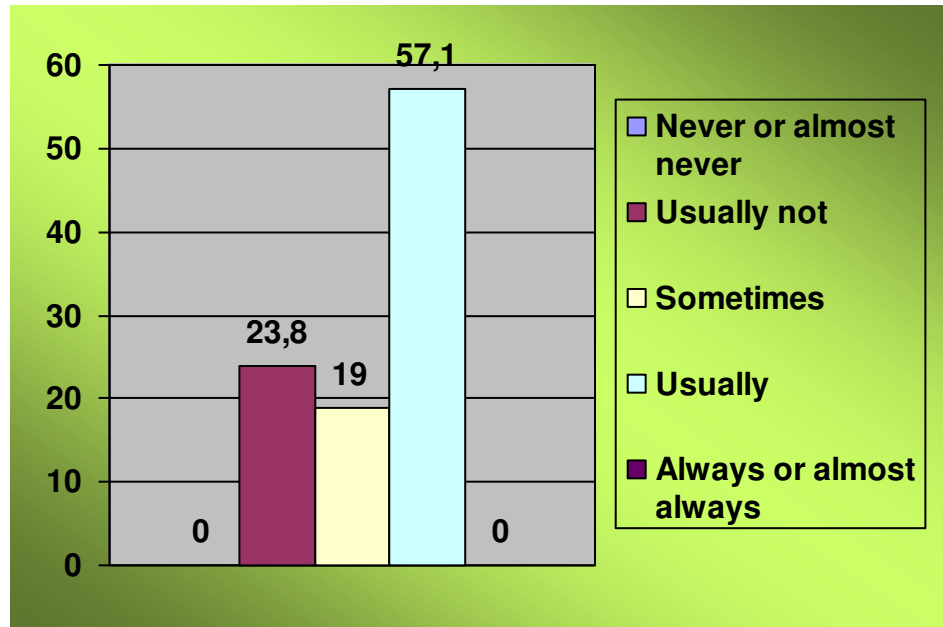
Elaborated by:
Bairon LLumigusín

Finally, statement twelve shows a 57.1% of students usually have had this attitude in their English class. With this result the teacher should be able to explain the topics and subjects with total clarity and give trust to students for that the questions and doubts to be answered by the teacher and don't for the classmates. And so, to avoid the distraction and finally to finish with the problem that students pay little or no attention in class. The causes because the students do not listen to the teacher can be several like: position or location, too low voice of the teacher, attitude and discipline of the students, lost pay attention, etc.

3.2 GENERAL ANALYSIS AND INTERPRETATION OF THE DATA

3.2.1 S U R V E Y S
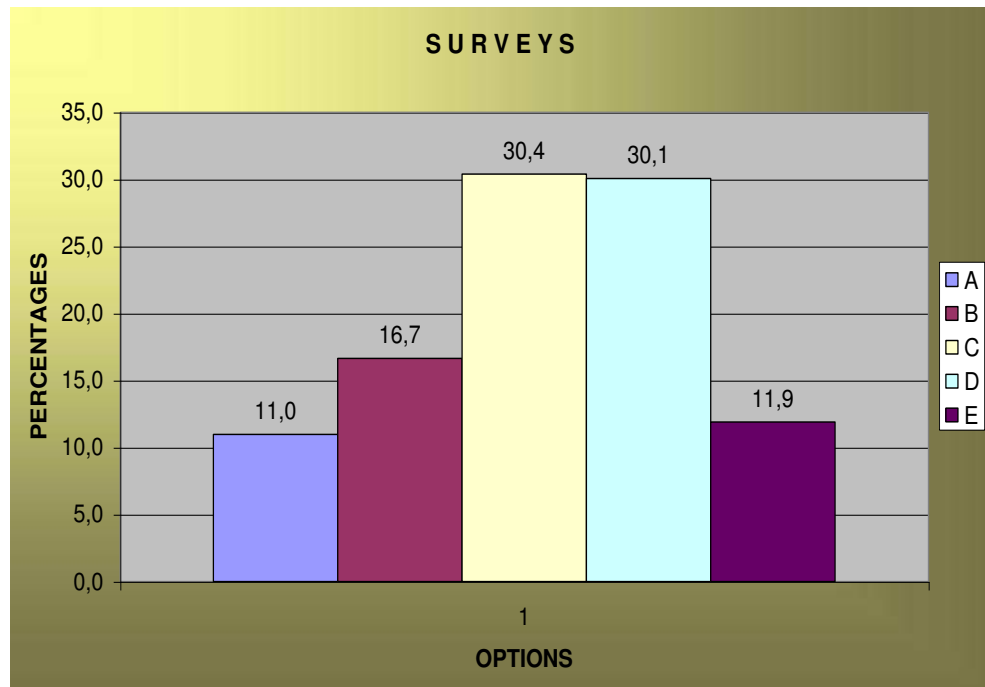
Elaborated by:
Bairon LLumigusín

In this table we can see that generally the options C and D, have the higher percentages with 30,4% and 30,1%, with this we should be able to establish that the majority of students agree with the questions presented.

TABLE OF REFERENCES

Options		Questions
A =	Never or almost never	1,2,3,4,5,6,7,8,9,10,11,12
B =	Usually not	
C =	Somewhat true	
D =	Usually	
E =	Always or almost always	

3.3 ANALYSIS AND INTERPRETATION OF THE SURVEYS IN SPANISH

Each question will be analyzed independently since after this analysis and later in the development of the curriculum we will already reach conclusions regarding the hypotheses outlined.

The first question of the questionnaire has as objective to see that type of techniques is the favorite for the students. The techniques that were presented as alternative in the same questionnaire are generally chosen for the professors like those more used inside English's classes (to anybody it is takes the responsibility for the use of some of the mentioned techniques), the same that were: translation, dialogues, works of groups, work in group of two people, role plays and others.

The following graph will help us to understand the quantity of students that preferring one or another technique:

1.   What type of techniques are more than their pleasure in your English classes?

QUESTION - 1

OPTIONS

Legend:
- Translation
- Dialogue
- Group work
- Pairs
- Other

Values: 44, 28, 16, 9, 2
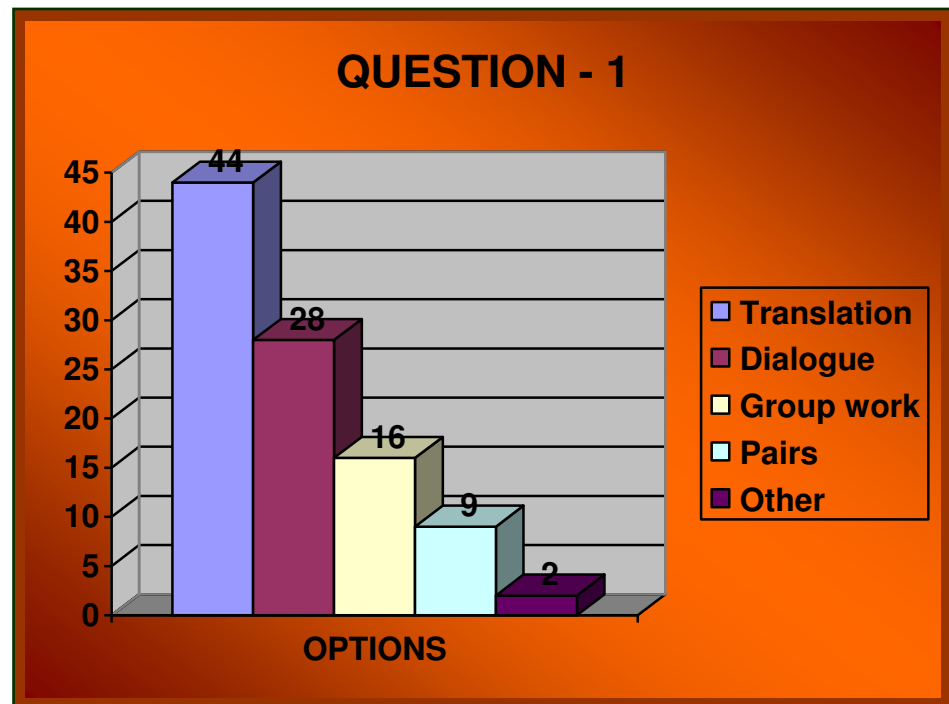
Elaborated by:
Bairon LLumigusín

Here is possible to observe, 45% of students prefers translation like main technique in its English classes; it is necessary to emphasize that in the basic levels and intermissions it is accented the translation like their favorite technique. The students of more advanced level in their majority chose dialogues, works in groups or work in group of two people. This takes us to the conclusion that as its trust in the language and its knowledge grows, they need less of the translation or they think that is something not very productive.

There are two things that they can be inferred of this question; the first, the method that the student wants is the method of translation, and for the students with more English knowledge we can use the talkative method.

2. What types of materials or equipment do you prefer to be used more?

This question was carried out with the purpose of obtaining information about the kind of materials and equipments that the students prefer that the teacher to use in their English classes.

We will observe that the type of materials that the more students prefer is grammatical copies (See Annex-4); in this case, the selection could also take us to infer starting from the requested material the type of method.

There are also other high percentages, in this question they are the Laboratories of computing and of Audiovisual; the following percentage that is of 16% belongs to the laboratory of Audiovisual, in which we generally match a film. The next graph is presented for showing the materials and equipments that the students prefer.

What types of materials or equipment do you prefer to be used more?

QUESTION - 2

Gramatical copies
Computing Lab.
Audio-Visual Lab.
Real life material
Tape recorder
Other

OPTIONS
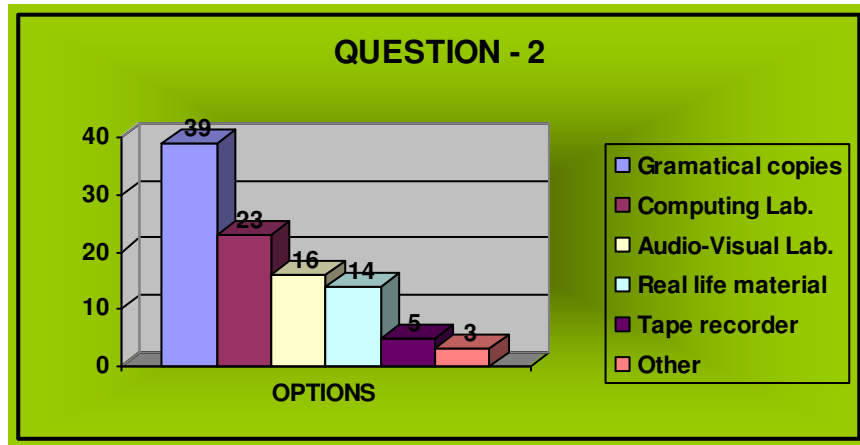
Elaborated by:
Bairon LLumigusín

3.   How do you like to work in your English classes?

This question was guided to make a decision on the grouping form during the hours of class. The following graph can explain in a better way the preference of the students:

QUESTION - 3

Groups
Pairs
Alone

OPTIONS
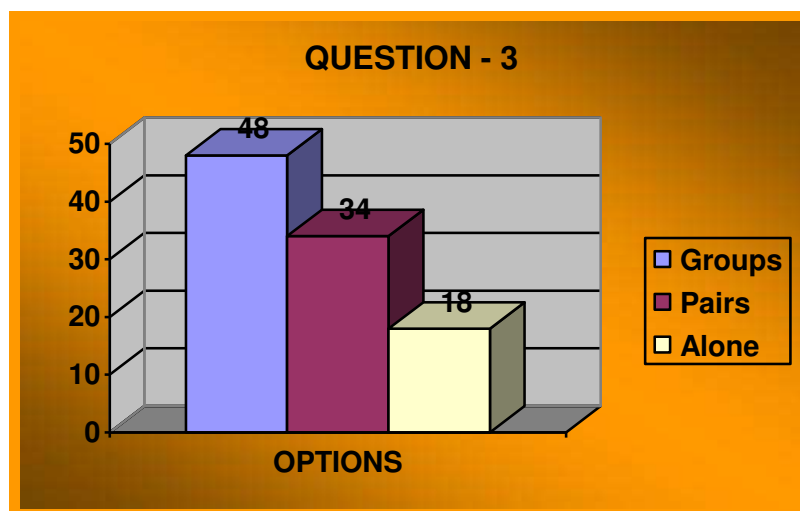
Elaborated by:
Bairon LLumigusín

In this case, 48% of the students prefer the work in groups, 34% prefers the work in pairs, and 18% prefers the individual work.   As we can observe the work in group it favors the communication between the students and the negotiation of the meaning, which is basic in the talkative methodology.   The preference for the work in group or in pairs, in this case, it will favor the learning with the outlined methodology.

4.   Write one or two reasons for learning English.

The results present us that the students do not have a special reason to learn English, they have simply given the following answers: because it is necessary, for my career, to be able to travel, to have a good work, because it is an obligatory requirement, etc.

A great percentage of the students that corresponds to 23%, alone English studies because it is a requirement of the University. This impacts in a great way in the drop motivation that have the students for English's learning.   The highest percentage that is of 33%, affirms that English needs for its profession. As for the third higher percentage that corresponds to 15% that expresses that English needs to travel.
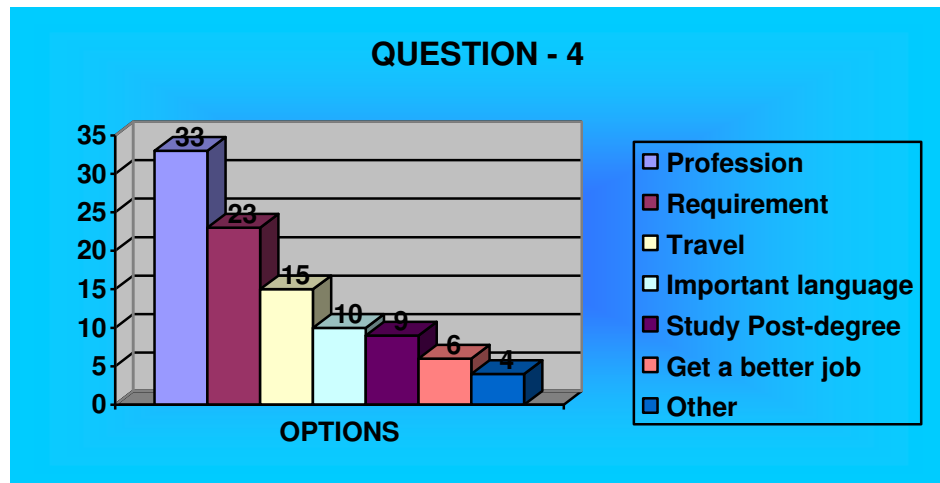
Elaborated by:
Bairon LLumigusín

5.   Write two aspects of the methodology you like of your English classes.

Regarding to questions related to the methodology the professors use, most of the personnel's answers coincided in pointing out: deductive, inductive, exposition, participation, grammatical, and alone a person the method talkative combined with Audio-visual.
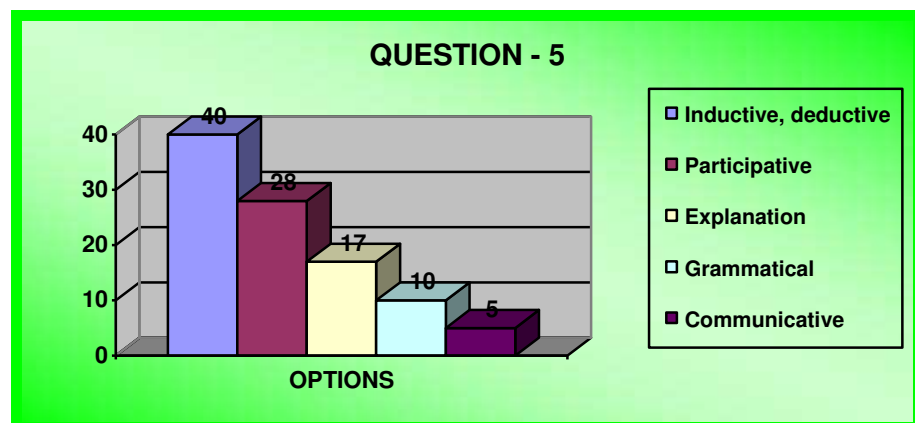
Elaborated by:
Bairon LLumigusín

6.   What opinion do you have about using books and their components?   If your opinion is positive or negative state why.

For the answer of this question three alternatives were given: it likes and it doesn't like. However, the students since they had freedom for the answer they gave other alternatives that will be exposed as "other". next the graph is presented that expresses the opinion of the students:

QUESTION - 6
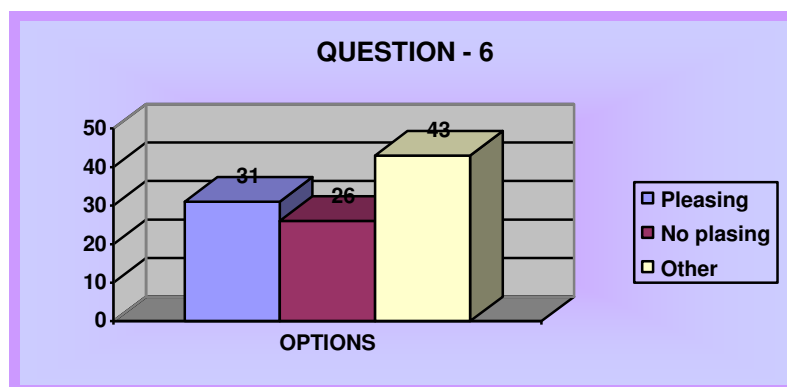
Elaborated by:
Bairon LLumigusín

As we can observe, the book is not greatly welcomed among the students; however the books maintain their validity in all the educational institutions for that seemingly until the moment a teaching method does not exist, where it is not necessary the use of texts and their components.

The third option represents 43%, this high percentage it presents the personnel's opinion that they believe that another teaching method should exist where it is not necessary to use

books, and that really helps them to have an useful and quick tool of learning of the English language.

7.   Which are some factors that determine their bad or good yield in English's classes?

We will observe 41% of students that believe that the blame has the professor, the answers that grouped under this title vary from: the professor's explanation, the professor's patience, the teaching experience, the easiness of explaining of the professor, the form of the professor's qualification, etc.

The second higher percentage that is of 29% affirms that the success or failure in English's course are due to their effort; interest that is put, practice, study, etc.
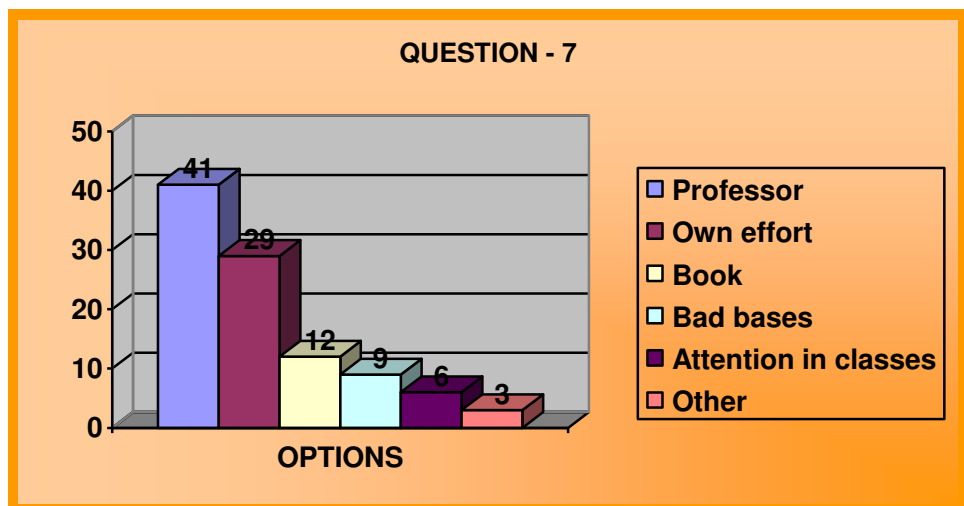
Elaborated by:
Bairon LLumigusín

8. What attitude do you have in the moment to learn English?

Another very important aspect to take into account is the attitude that the students have toward English's learning. Do the students have an optimistic perspective or pessimist perspective?. The answer to this question can take us to conclude that the students need motivation, and emphasizing the importance of learning English. It is necessary to remember that the personnel do not study English because they want to or they like it, but because it is a requirement of the current society to have better opportunities in the labor field. Next a graph is presented that represent the obtained results:
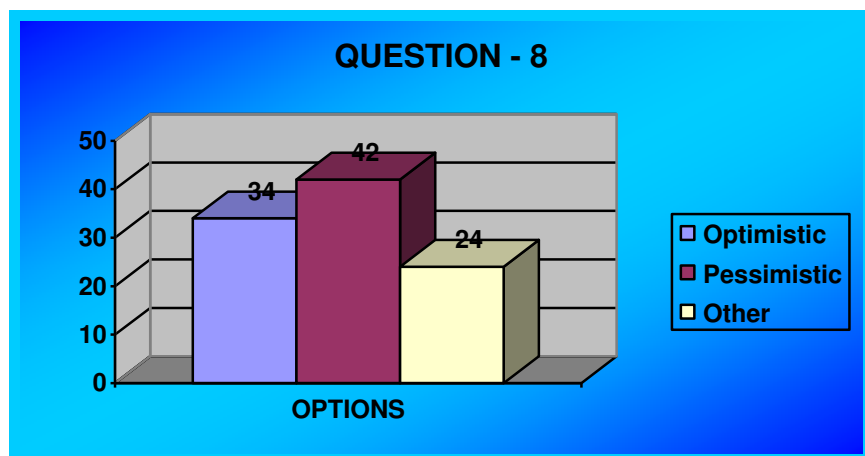
Elaborated by:
Bairon LLumigusín

Here, it is observes most of students, 42% that have a pessimistic attitude. With pessimistic attitude it was explained in the moment of the surveys like not believing that they can to learn the language and a positive attitude it was explained as the success in learning the language (little by little according to

the level). There is also a number of students those that do not have any opinion in this respect, what can be interpreted, also, like a lack of interest toward the learning.

These results take us to conclude that the students feel little interest or they do not believe in themselves, or in the professors, or in the institution.

3.4 ANALISIS AND INTERPRETATION OF THE KNOWLEDGE TEST

The results of the knowledge test will be analyzed considering the following categories: age, sex, level of studies and qualifications reached by the examined personnel.

3.4.1 ANALYSIS OF THE TEST BY AGE

For this analysis we consider three groups: Group-1 (from 20 to 30 years), group-2 (from 31 to 40 years), and group-3 (older than 41 years).
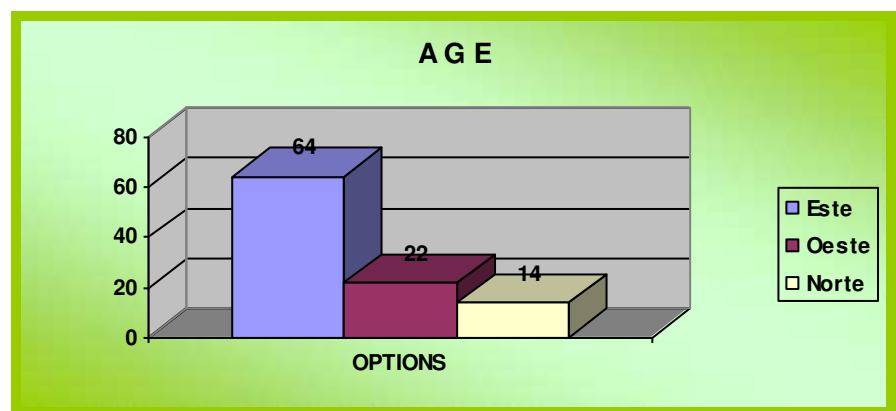
Elaborated by:
Bairon LLumigusín

Here we can observe that the 72% of personnel are among the ages 20 to 30 years, in second place we have to the group-B with 24%, with this we can establish that most of the students with something of motivation, easily they will be able to learn a second language.

3.4.2   ANALYSIS OF THE TEST BY SEX

In this case, we will see two groups: men (male) and women (female).
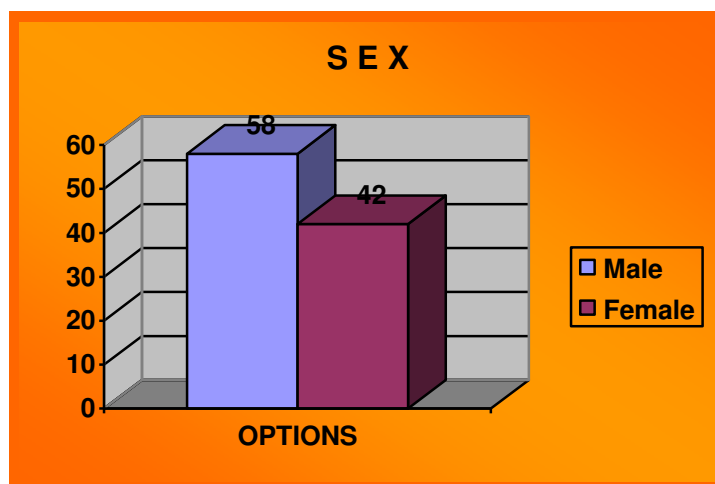
Elaborated by:
Bairon LLumigusín

As we can observe with 65%, it is bigger the number of men that want to participate in the acquisition of a second language, but also there is a very good disposition for part of the women, this allows to settle down that so much men and women are consent of the importance of learning English.

3.4.3   ANALYSIS OF THE TEST BY LEVEL OF STUDIES

Here, we observe three levels of studies reached by the personnel: 1) Elemental School, 2) High School, and 3) University.
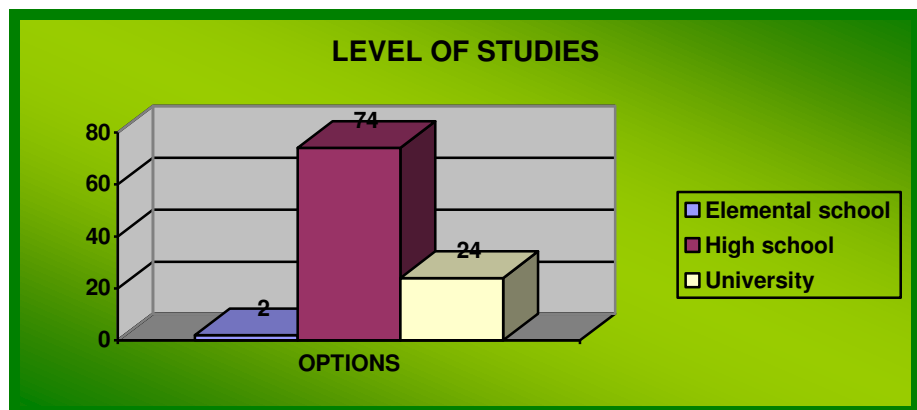
Elaborated by:
Bairon LLumigusín

In this case, 83% has finished the High School and a percentage of 26% has superior education, this means that almost all have basic knowledge of English, this means that won't be difficulties in the teaching, using the method proposed in the present investigation.

3.4.4   ANALYSIS OF THE TEST BY GRADING

Finally in this case, we present three groups of qualifications: group-A (from 0 to 10 points), group-B (from 11 to 15 points) and group-C (from 16 to 20 points).

QUALIFICATIONS
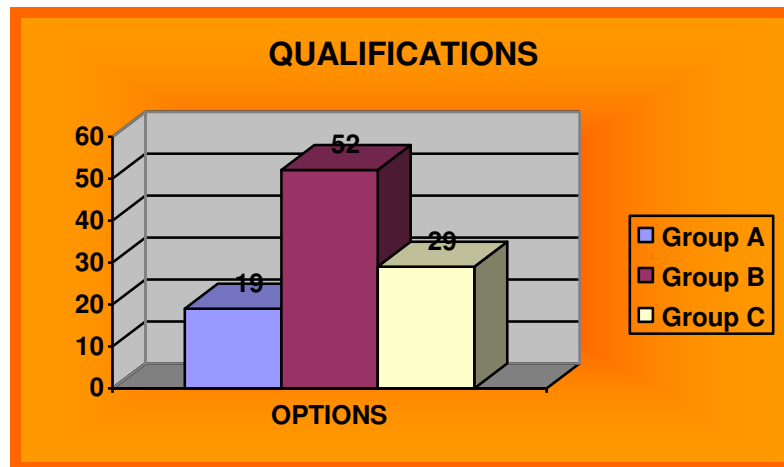
Elaborated by:
Bairon LLumigusín

Considering that the questionnaire did not present difficulties to be answered, since the formulated questions were basic and of daily use, we can establish that the average in points is 14, and it is very evident that the group-B it is the highest with 58%, with these results we can establish that at the moment to teach English as second language, it is necessary to begin from elementary knowledge and from that point to advance progressively until arriving at the highest level that is basically to speak a foreign language fluently, in our case the English, main objective of the present research.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 CONCLUSIONS

Based on all the data and information gathered up to the present moment, the following can be concluded:

1. With the presence of communicative interaction students have the opportunity to engage meaning in communication as they focused on the message they communicated, negotiated meaning and as a result, communicated orally with each other.

2. Oral Communication to demand to use authentic materials which encourage the development of the interaction between teacher to student and student to student, especially in the speaking practice.

3. The analysis of necessities revealed us that the students prefer principally the technique of translation, grammatical copies, and computing laboratory.

4. Therefore with it previously mentioned, it be conclude that the methodology cannot be exclusively chosen for the students that although they are mature they do not have experience in the learning a new language.

5. There are several methods for teaching English, but for the students until the present time, there is not an effective way of learning or to teach English.

4.2 RECOMMENDATIONS

The following should be put into practice at the 101 Metropolitan Assistance Central Station of the National Police:

1. Interaction is the key to development of oral communication which is because students should be given as many opportunities as possible to interact among themselves in a variety of classroom activities. "Where there is no interaction, there can be no communication".

2. The target language should be encouraged to be used as much as possible in the classroom, either when the students are involved in activities, or in general, when speaking to each other or to the teacher.

3. The laboratories of computing and audiovisual should be better used. For this it is necessary the purchase of new software and videos that can help English teaching.

4. It is recommended for the professors to give an initial speech to the students with the purpose of establishing responsibilities in the teaching. This recommendation is made because many times and like we check in the investigation carried out in this thesis, the students expect the professor to make the class where the student is who should speak and use the language.

5. To make the students aware that they are more responsible for their learning; likewise, activities and evaluations should be carried out, so that students see each other as responsible for their success or failure.

CHAPTER   V

PROPOSAL

AN   ORAL   APPROACH   FOR   TEACHING   ENGLISH
COMMUNICATIVELY   AT   THE   ECUADOR   NATIONAL
POLICE, 101 METROPOLITAN ASSISTANCE CENTRAL
STATION.

5.1 DESCRIPTION

The present investigation is based on the creation of a profile for teaching English Language in a verbal manner, without the use of books, notebooks, among other materials that are generally used in English's classes. This method may not be usual but if elaborated and used correctly it will give good results to the students and teachers, in this case to the personnel who work at 101 Metropolitan Assistance Central Station.

The communication activities of the who work at Metropolitan Assistance Central Station is 100% oral, through the telephone or sometimes person to person, it is no much time to write or to read, being essential to use two communication channels: speaking and listening, and when is necessary to write the Police Officers they have that make it in Spanish, to confront this situation this project was created.

This alternative consists of teaching English only by applying verbal communication, as we begin to speak in our first years of life, we did not know how to write or read but if we could speak and understand when the person speaks to each other, in that time we learned our maternal language by listening and looking, we didn't learn to read or write. Only when we entered the primary school we began to read and write.

The communication at 101 Metropolitan Assistance Central Station with the citizen population is 99% on the telephone, those people do not know or is not interested whether we can or

can not read and write, but they need to be listened about problems that they may have. That is a why it is necessary to have an ability to speak the English language fluently is the most important or as it is known as the universal language.

As such the teaching program was elaborated and adapted to the personnel who work at 101, with materials as: Audio-video, upgraded software for English practice, realia or the realiest possible materials, to have a clear idea of which one is being taught and to have an appropriate software for the pronunciation practices.

5.2 OBJECTIVES

" To know the antecedents of the 101 Citizen Attendance Metropolitan Central Station, mission and vision of the organization on what refers to the use of the English Language.

" To determine the problems or possible problems that do not allow the appropriate use of the English language in that Police Department.

" To design an appropriate Syllabus to apply the present project.

5.3 EVALUATION

When concluding the application of this investigation that will be carried out an evaluation for the participating personnel, this evaluation will consist of a practical exercise of the real life with people or foreign citizens that speak English communicating with the 101 Metropolitan Assistance Central Station, requesting help or orientation of the Policemen that work in this Police Station.

With these results it will be possible to correct some teaching procedures that have not been considered appropriately, to contribute with new ideas or tasks for the improvement of this system or in worst cases to reject the carried out project.

5.4 PARTICIPANTS AND BENEFICIARIES

In this case there are 112 voluntary participants, they are police officers that work at 101 Metropolitan Assistance Central Station.

The beneficiaries will be specifically the participants, the National Police, and mainly the foreign citizenship or people that speak English.

5.5 DEVELOPMENT

5.5.1 Antecedents

The 101 Metropolitan Assistance Central Station, is located in Quito, Province of Pichincha, and was founded in 1938 together with the National Police.

In 2003, this police station entered into the modernization process. Its facilities were re-located within a modern building with high technology communication equipment and its personnel were qualified to work with computers, audio and video cameras. The Police Officers were also prepared psychologically and culturally, they got an intensive English course for attention to foreign citizens that speak English, because nowadays at 101 Metropolitan Assistance Central Station, there has been an increasing number of calls from people who speak English and who require help from the Police.

5.5.2 MISSION

101 Metropolitan Assistance Central Station has an essential mission to lead the benefit of communications and computer science, services through constant preparation of the human element and the use of the appropriate technology that guarantees the efficiency and effectiveness in its employment, in institutional benefit and of the community.

5.5.3 VISION

Leading through a conceptualization of passion for the quality and innovation, participating directly in the institutional development, focusing on the abilities and a pre-active culture to provide high quality services, by using technology based on human and organizational development.

5.5.4 ADULTS LEARNING

First, it is necessary to consider the type of students. They are students from all branches of education offered by the schools and universities, most of them are between 20 and 50 years old, what makes us to consider some principles of the adults learning identified by Brundage and Mackeracher (Nunan 1988: 22), those that will be useful in the moment to teach these groups:

➢ Those adults that value their own experience like a resource for later learning or those that value the experience of others are better students.

➢ Adults learn better when they are wrapped in the development of learning objectives, which are appropriate with their ideas about English language.

➢ Adults have generally already developed concentration methods, attention and prosecution of information.

- Student reacts to all the experiences as one perceives it, and do not like the professor presents in his English class.

- Adults already entered learning activities with an organized form of thought and feelings about themselves, which affects directly the learning process.

- Adults do not learn when they are over stimulated or when they experience extreme stress or anxiety.

- Those adults that can process information through multiple channels and they have learned "as learning" they are the most productive students.

- Adults learn better when the content is outstanding for them, which can be for its past or for current interests.

- Adults learn better when new information is presented through some sense channels and experiences, with enough repetitions and variations in the topics to allow the distinction.

These characteristics are those that are observed and certainly the personnel of the 101 Metropolitan Assistance Central Station, but we have to take into account that they come from schools and universities where they practiced traditional education. They are used to listen to information that comes from the professor and many times to memorize the same, without giving a critical sense, neither to analyze it, etc.

Additionally, it is necessary to take into account that students have as a requirement to approve English. They do not come wanting to study it or to learn it; therefore, certain resistance exists to learning. We can help students to return more autonomous, by applying certain techniques and giving them responsibility of their learning.

With regards to the grade of responsibility that they feel the students of their own learning, developing answers were obtained; 35% of the students believe that their success or failure depends on them and others think that it depends on teacher.

5.5.5 DEFINITION OF CURRICULUM

The term "curriculum" according to Nunan is seen in three forms:

1. A product of situations to be taught.
2. A process of which is derived the material and the methodology.
3. Phase of planning (where the implementation phases, pursuit and evaluation are included).

A distinction is made between curriculum and syllabus. In the United States the term used "Curriculum" refers to the planning, implementation and evaluation of an educational

proposal.   In Great Britain it is designated to the term syllabus as the part of the curriculum that refers to the content.

For the purpose of this work, a curriculum will be considered the phase of planning, which will be given in the methodology areas, techniques and contained syllabus will be the content to be studied at each level.

Nunan defines planning of a curriculum as: "The systematic intent for part of professors and educators specifying and to studying a planned intervention in the educational institution". (Nunan 1988, 10).

The curriculum is defined by Stenhouse as: "The intent of communicating the essential and characteristic principles of an educational proposal in such a way that it is opens to meticulous and it becomes capable of an effective translation".   (Nunan 1988, 13)

5.5.6 CLASSES OF CURRICULUM

In a brief and concise way they will expose several classes of existent curriculum:

Structural: organized around the grammar and patterns of sentences; it is organized easily thing at the most complex and in accordance with the frequency and usage.

Functional: Organized by agreement with talkative functions, as identified, to report, to correct, to describe, etc. This approach concentrates on the communication and its processes.

Notional: Organized by conceptual categories as: duration, quantity, etc.

Topical: Organized by topics for example: eating, health, clothes, etc.

Situational: organized by situations or contexts in which the language is used and analyzed, that is, language that is needed for these cases.

Dexterities: organized by dexterities; in this curriculum example, one of the 4 dexterities can be developed depending on the student's necessities.

Tasks: organized by activities that should be defined for the student with the purpose of maintaining their interest. The objective is to carry out a task using communication of the team and the language focused in meaning.

5.6   ELABORATION OF A CURRICULUM

The theory of how a curriculum is to embrace different analysis such as the necessities, the methodology, techniques, objectives and organization of its content.

In this case the process of determination of the curriculum will begin starting from the student's necessities.

5.6.1 NECESSITIES OF THE STUDENT

The analysis of the student's necessities is not only to find what the personnel know but also, to look and to interpret the information that they provide. A form of considering the analysis of necessities is to divide them among objective and subjective necessities.

The first ones are: "the use of the language in the real life, their current state of sufficiency in language and difficulties in the language", and the subjective necessities refer to "the cognitive necessities and effectiveness of the student in a learning situation, necessities that can be obtained through information of their personality, trust, attitudes, desires and expectations with regards to learning English".

In the determination of the subjective necessities as it can include information about the student's attitudes made the language, the culture, the learning of the language, the attitude that has a student, their expectations and of the course, their purposes or lack of the same ones in studying English, and lastly, their preferences with regard to the forms that one likes to learn, or as one likes the class.

When an evaluation of necessities is carried out? It depends on the context; it can be carried out in three phases of

the process: planning, implementation and evaluation or it can be carried out alone in the planning or in the implementation stages.

The forms that can be carried out in this evaluation of necessities are through questionnaires (that are the most common form), or also through interviews. If the student's knowledge is not sufficient as to really express its necessities in the language that is being learned, it is better the questionnaires and interviews are carried out in their maternal language.

The evaluation of necessities can be influenced by what the professor thinks should be the course or for educational restrictions or the difference in the answers of the students, due to a different perception of the answers of what has wondered. For most of students it is an unknown process and they sometimes have difficulty structuring or thinking which are their necessities, which will not be the same ones of what the professors thinks are their necessities.

5.6.2 METHODOLOGIES AND TECHNICAL SUPPORT

The main thing when choosing the methodology that will use is to consider that it should be the reflection of the curricular objectives.

Richards and Rogers (Nunan 1988, 77), define the methodology in terms of the approach, which provides a theory on the nature of the language and of the learning; It design,

which means specifying objectives, so much activities of learning like of teaching; lists, so much of professors, students and of the material; and procedure what means the handling of technical and procedure of classes.

It is suggested that it is also part of the curriculum it is formed by data extracted from the analysis of the students' necessities although investigations suggest that many adults are not very interested in the techniques and activities that are described as "talkative", this is maybe due to the fact that many have been educated in the traditional way or that they prefer that their class of English to be only another class in which to listen to the professor, without any active participation.

The methodology that I have outlined in this investigation is the conversational method. This method is a process to develop the ability to make things with the language.

This method is defined by Howatt (Nunan 1988, 25) like it continues:

"The talkative method emphasizes the importance of giving the student the opportunities to use English with talkative purposes and it tries to integrate such activities inside a wider program for teaching."

Some of the principles that can be inferred in this method are:

- The activities that emphasize real communication promotes learning.

- The activities in which the language is used to carry out significant tasks, promotes learning.

- The language that is significant for the student promotes learning.

- It concentrates on the communication.

- The selection of what we are going to teach it carries out an agreement with what the student needs to know, with the purpose of carrying out the ideas.

- The every day language is emphasized.

- The success of this method consists in achieving the students to communicate in an appropriate way inside the context that they are.

- It is a method centered around the student.

- Errors are partially corrected but more importantly given to the student if they have been made to understand.

- The contain is emphasized by this method.

One of the controversial points not only in the talkative method it is the point when learning transfers; this means point until the activities and tasks that are carried out in class are applied when the student faces a situation in real life. Investigations to this respect suggest that the transfer does not happen as previously thought and many times the student does not know when reacting and have to fight with this situation in the real life.   However, the use of the real things makes the learning transfer happen.

Another matter is the perception of the "input" and "output". Krashe, in his proposal assured that comprehensible and enough "input" were enough so that the student develops their capacity to later they speak. Additionally another theory tells about the "output", which emphasizes on the importance of giving the student the possibility to practice the language. The importance of the language production has been emphasized on the part of the students, but rather it has been said that it is also necessary to negotiate the **input** to ensure that the managed language is understood at a level that is governable. It is for this reason that it is suggested that the work in groups is a way of providing good atmosphere to negotiate this comprehensible **output**.   The value that you give to the work in groups can be explained to us in the following points (Nunan, 1988, 83):

> ➢ The working in groups increases the opportunities of the students use the language.

- The work in group improves the quality of the student's conversation.

- The work in group allows better instruction at an individual level.

- The work in group promotes an affectionate atmosphere.

- The work in group increases the motivation in the student.

5.6.3 OBJECTIVES

Some authors that write about curriculum design like Burden, divide the objectives into goals and objectives, the goals being the purposed long term of the course, and the objectives being the specific forms in which the goals will be completed. (Graves 1996, 17)

Clear objectives provide a professor with bases to determine the content and activities appropriate for the course. The objectives also serve as a guide for the evaluation of the effectiveness or value of an activity.

The objectives are carried out by taking into account the analysis of the necessities, the politicians of the Institution, etc.

In accordance with Nunan (1988, 60) "The objectives are more than a peculiar form to formulate or to establish the

content and activities". In accordance with this author, several benefits happen when establishing these objectives:

- ➢ The students have a more objective idea of what they can reach in the course.

- ➢ The learning becomes seen as the gradual form of reaching an objective.

- ➢ The student develops bigger sensibility towards their list of students and their vague knowledge is made much sharper.

- ➢ The self-evaluation becomes more feasible.

- ➢ The activities in class are related with the necessities of the students in real life.

- ➢ The development of the dexterities can be seen as a gradual process and not an extremist process of everything or anything.

Agreeing with this author, several benefits happen when establishing these objectives:

The objectives can be edited according to the focus what he wants to give the professor; for example, they can be grammatical, functional, dexterity, of learning strategies, cognitive, cultural or topical.

Richards proposes several types of objectives (Richards 1986, 24):

Behavior objectives: To edit this type of objectives, it is necessary: to discover the act to be carried out, to describe the conditions in those that can happen and, lastly, to establish a standard in which the act will be carried out. The critic that Stenhouse has carried out regarding this way of determining the objectives, is that it is sometimes impractical, impossible and that in those cases, it is preferable to establish the agreement objectives with tasks or concrete activities of class, without specifying the specific results of such previous activities. This type of objectives, according to Richards, are also spread to manage an aspect of the sufficiency of the language exclusively considered as "competitions", and it spreads to trivialize the nature of the acquisition of a second language (Richards 1986, 25).

Based objectives in the Dexterities: It is a form of specifying micro dexterities or processes related with the acquisition of the sufficiency in the four main dexterities that are: to speak, to read, to write and to listen. For example, Richards provides a list of micro dexterities that you are needed to develop the ability to listen:

➢ To identify the purpose of reading.

➢ To identify and to follow the topic read.

- To identify relationships among units inside the speech (main ideas, generalizations, hypothesis, to argue an idea, etc.)

- To identify the list of speech markers pointed out in the structure of reading.

- To inter relationships, cause, effect and conclusion.

- To recognize the key lexicon related to the topic.

- To deduce the meanings of words in the context.

Based objectives in the Content: This type of objectives is edited many times like functions of specific situations or atmospheres.

As for example:

To request: for someone lends you something.
                for someone passes you something that you cannot reach.

5.6.4 ORGANIZATION OF THE CONTENT

Organizing the content depends on the language definitions and of learning of the language that is being considered, because they will be relating it to included, emphasize, and integrate in

the planning. Before, this era a decision of structural character, is now coming the movement of sufficiency, the concept of several types of models of talkative competitions, ESP (English for a specific purpose), the proliferation of methods of teaching a language, and the diversification of English students, they have given the professor more tools to consider what aspects to include in their curriculum, obviously taking into account the context and the students' necessities, Institution and materials are facilitated by the institution.

Next, some forms are presented to consider and to categorize the content, but it is necessary to remember that the limits among categories are permeable; they are superimposed conceptually and they are not exclusive to each one.

A form of considering content is through grammatical structures, patterns of sentences and vocabulary. These aspects are relatively systematic and governed by rules; frequently, this it is the form of the content of the books. Here rules of the formation of the words are included (morphology), pronunciation rules (phonology) and grammatical structures between words and sentences (syntax).

The talkative method and its ideas about the language and of the purposes that the language completes have added the dimension of functionality of the language like: to apologize, to persuade, to give information, etc. The fact that the language is used in context, which determines and it restricts the options

that the speakers have, has added the dimension of notions, which means concepts like time, space, relationships, etc.

The development of rules for the developmental sufficiency has emphasized the importance of the four dexterities in the curriculum design. For many these dexterities are given for seated, since in the normal development of classes the students have to use a certain combination when speaking, to write, to listen and to read. However to become well versed in these dexterities it demands the domination of other sub-dexterities and processes. The dexterities that the professor chooses to dominate depend on the necessities and requirements of the student group.

Another form of categorizing the content deals with the activities and tasks that the student usually carries out in class. These tasks have been broadly defined, but the most important is that through a process and of certain information, the student can arrive to a prospective result. The tasks can also be defined as projects in that the student's work in a combined form to produce something (Hutchinson 1984). The competitions are goals with tasks orientation that are written as behavior objectives in those that the behavior of the language is included. These competitions are another form of categorizing the content and considered as the language and the necessary behavior to work in certain situation.

Another important aspect is the culture, Burden indicates in the following comment about the culture and its incidence in learning a second language:

"The culture provides of a wider and deeper context about how one knows or it determines what value is given, what is appropriate or realizable and why."

It is as good as the professor that chooses to include culture inside the curriculum because he has realized the importance of the following aspects: the development of the compression that the culture plays in the human interactions, to understand and to interpret the cultural aspects of the language and behavior and the importance that has the development of the dexterities so that these are appropriate inside the cultural context; as well as the vitality of the knowledge of the foreign culture.

The learning of a language through a coalition between matters and language is another form of developing the content of a curriculum. This type of curriculum is called "based on content" because they integrate particular content that can be economy, mathematics, etc., with purpose to be reached in the language. This way, the professor can teach the matter directly, for example, economy, or it can only be used as the base for the teaching of the language.

This way, the possibilities that a professor has for the categorization and conceptualization of the content of a curriculum are as follows:

- Content
- Culture
- Tasks or activities
- Competitions
- Dexterities
- Work
- Notions and Topics
- Talkative situations
- Grammar
- Pronunciation
- Vocabulary

5.6.5 USE OF THE MATERIAL

The use of authentic material is one of the characteristics of the talkative method. This material has to be current and real, and should to be related with the lives of the students.

For professors that obligatorily have to use a defined text, then material development is its adaptation, since the content of the text determines the content of the course. However, the text is not the course; the texts are tools that can be seen as pieces that can be reordered to fulfill the needs, dexterities and the students' interests and the objectives of the curriculum. The material of a text can be modified to incorporate activities that

motivate the students and that they can transport them beyond the same text.

(Graves 1996, 27) it points out that "the material should not pre-specify the results of the learning or being a way to control or to guide the learning but rather its function is to give opportunities for the learning through the interaction."

5.6.6 DEVELOP OF THE PROPOSED CURRICULUM

5.6.6.1 PROPOSED METHODOLOGY

The development of the present curriculum considers the explanation of the methodology and is technical advisable; and the development of the content that understands the functional objectives and inside each objective it will emphasize specific objectives.

The methodology used in the implementation of this curriculum will be conversational (talkative Method).

The Talkative Method began in Great Britain in the 60s as answer to the method structural previous call "Situational Language Teaching". The birth of this method arose partly as the answer from Chomsky to the theories structurally of the language and also due to linguists functionally like Firth and Holliday, partner American linguists as Hymes, Gumperz and Labor.

The theory of language, that this method sustains in the functional one which indicates that the language is seen as a vehicle for the expression of functional meanings. The semantic and talkative dimensions of the language are more emphasized than the grammatical characteristics although they are also included.

The principles of this method will help to explain the methodology as being:

- The activities that demand real communication promote the learning.

- The activities in which the language is used to carry out significant tasks promote learning.

- The language of meaning promotes the learning to students.

The talkative method is based on the student; it is for this reason that these principles do not belong to the teaching but rather to the learning (students).

The objectives in the content aspects, affective and linguistic that can be reached through this methodology are:

1. content: The students will learn how to use the language like a means of expression.

2. affective: the students will use the language like a means
                   of expressing their feelings and critical trials.
3. linguistic: the language is like a learning object.

5.6.6.2   THE PROFESSOR AND THE STUDENT ROLE

With this type of method the professors will be speaking less and listening more (Larsen-Freeman, 1986). The professor has two roles: the first one is of facilitating the talkative process among all the participants in the class and of facilitating the communication in the development of activities. Their second role is acting as a participant, this means that the professor proposes the exercise and then he only observes, it sometimes acts as monitor.

A class ambient in this method is not silent, everything the opposite, the students speaks a lot and they are active. So that the class is participative, the student wins trust in the use of the language and as such, the students realize the responsibility on its own learning.

The students cannot only sit down and to view be development of the class; they are those that have to develop their learning through the oral production. The professor has to build a process of talkative learning that can help the students to develop their learning strategies. The educational role is not only to give information and to correct errors, but to provide a model, to offer keys, suggestions, feedback, opportunities to be

expressed and to motivate the student.   The professor and students should work together to develop the class.

The student's goal should be to end up being at the "talkatively competent"; this means to be able to use the language appropriately in any social context.

5.6.6.3   ACTIVITIES

The Talkative Method uses any type of method that wraps the student in a real communication. Littlewood (Brumfit and Jonson 1979) distinguishes two types of main activities:

- ➢ Talkative activities / functional: whose objective are to develop certain dexterities and functions, but they involve communication.

- ➢ Social activities of interaction: such as the conversation, discussion, sessions, dialogues, performances, etc.

The main characteristic of this method is that everything is carried out it with a talkative intention, that is to say the communication; is for this reason that certain activities are as on integral part of this method; such activities are: Games, Role-plays and tasks in the resolution of the problem.

In accordance with Morrow (Jonson and Morrow 1981, 13) the truly talkative activities have three characteristics: to fill information; option and feedback.   To fill **information** refers

that the talkative activities should be directed to information; the questions won't be asked if the information is already known. With **option**, it refers to the election that the speaker chooses what has to be said; the exercises in the class should not be strictly controlled, if not it should have opportunity for the students to be express it in many ways. **Feedback** is the last of the characteristics that is the retro feeding meaning that the communication is carried out with the speaker's purpose value if this purpose has been completed or not, based on the retro feeding that the listener gives.

The group activities are recommended, since they favor the meanings negotiation it emphasizes an active way of learning and it forces the use of verbal language. In group activities, the non-alone students listen to the professor, if not they do not have personal contact with the language, they practice among themselves and they have the opportunity to make errors in learning.

The errors are seen as something foreseen inside the development of the talkative dexterities and they are tolerated when the student has communicated their needs. The professors should let the student is expressed and correction of their errors should be very discreet.

The professors are called to include in their classes the teaching of strategies learning with the purpose to make conscience in the students and to have them to be more responsible with their own learning. With this same objective,

auto evaluations of each unit will be developed or of each functional objective, the same ones that will be presented in the content of this curriculum.

It is recommended the professors material usage is authenticated, for any activity that is carried out, they can be newspapers, magazines, announcements of TV, literature books, propaganda, etc.

The material alone is a tool used by professors and students for the development of significant and talkative activities. The available materials, like a text that is not English class do, it is only a part of it.

We do not have to forget that learning a new language is not only to speak, to listen and to understand it, but it is also necessary to write and read it; so the professors should not forget the development of these dexterities. But in this case we will concentrate on speaking, listening and understanding.

The learning of the language is also the learning of the culture in which the speakers will practice it. It is for this reason that it should become trained and to discuss its cultural aspects. It should not be self taught to the student to criticize the differences, but to recognize them so that this way there is a pre-conception of what they are in other countries and in other cultures.

5.6.6.4   OBJECTIVES

The objectives have been settled down in the following way: The main one is a general functional objective that has been divided in to specific objectives that you can or can not have a relationship with the development of the four dexterities: to speak, to listen, to write, and to read.

5.6.6.5   CONTENT

Part of the content makes it the objective, as much the main and as the secondary objectives, an explanation of the language called to its components of the language and they are divided in structure and vocabulary for each functional objective. For each level a series of objectives have been edited for the pronunciation areas; in the same way for each level of the cultural aspects have been written.

The content of the Syllabus has been edited in its entirety by the author of this project.

The functional objectives have been removed according to the needs of the level study considering that they are the most appropriate according to my experience as a student.

The first and second contain a basic study or "elementary", third fifteen "pre-intermediate" the recruit and sixth the "intermediate" and finally the levels seventh and eighth use the "upper-intermediate."

A description of vocabulary and structures was carried out to be used so that serves together as a guide of the objectives. The vocabulary used was considered to the used words.

The grammatical section was stripped in certain way, so it was easier to write.

The pronunciation and culture were defined in the same way as the functional and specific objectives, through a study of the activities that the police officers commonly use.

5.7 CLASS DEVELOPMENT

First to establish the timely distribution, in this case each class will have an approximate duration of 2 hours per day. Second, to divide the time in work intervals as follows:

10 minutes – motivation
10 minutes – warm up
20 minutes – Teach the new class
10 minutes – vocabulary
10 minutes – reinforcement
10 minutes – practice of the structure taught
10 minutes – reinforcement
10 minutes – repeat the practice
10 minutes – reinforcement
10 minutes – repeat the practice
10 minutes - test

In the presentation the program Microsoft Power Point will be used, and the information will be projected through an in-focus from the database of a computer.

The content of the syllabus is composed by eight levels, those that are from the more basic one and concluding with the most complex. This syllabus is presented on the next pages.

5.8   S Y L L A B U S

5.8.1   LEVEL ONE

FUNCTIONS

1. Greeting, self-introduction and introducing people, and saying goodbye.
2. Request and provide personal data: studies, name, last name, nationality, study, profession, age, phone number, address.
3. Talking about the existence of objects in class, house, building, etc.
4. Talking about the things you have got or haven't got and how many you have got.
5. Say the date of birth and place.
6. Order breakfast in a hotel.
7. Ask and answer questions about the price of any object.
8. Talking about clothes: where you can buy them, price, how often you buy certain type of clothes, what it is made of, where it was made, when you use that piece of clothing, colors, etc.
9. Describe and ask questions about simple daily routines.
10. Indicate the frequency you do an activity.
11. Express interest, opinion, agreeing and disagreeing.
12. Talking about abilities.
13. Ask for permission, request.
14. Talking about likes, dislikes and preferences.
15. Describe, narrate and ask about past events.
16. Talking about temporary situations and developing situations.
17. Talking about plans in the near future.

CULTURE

A. The importance of punctuality
B. Fast Food
C. British people have the custom of drinking tea at 5 o'clock
D. The importance of personal space and distance
E. The importance of respecting individuality and people's privacy
F. Formal and informal greetings
G. Shopping as an important pastime

PRONUNCIATION

- ❖ Differentiate vowels in different words.
- ❖ Pronounce "have you got?" as native speakers do.
- ❖ Practice stress and intonation in questions with "would you like?".
- ❖ Listen and make the difference between words that have / æ / sounds and words with / e/ sounds.
- ❖ Practice the pronunciation of short answers with "can".
- ❖ Listen and make the difference between words with the sound / u: / and words with the sound / u /.
- ❖ Listen and practice past tense forms: /t/, /ld/, /d/.
- ❖ Practice rhythm in poetry.
- ❖ Practice –ing sounds and sentence rhythm.

1. **FUNCTIONAL OBJECTIVE:** To greet, to introduce oneself and others, and say goodbye.

OBJECTIVES:

- ❖ To greet people, ask for their health.
- ❖ To ask about other's well being.
- ❖ To say goodbye.

LANGUAGE COMPONENTS:

STRUCTURES:

- To Be; present time: Affirmative Statements
                            Yes/No questions
                            Wh Questions: What

VOCABULARY:

Greeting: Hi, Hello, Good morning/afternoon/evening.
            How are you? How are you doing? What's up?
            Fine thanks and you? What about you? How about you?
            Great, Good, Fine, Well, Very Well, So so, not
            very well, bad.

Leave-takings: Bye, Bye-Bye, Good-bye, Good night, See you,
                 See you, See you later.

2.   FUNCTIONAL OBJECTIVE: Request and provide personal data: studies, name, last name, nationality, study, profession, age, phone number, address.

OBJETIVES:

o   To say who they are, what they study, where they live, where they are form, what they profession are.
o   To ask for personal information: studies, address, nationality, phone number, profession.

LANGUAGE COMPONENTS:

Questions: What's your name? what's your phone
          number? What do you do? What do you study?
          Where do you live? Where are you from?

3.   FUNCTIONAL OBJECTIVE: To talk about the existence of objects in class, house, building.

OBJECTIVES:

o   To talk about his/her house, what there is, what there isn't.
o   To talk about his own bedroom, his/her English class.
o   To ask questions about if there is or not a certain object in a specific place.
o   To talk bout a building, what there is usually in a building in contrast to in a house.

LANGUAGE COMPONENTS:

STRUCTURE:

To express existence or non existence: there is / there isn't (for singular nouns)
There are / There aren't (for plural nouns)

Question form: Is there ….?
                        Are there …..?

VOCABULARY:

Class objects.
House objects

Building objects and places.

4.   FUNCTIONAL OBJECTIVE: To talk about the things they have got or haven't got and how many they have got.

OBJECTIVES:

o   To talk about their family.
o   To talk about friends and where they've got friends, which countries.
o   To talk about the possessions they have got in their backpack or purse.
o   To talk about the old, new, small, big things that they have got in any given place, descriptions of places.

LANGUAGE COMPONENTS:

STRUCTURE:

Indicate possession:	Affirmative:	I have got, He has got.
	Negative:	I haven't got, he hasn't got.
	Question Forms:	Have you got……?
		Has he got……..?
Ask for the quantity of a given thing:		How many……have you got?
		How much….have you got?

VOCABULARY:

Regular things you have in a backpack or in a purse.
Family Vocabulary.
Countries and Nationalities.

5.   FUNCTIONAL OBJECTIVE: To say the date of birth and place of birth.

OBJECTIVES:

o   To give his/her place and date of birth.
o   To ask for anyone's place and date of birth.

LANGUEGE COMPONENTS:

STRUCTURE:

Prepositions: My birthday is in November.
                  Her birthday is on the 12, November.

Questions: When is your birthday?

VOCABULARY:

Months of the year.
Days of the week.

6.   **FUNCTIONAL OBJECTIVE:** To order breakfast in a hotel.

OBJECTIVES:

o   To ask questions about the menu or request anything from the menu.
o   To say what they would like to have for breakfast (Room service).
o   To talk about what they usually have for breakfast.
o   To talk about food and quantities.

LANGUAGE COMPONENTS:

STRUCTURE:

Questions: What do you have for breakfast?
                  What would you like to eat / drink?
                  What's you room number?
                  What time would you like your breakfast?
                  Do you have cereal for breakfast?
                  Do you have tea for breakfast?

Requests: I would like ……..
              I'd like some ………

To talk about daily routines: I usually have………

VOCABULARY:

Countable vs Uncountable Nouns:

Countable Nouns: egg, toast, banana, orange, apple, etc.
Uncountable nouns: rice, sugar, water, milk, cheese, bread, etc.

Quantifiers for countable and uncountable Nouns: much, little, a lot of, lots of, plenty of.

Food:	breakfast.

**7.	FUNCTIONAL OBJECTIVE:** Ask and answer questions about the price of any object.

OBJECTIVES:

o	To ask for the price of any object, especially food.
o	To ask if they have got any object.
o	To answer questions about the price of an object.

STRUCTURE:

Question Price:	How much is …….?
		Have you got ……..?
		How much is it altogether?

Answer Price:	It's ……
		It's about…
		It's only….
		I'm sorry but I haven't got any.

VOCABULARY:

Food.
Expressions:	It's ……..
		Here you are

**8.	FUNCTIONAL OBJECTIVE:** to talk about clothes: where you can buy them, price, how often they buy certain type of clothes, what they are made of, where they were made, when the use that piece of clothing, colors, etc.

OBJECTIVES:

o	To talk about where they buy an item of clothing.
o	To ask for the place where another person buys an item of clothing.

o   To describe what they and their classmates are wearing, including colors.
o   To talk about from where a piece of clothing that somebody is wearing is and what it is made of.

LANGUAGE COMPONENTS:

STRUCTURE:

Present simple tense: I usually buy ….. in ……
                        She buy her ……. In ……

Present progressive: I'm wearing ……..
                        She's wearing ……

VOCABULARY:

Clothes:
Colors:
Expression: It's made of …………. (material)
            It's from ……. (country)

9.   **FUNCTIONAL OBJECTIVE:** Describe and ask questions about simple daily routines.

OBJECTIVES:

o   To talk about his / her daily routines.
o   To ask questions about other's daily routines.

LANGUAGE COMPONENTS:

STRUCTURE:

Present simple: I get up at 8 o'clock everyday.
                 Do you get up at 8 o'clock everyday?
                 Does she get up at 8 o'clock everyday?

VOCABULARY:

Collocations verbs that indicate routines: wake up, get up, have breakfast, have lunch, have dinner, take a shower, take a bus, go to school, go to bed, watch TV, etc.

Time expressions: everyday, every week, every month.
Prepositions of time: AT,I usually have lunch at 13:00 o'clock.

10.   FUNCTIONAL OBJECTIVE: to indicate the frequency they do an activity.

OBJECTIVES:

o   To talk about daily routines and the frequency they do those things.
o   To ask about the frequency some does something.
o   To talk about activities they do in different periods of time.

LANGUAGE COMPONENTS:

STRUCTURE:

Present simple
Questions with How often

VOCABULARY:

Time expressions: every day, once a day, twice a week, every week, three times a month, every month, four times a year, etc.

11.   FUNCTIONAL OBJETIVE: to express interest, opinion, agreeing and disagreeing.

OBJECTIVES:

o   To talk about the physical, personal characteristics of a person.
o   To express interest at the moment of having a conversation.
o   To express their opinion.
o   To agree or disagree with someone.
o   To write an advertisement about himself/herself, and write a letter replying to an ad.
o   To express wishes.

LANGUAGES COMPONENTS:

STRUCTURE

Description:	He looks like ………..
Express opinion:	I think ……………..
Express interest:	Really? / That's interesting.
Express agreement or disagreement:	I don't think so / I disagree.
	She's really…./ She is ……., really.

Writing: how to write a letter to a newspaper, and how to write an ad.

Wishes: I'd like……

VOCABULARY:

Modifiers: a bit / quite / very.

Adjectives to describe someone physically: young, old, tall, short, big, small, fat, slim, attractive, beautiful, ugly, handsome, etc.

Adjectives to describe someone by his personality: serious, lively, sad, happy, kind, confident, practical, selfish, shy, artistic, ambitious, etc.

12.   FUNCTIONAL OBJECTIVE: to talk about abilities.

OBJECTIVES:

o   To talk about what they can do.
o   To talk about what they can't do.
o   To ask questions about what other can or can't do.

LANGUAGE COMPONENTS:

STRUCTURE:

Talk about abilities: I can (v);   I can't (v)
Question form: Can you (v)?
                 Example: Can you play the guitar?

VOCABULARY:

Verbs that express abilities: play (musical instrument), play (a game), type, ride a horse / a bike / motorcycle, etc. use a computer, repair a car, cook a meal, read in a crowded bus or train, etc.

13. FUNCTIONAL OBJECTIVE: to ask for permission, request.

OBJECTIVES:

o   To express when it's permitted certain type of activity because of age, culture, etc. (present and past).
o   To ask questions about facts of permission in different countries.
o   To request things and answer to questions requesting anything.

LANGUAGE COMPONENTS:

STRUCTURE:

Permission: In my country we can vote when we are 18.
Question: Can you drink alcohol at the age of 16?
Requests: Can you pass me the salt?
                  Could you close the door?

14. FUNCTIONAL OBJECTIVE: to talk about likes, dislikes and preferences.

OBJECTIVES:

o   To talk about what they like, dislike or prefer.
o   To distinguish among the different degrees of likeness.
o   To talk about what they like, dislike about a city or in contrast with the countryside.
o   To talk about what animals they like and dislike the same with sports, hobbies, books, etc.

LANGUAGE COMPONENTS:

STRUCTURE:

	Love
	Like
I	quite like
	Don't like
	Hate
	Really hate

I like + NOUN
I love + NOUN
I hate + NOUN
I like + V-ing
I love + V-ing
I hate + V-ing

VOCABULARY:

Animals
Objects in the city and countryside

15. FUNCTIONAL OBJECTIVE: to describe, narrate and ask about past events.

OBJECTIVES:

o   To talk about when they were born, where they were born.
o   To talk about how they were when they were children.
o   To talk about what they did or didn't do when they were children.
o   To describe a period of time in the past.

LANGUAGE COMPONENTS:

STRUCTURE:

Affirmative Sentences in the past:	I had a lot of friends.
Negative Sentences in the past:	I didn't have female friends.

Question forms:	Were you a happy child?
	Did you go to school when you were 4?

VOCABULARY:

Past tense forms of regular verbs
Past tense forms of irregular verbs

16. **FUNCTIONAL OBJECTIVE:** to talk about temporary situations and developing situations.

OBJECTIVES:

o   To talk about what they and others are doing in the moment of speaking.
o   To ask questions about what people are doing at the moment of speaking?
o   To describe what people are doing according to graphics or videos.
o   To write a letter telling a friend what they are doing at this moment (in a relative sense).

LANGUAGE COMPONENTS:

STRUCTURE:

Present progressive: Subject + (Present Tense TO BE) + V-ing.
                       I am   studying.

Negative: I am not studying.

Question: (Present Tense TO BE) + Subject + V-ing.
                Are you studying.

Short answer: Yes, I am
                No, I'm not.

17. **FUNCTIONAL OBJECTIVE:** to talk about plans in the near future.

OBJECTIVES:

o   To talk about their plans in the future, the plans that they have arranged previously.
o   To express their strongly intention of doing something.

o   To ask questions to people about their plans in the weekend, tomorrow, etc.

LANGUAGE COMPONENTS:

STRUCTURE:

Present Progressive: To talk about future plans already arranged.
Example: I am having dinner with my family this weekend.
Going to: To express a strong intention or determination on doing something in the near future.

Subject + (verb TO BE) + going to + verb
I am going to   play soccer tomorrow.

Negative: I am not going to play soccer tomorrow.

Question: (verb TO BE) + Subject + going to + verb
Are   you going to go to the cinema?

Short Answers: Yes, I am.
No, I am not.

5.8.2   LEVEL TWO

FUNCTIONAL OBJECTIVES:

1. To compare two things.
2. Talking about actions which happened at any unspecified time up to now.
3. Talking about actions or situations which happened within a defined time period that is not yet finished.
4. Giving and following directions, instructions and commands.
5. To make recommendations.
6. To express wishes.
7. Apologize and complain in shops and shopping situations, hotels.
8. To express what they need, want, don't need or don't want.
9. Talking about the weather, climate, and protection against the weather.
10. Offering, Inviting, Accepting, Declining, etc.
11. Talking about age and attitudes towards age; personal predictions about the future, predictions about the world.

CULTURE:

a. English speakers are usually direct when they give directions.
b. English speaking countries are sports oriented.
c. Major holiday celebrations.
d. How to write a letter, thanks note.
e. Activities shared with the family.

PRONUNCIATION

- Practice the initial / h /, stress and rhythm.
- Practice word stress.
- Listen and practice the pronunciation of /f/ and /v/.
- Listen and make the difference among: /l/, /e/ and /æ/
- Practice stress and rhythm in questions.

1.   FUNCTIONAL OBJECTIVE: to compare two things

OBJECTIVES:

o   To compare cities and countries.

o   To compare the city and the countryside.
o   To compare two people.
o   To say what's the most (Adj) of the group.

LANGUAGE COMPONENTS:

STRUCTURE:

Comparatives: (Adj)-er + than
                  Quito is bigger than Ambato.
                  More + (Adj) + than
                  Quito is more interesting than Loja

Superlatives: (Adj)-est + than
                  Guayaquil is the biggest city in Ecuador
                  The most + (Adj)
                  Guayaquil is the most dangerous city in Ecuador.

VOCABULARY:

Intensifiers: much + comparative
                  A bit + comparative

Adjectives to describe a city: cheap, crowded, clean, safe, lively, polluted, noisy, dirty, nice, big, small, large, interesting, dangerous, tidy, quiet, impersonal, extraordinary, etc.

Descriptive Adjectives:

2.   FUNCTIONAL OBJECTIVE: to talk about actions which happened at any unspecified time up to now.

OBJECTIVES:

o   To talk about the sports they have practiced up to now.
o   To talk about the activities they have done once or twice in their life.
o   To ask yes/no questions to see if the other person has done or not the mentioned activity.

LANGUAGE COMPONENTS:

STRUCTURE:

Present Perfect: Subject + (verb to have) + Past Participle of a verb.

	I	have	done scuba diving many times
Negative:	I	haven't	done scuba diving.

Question: (verb to have) + Subject + Past Participle of a verb
Have you done water skiing?

Short Answer: Yes, I have.

Negative: No, I haven't / No, never / No, I have never done it.

VOCABULARY:

Sports: soccer, volleyball, basketball, football, swimming, baseball, skiing, etc.

Extreme sports: hot air ballooning, scuba diving, skydiving, water skiing, motor racing, horse riding, karate, hang gliding, sailing.

3.   FUNCTIONAL OBJECTIVE: to talk about actions or situations which happened within a defined time period that is not yet finished.

OBJECTIVES:

- o To talk about health problems they have had in this week, month, and year.
- o To talk about sports they have practiced within this week, month, and year.
- o To answer questions about what they have done in a determined period of time.

LANGUAGE COMPONENTS:

STRUCTURE:

Present Perfect indicating exact period of time (unfinished)
What have you done this week?

VOCABULARY:

Health problems: stressed, a cold, a cough, a stomachache, tired, sore feet, a sore throat, a broken arm, a headache, a bad back, a broken leg, etc.

4. **FUNCTIONAL OBJECTIVE:** Give and follow directions, instructions and commands.

OBJECTIVES:

- o To give instructions to get to a specific place within the city.
- o To understand and follow the instructions given.

LANGUAGE COMPONENTS:

STRUCTURE:

Imperative: Go left ……. (subject is not needed)

VOCABULARY:

Prepositions of place: next to, opposite, at the end of.
Expressions: go left, go right, turn left, turn right, go straight ahead, pass the traffic lights, pass the roundabout, etc.
Vocabulary: roundabout, traffic lights, church, market, shop, school, park, mosques, supermarkets, petrol stations, restaurants, bus stops, medical centers, etc.

5. **FUNCTIONAL OBJECTIVE:** to make recommendations.

OBJECTIVES:

- o To make recommendations for traveling as a tourist to another country.
- o To express obligation or lack of obligation.

LANGUAGE COMPONENTS:

STRUCTURE:

Advice: should
Obligation: have to

Lack of obligation: don't have to / doesn't have to

VOCABULARY

Tourism.

6.   FUNCTIONAL OBJECTIVE: to express wishes.

OBJECTIVES:

- o To express what they would like.
- o To express what different kind people would like (elderly, teenagers, babies, etc).
- o To ask questions about what people would like.
- o To write about what they would like to do in the future using: On the one hand, On the other hand.

LANGUAGE COMPONENT:

STRUCTURE:

Conditional: Would like + to (V)
                 Would play

VOCABULARY:

Saying about life.

7.   FUNCTIONAL OBJECTIVE: Apologize and complain in shops and shopping situations, hotels.

OBJECTIVES:

- o To apologize when doing something wrong.
- o To complain when buying a thing that has something wrong.
- o To express what's wrong with the thing.
- o To write an apology letter.
- o To write a letter of complaint.

LANGUAGE COMPONENTS:

STRUCTURE:

Present Perfect

VOCABULARY:

Vocabulary related to buying things, complaining about something and apologizing.

8. **FUNCTIONAL OBJECTIVE:** to express what they need, want, don't need or don't.

OBJECTIVES:

- o To express their needs and desires.
- o To express their needs and desires in order to be happy in life.

LANGUAGE COMPONENTS:

STRUCTURE:

- - Need + noun
- - Need + Verb
- - Want + noun
- - Want + verb

VOCABULARY:

Adjectives: happy, rich, good, worried, safe, better, worse.

9. **FUNCTIONAL OBJECTIVE:** to talk about the weather, climate, and protection against the weather.

OBJECTIVES:

- o To talk about the weather in their own town or city.
- o To compare different kinds of climates with the one they have in their country.
- o To describe what a person could wear in different seasons.

o To talk about how they can protect themselves against the weather.

LANGUAGE COMPONENTS:

STRUCTURE:

Question form: What's it like?

VOCABULARY:

Weather: freezing, snowy, cold, chilly, cool, sunny, boiling hot, wet.
Clothes:

10. FUNCTIONAL OBJECTIVE: Offer, invite, accept, decline.

OBJECTIVES:

o To offer.
o To invite.
o To decline or accept an invitation.

LANGUAGE COMPONENTS:

STRUCTURE:

- Inviting with "Would"
- Shall for offers

VOCABULARY:

Holidays
Vocabulary related to inviting, offering.

11. FUNCTIONAL OBJECTIVE: to talk about age and attitudes towards age; personal predictions about the future, predictions about the world.

OBJECTIVES:

o To predict what will happen to them in the future.
o To predict what will happen to the world in 10 years from now.

o To talk about age and attitudes people have towards age.

LANGUAGE COMPONENTS:

STRUCTURE:

- Future with "will"

5.8.3   LEVEL THREE

FUNCTIONS:

1. To describe how we work and study, talk about office equipment.
2. Talking about oneself: profession, age, studies, politics, place of living, marital status, etc.
3. Talking about the city: buildings, monuments, roads, traffic, etc.
4. Talking about creative acts; describe speech acts.
5. Talking about the body, health and fitness.
6. Talking about education.
7. To describe personality, character, professions.
8. Dealing in shopping situations, services, public transport, and insurance.
9. Dealing in restaurants; talk about and drinks.
10.   Talking about emotions, express emotions.
11.   Talking about weather, jobs, and consumer goods.
12.   Talking about physical scenery, relationships and romance.

CULTURE

a. Speaking partners and their problems when being of different cultures.
b. Personal questions, what to ask.
c. Giving directions.
d. Experiences British speakers have in school.
e. Types of writing: formal, informal.
f. Kind of bills and how to pay for them
g. Different kinds of drinks in the world.
h. Shopping in London.
i. Valentine's Day.
j. Asking personal questions, what kind of questions could be asked to a friend, close friend, classmate, stranger.

PRONUNCIATION

- Distinguish stressed syllables.
- Distinguish weak vowels and word stress.
- Practice the pronunciation of the letter u.

- Listen to letters that are not pronounced in certain words, practice them.
- Listen to words pronounced within a sentence, practice them.
- Practice word stress in compounds.
- Practice the pronunciation of /th/.

1. FUNCTIONAL OBJECTIVE: to describe how we work and study, talk about office equipment.

OBJECTIVES:

- o To describe their own way of working, organize things.
- o To talk about preferences when they study, work, etc.
- o To talk about how to improve their English.

LANGUAGE COMPONENTS:

STRUCTURE:

- - Present Simple and Continuous
- - Different Uses of should
- - Adverb of degree

VOCABULARY:

Office equipment.
Adjectives: organized, efficient, tidy, hardworking, disorganized, inefficient, untidy, lazy.

2. FUNCTIONAL OBJECTIVE: to talk about oneself: profession, age, studies, politics, place of living, marital status, etc.

OBJECTIVES:

- o To talk about the place of work, salary, marital status, relationships.
- o To talk about what is polite or impolite in a specific situation.
- o To deal in a cafeteria.
- o To ask and answer personal histories.

LANGUAGE COMPONENT:

STRUCTURE:

a. Forming questions
b. Past simple
c. How much and How many
d. What's it like?
e. Linking words: so, because, because of

3. **FUNCTIONAL OBJECTIVE:** Talking about the city, buildings, monuments, roads, traffic, etc.

OBJECTIVES:

o To describe a city: monuments, fountains, statues, cathedrals, etc.
o To express Possibility and Probability.
o To give and Understand directions.

LANGUAGE COMPONENTS:

STRUCTURE:

- Indirect Questions.
- Probability and Possibility. Examples:
    There is definitely a factory.
    There might be a bank
    There are probably some
factories.

VOCABULARY:

City: statue, fountain, castle, mosque, cathedral, factory, high-rise building, road sign, souvenir shop, pedestrian crossing, parking meter, pavement coffee, litter bin, traffic lights, underground station, etc.

4. **FUNCTIONAL OBJECTIVE:** Talking about creative acts; describe speech acts.

OBJECTIVES:

o To describe other's emotions.

- o To suggest, apologize, refuse.
- o To compare activities.
- o To deal with surprising events.

LANGUAGE COMPONENTS:

STRUCTURE:

a. Present Perfect vs. Past simple
b. Infinitive of purpose
c. Suggestions, refusals, apologies
d. Comparatives

VOCABULARY:

Creative acts: write a poem, write an article, invent a game, make an ornament, paint a self-portrait, act in a play, make a present for someone, build something out of wood, design the décor of a room, compose a piece of music, write the lyrics of a song, design something to wear, make something from paper, make a speech, etc.

Adjectives that describe people's emotions: angry, in panic, a bit negative, negative, embarrassed, pleased, sorry, etc.

5. **FUNCTIONAL OBJECTIVE:** Talking about the body, health and fitness.

OBJECTIVES:

- o To talk about their body, things you can do with certain parts of your body.
- o To ask and answer questions about health, frequency, duration, etc.
- o To give impressions about what they feel after reading an article about surgery.
- o To talk about the things you can do to yourself.

LANGUAGE COMPONENTS:

STRUCTURE:

a. Adverbs of frequency.
b. Reflexive pronouns.

c. Giving instructions.

VOCABULARY:

- Parts of the body
- Time expressions: half an hour, whenever I feel like it, a couple of minutes, occasionally, quite often, every day, never, a few days/weeks/months ago, twice a year, the day before yesterday, once a week/month/year, every other day, a few seconds ago.
- Actions you can perform to your body: hurt, break, stretch, throw, bend, fold, shut, raise, cut, scratch, point, open.
- Vocabulary related to surgery procedures: operation, pain, anesthetic, bandage, recovery, surgery, medicine, etc.

6.   FUNCTIONAL OBJECTIVE: to talk about education.

OBJECTIVES:

- o To describe how was their school.
- o To talk about how a class should be.
- o To describe extreme situations.
- o To talk about the things they've done so far, educationally speaking.
- o To talk about the things that usually happen in a class and talk about the things that they've done so far in the present class.

LANGUAGE COMPONENTS:

STRUCTURE:

a. Present Perfect vs. Past simple
b. So and such
c. Spelling rules
d. Before and after –ing
e. Use of should

VOCABULARY:

- Adjectives that describe facilities within a school and schools: progressive or traditional, old or modern, good

or poor, useful or limited, nice or unpleasant, interesting or boring, hardworking or lazy, wide or limited.

- Activities that you usually do in class: speak to the person next to you, look things up in a dictionary, learn new words, study some new grammar, read something in English, do exercises, make mistakes, express your opinion, answer questions, use your own language, write things in your notebook, laugh at things, ask the teacher a question.

7. FUNCTIONAL OBJECTIVE: to describe personality, character, professions.

OBJECTIVES:

o To compare handwriting and relate them to personal characteristics of people.
o To discuss the different types of written language, formal and informal.
o To read different types of handwriting.
o To answer to a formal letter.
o To talk about how different professions need to have special characteristics to progress in their job.

LANGUAGE COMPONENTS:

STRUCTURE:

a. Comparative and superlative Adjectives.
b. Modal verbs: have to / don't have to; need to.

VOCABULARY:

Types of writing: a recipe, a diary entry, a formal letter, a job application, an informal letter, an addressed envelope, a telephone message, an immigration form.
Professions.

8. FUNCTIONAL OBJECTIVE: to deal in shopping situations, services, public transport, insurance.

OBJECTIVES:

- o To sell and buy clothes from a store.
- o To deal with any situation that could happen in any moment.
- o To talk about what you can they in different types of stores.
- o To talk about how is the public transport, insurance, services in different countries.

LANGUAGE COMPONENTS:

STRUCTURE:

a. Going to and might for future plans
b. Present Continuous for future arrangements
c. Will for spontaneous decisions

VOCABULARY:

Expressions: Excuse me, where's the changing room? I'll take it / Do you take American Express?/ Could I have my money back, please?/ I'm afraid it doesn't fit / Here's your receipt, etc.

Stores and places: jeweler's, supermarket, street market, department store, chemist's, electrical shop, clothes shop, greengrocer's.

Things in which you usually spend on a regular basis: supermarket shopping, petrol for your car, new clothes, daily / weekly transport, an airline ticket, car insurance, stamps, a restaurant meal, a phone bill, soap, local phone calls, health care, public transport, rice, art galleries, tobacco, libraries, tap water, car alarms, textbooks for schoolchildren, heating / air conditioning.

9. FUNCTIONAL OBJECTIVE: to deal in restaurants; talk about food and drinks.

OBJECTIVES:

- o To talk about different beverages around the world and the different customs.

- To talk about the material that is used to make the beverages, where it is grown, where it is drunk, to where it is exported, etc.
- To give advice about food and drinks.
- To give advice what's acceptable or not in their country.
- To talk about restaurants, the menu.

LANGUAGE COMPONENTS:

STRUCTURE:

a. Present simple passive.
b. Use of modals: have to, don't have to, must, mustn't should, shouldn't.

VOCABULARY:

Drinks: a glass of water, a cup of tea, a cola, a glass of milk, a glass of champagne, a liqueur, etc.
Past Participle of Verbs.
Vocabulary in a Menu.

10. FUNCTIONAL OBJECTIVE: to talk about emotions, express emotions.

OBJECTIVES:

- To express their feelings towards specified situations.
- To express which situations they refuse, avoid, expect, hope, give up, finish, decide, promise, imagine, offer.
- To relate their way of feelings with a character from an article.
- To give suggestions about how to beat a bad mood.

LANGUAGE COMPONENTS:

STRUCTURE:

It makes me…..
I get….. When….
Could for suggestions
Verbs with –ing form or infinitive

VOCABULARY:

Verbs that express emotions: hate, can't stand, regret, etc.

11. **FUNCTIONAL OBJECTIVE:** to talk about weather, jobs, consumer goods.

OBJECTIVES:

- o To talk about what keeps them cold, warm, etc.
- o To talk about what protects them from the weather.
- o To talk about extreme weather conditions.
- o To talk and relate the weather and the economy.

LANGUAGE COMPONENTS:

STRUCTURE:

Verb patterns: keep, stop
Can to express known facts
Use of quantifiers: a lot, a bit, many
Too and very

VOCABULARY:

Weather
Jobs
Consumer goods

12. **FUNCTIONAL OBJECTIVE:** to talk about physical scenery, relationships and romance.

OBJECTIVES:

- o To talk about Valentine's Day.
- o To talk about romantic things they have done or that someone has done for them.
- o To talk about romantic holidays.
- o To connect sentences using while and when.

LANGUAGE COMPONENTS:

STRUCTURE:

Use of linking words: when and while
Verb + preposition
Prepositional phrases

VOCABULARY:

Physical scenery
Relationships and romance

5.8.4   LEVEL FOUR

FUNCTIONS:

1. Talking about airports and flying.
2. To describe possessions, household objects and appliances.
3. To describe social behavior and talk about geographical features.
4. To describe character; talk about money and business.
5. Talking about photography and interiors of rooms.
6. To discuss about when people make lists.
7. Agreeing, complaining.
8. Talking about likes and dislikes, materials, food, nationalities, technology.
9. Talking about time, present, past and future.
10. Talking about history.
11. Talking about names and naming, social issues.
12. Talking about the cinema, theatre, music, artistic jobs.

CULTURE.

  a. Rules of behavior in Great Britain
  b. The Oscars
  c. Talk about the Queen of England, her customs when she travels
  d. How to ask questions in different situations
  e. Urban myths

PRONUNCIATION.

  • Recognize silent letters, practice the pronunciation of these words.
  • Practice contractions.
  • Practice the pronunciation of past participles.
  • Divide words in syllabus, word stress.
  • Practice intonation in sentences that enumerate things.
  • Recognize the "odd one out" in a group of words.
  • Two syllable words and stress.
  • Practice the pronunciation of first names in English.

1. FUNCTIONAL OBJECTIVE: to talk about airports and flying.

OBJECTIVES:

- o To talk about what they do weeks before traveling, a day before and one our before traveling to another country.
- o To talk about what they take to their vacations, clothes and stuff.
- o To discuss about international symbols at airports.
- o To think of solutions to possible problems when arriving to foreign airports.
- o To request and inquire.

LANGUAGE COMPONENTS:

STRUCTURES:

- - Plural Nouns
- - Countable and Uncountable nouns

VOCABULARY

Things you do before traveling: do your packing, book the flight, buy a suitcase, make a list of things to do, have injections, take out travel insurance, arrange accommodation, get a visa, arrange for someone to look after your pet, check your passport is in order, turn off the gas and electricity, check the doors and windows, call for a taxi, hide any valuables, get a guidebook, get foreign currency.

Things you take when you travel: jeans, shoes, pants, sunglasses, bikinis, glasses, shorts, socks, gloves, binoculars, pajamas, underpants, scissors, swimming pants, tights, etc.

Airport vocabulary: travel, equipment, journey, luggage, suitcase, first aid, insurance, information, flight, trip, air, etc.

2. FUNCTIONAL OBJECTIVE: to describe possessions, household objects and appliances.

OBJECTIVES:

- o To talk about their most precious possession.

- To talk about important objects they have and classify them.
- To discuss what they haven't done during this lesson.
- To classify different objects according to the appropriate heading.

LANGUAGE COMPONENT.

STRUCTURE:

    a. Present Perfect vs. Simple Past
    b. For and Since
    c. How long?

VOCABULARY:

Objects that can by classified as: jewelry, pets, toys, musical instruments, articles of clothing, electrical appliances, forms of transport, sports equipment, articles of clothing, furniture, parts of a house, electrical appliances,

Objects: fur coat, calculator, armchair, word processor, hall, oak desk, slippers, bookcase, bedside table, mobile phone, tracksuit, lounge, hi-fi, drive, high-heeled shoes, French windows, computer, fireplace, balcony.

3. **FUNCTIONAL OBJECTIVE:** to describe social behavior and talk about geographical features.

OBJECTIVES:

- To talk about what is polite or rude in different cultures.
- To talk about ways of greet people in different countries.
- To talk about possibilities of action if something happens.
- To talk about lakes, islands, continents, countries, streets, avenues, etc.
- To express obligation, permission, lacks of obligation in past situations.

LANGUAGE COMPONENTS:

STRUCTURE:

    a. If sentences with present tenses

    b. Uses of articles

    c. Past obligation/permission: had to / didn't have to / could / couldn't

VOCABULARY:

Forms of greeting: shake hands, tap someone on the shoulder, to bow.
New verbs: to sneeze, to blow your nose.
Verbs combined with nouns to form expressions: to wear an evening dress, to make a phone call, to give someone a tip, to wait your turn, to call someone Sir or Madam.

Geographical places: rivers, oceans, seas, mountain ranges, states, islands, lakes, mountains, etc.

4. FUNCTIONAL OBJECTIVE: to describe character; talk about money and business

OBJECTIVES:

- o To describe their own character and other's.
- o To describe the character specifications according to the job people do.
- o To talk about consequences of a change of image.
- o To talk about possible consequences to different types of situations.

LANGUAGE COMPONENT:

STRUCTURE:

- - Will and may/might for predictions
- - If sentences (first conditional)

VOCABULARY:

Descriptive adjectives: helpful, efficient, cold, smart, impolite, businesslike, knowledgeable, badly dressed, ignorant, rude, polite, warm, well dressed, friendly, etc.

Bank's vocabulary: checking account, savings account.

5. FUNCTIONAL OBJECTIVE: to talk about photography and interiors of   rooms.

OBJECTIVES:

- o To talk about ways of taking pictures.
- o To talk about a picture could turn out wrong.
- o To talk about interiors, how these rooms look like.
- o To give advice and warnings.

LANGUAGE COMPONENT.

STRUCTURE:

- o Linking words: so that, otherwise
- o Sequencing: First of all, secondly
- o Look + adj, look like + noun
- o Could (be) for speculation

VOCABULARY:

Words related to photography: pose, avoid, squint, shadows, blurred, background, lighting.
Sequencing words: first of all, secondly, thirdly, fourthly, fifthly, etc.

6. FUNCTIONAL OBJECTIVE: to discuss about when people make lists, telephoning.

OBJECTIVES:

- o To discuss about the variations of lists that people can make.
- o To talk about the characteristics of people who make lists.
- o To organize words or sentences into lists according to their meaning.
- o To make a business call.

LANGUAGE COMPONENT

STRUCTURE:

- - So that, otherwise

- Look, look like

VOCABULARY:

Lists: shopping list, list of holiday preparations, list of people to invite to a party, a greetings cards list, a list a things you have to do at work, a list of letters to write or phone calls to make, a list of jobs to do in the house, a list of problems to solve, a list of things you've bought and money spent, a list of places to visit, a list of things to do this week/month, a list of things to take to the dry cleaner, etc.

7. FUNCTIONAL OBJECTIVE: Agreeing, complaining.

OBJECTIVES:

- o To talk about they trust or don't trust.
- o To talk about the things that bore, embarrass shock, fascinate, and frighten them.
- o To discuss about what whey would do in imaginary situations, complain or agree.

LANGUAGE COMPONENT.

STRUCTURE:

- If sentences with would and might
- Adjectives ending in –ed and -ing

VOCABULARY:

Professions.
Adjectives that end in –ed and -ing: interesting/interested, boring/bored, frightened/frightening, fascinated/fascinating, shocked/shocking, embarrassed/embarrassing, ect.

Verbs: accept, agree, complain, refuse, believe, give, lend.

8. FUNCTIONAL OBJECTIVE: to talk about likes and dislikes, materials, food, nationalities, technology.

OBJECTIVES:

- o To talk about the senses.

- o To talk about the sense they like, why and choose something that they like to feel/taste/smell the most.
- o To compare their likes or dislikes with other people.
- o To make predictions about what will/might happen in the future.
- o To distinguish between nationalities and likes and dislikes.

LANGUAGE COMPONENT.

STRUCTURE:

- So/Neither
- It sounds/smells/tastes…
- I like the smell/taste/feel of….

VOCABULARY:

Things that can be smelled: leather, burning wood, cigar smoke, a forest, garlic, cherries, strong cheese, chocolate, furniture polish, fresh paint, ink, soap powder.
Things that can be felt: velvet, nylon, cotton, silk, mud, dry sand, grass, marble, a baby's skin, cat's fur, snakeskin, horsehair.
Things that can be tested: cream. Honey, cola, orange, salmon, steak, lamb, boiled egg, chewing gum, the glue on a stamp or envelope, aspirin, mouthwash.

Nationalities:

9.   FUNCTIONAL OBJECTIVE: to talk about time, present, past and future.

OBJECTIVES:

- o To talk about dates, days, months and weeks.
- o To discuss about possible consequences of changing the calendar.
- o To classify expressions of time in present, past and future.
- o To talk about the things that they used to do in a time in the past.

LANGUAGE COMPONENT

STRUCTURE:

- Used to + verb
- Tense revision
- Time clauses

VOCABULARY:

Months/Days
Time clauses: The day before yesterday, next year, the week after next, in five days' time, in the19th century, the day after tomorrow, a fortnight ago, last week, etc.

10. FUNCTIONAL OBJECTIVE: to talk about history.

OBJECTIVES:

- o To talk about important events in history, people that were killed assassinated, killed, and died.
- o To talk about important dates.
- o To change the focus from the subject to the object in a sentence.
- o To talk about things that they remember doing at some time in the past.
- o To read and talk about strange events in history.
- o To write a short story.

LANGUAGE COMPONENTS.

STRUCTURE:

- Past simple passive.
- Relative clauses: who/which
- Linking words: although/however
- Remember + ing

11. FUNCTIONAL OBJECTIVE: to talk about names and naming, social issues.

OBJECTIVES:

- o To talk about daily routines, what they find easy to do, or difficult to do.
- o To talk about how they do these daily routines.
- o To discuss about who should choose some things in life, for example the name.
- o To express preferences choice are given.
- o To talk about your preferences at choosing a partner.

LANGUAGE COMPONENTS.

STRUCTURE:

- Adjectives
- Word order
- Adverbs of manner
- Expressing preferences: would rather and would prefer

12. **FUNCTIONAL OBJECTIVE:** to talk about the cinema, theatre, music, artistic jobs.

OBJECTIVES:

- o To talk about authors, novelists, painters, etc., famous authors of important masterpieces.
- o To talk about what they would like to be given the opportunity.
- o To talk about the Oscars.
- o To talk about the theatre, things in a theatre, how often they go there, what they like, etc.
- o To talk about cinemas.

LANGUAGE COMPONENT.

STRUCTURE:

- Review of everything seen in this level

VOCABULARY:

Theatre Vocabulary: stage, to book seats, continuous performance, subtitles, curtain, box office, adverts, aisle, screen,

audience, numbered seats, trailers, to clap, dubbing/dubbed, interval, etc.

5.8.5   LEVEL FIVE

FUNCTIONS

1. Talking about memories and recollections.
2. Talking about ways of talking.
3. Talking about sports and leisure activities, character.
4. Talking about the press.
5. Talking about relationships.
6. Talking about accidents and injuries.
7. Talking about educations, subjects, courses and exams; household activities.
8. Talking about situations within jobs.
9. Talking about ages and stages in life, birth, marriage and death: wedding customs, race, nationality and religion.
10. Telephone: talk about hobbies and interests.
11. Talking about electrical appliances and other consumer goods, clothes and shopping.

CULTURE

a. English speaking countries are sports oriented.
b. British table games.
c. Reading Habits in different countries.
d. The press in Britain.
e. Making excuse on the phone.
f. Legal rights when purchasing anything.

PRONUNCIATION

- Study the definitions of sounds, syllable, stress, rhythm, intonation
- Practice the past tense sounds: /Id/, /d/, /t/
- Practice word stress
- Practice the pronunciation of the letter o
- Recognize the difference between: /i/, /ai/
- Practice word stress in compounds
- Practice weak forms: / a /
- Practice connected speech
- Practice the sounds of some consonants
- Recognize the "odd one out" in a group
- Practice sentence stress

1. **FUNCTIONAL OBJECTIVE:** to talk about memories and recollections.

OBJECTIVES:

- o To remember and talk about the first things at doing anything.
- o To give their opinion about how the world in the future will be.
- o To carry on dialogues.
- o To read a paragraph and talk about it, they disagree or agree.

LANGUAGE COMPONENTS:

STRUCTURE:

- Past Tense revision
- Will for prediction
- Different uses of the present progressive

VOCABULARY:

Adjectives: excited, nervous, scared stiff, relaxed, worried, surprised, disappointed, delighted, upset, shocked, great, awful, embarrassed, confident.
Irregular Past tense forms.

2. **FUNCTIONAL OBJECTIVE:** to talk about ways of talking.

OBJECTIVES:

- o To distinguish the differences between English pronunciation and their own way of talking.
- o To talk about what people do in different situations.
- o To identify countable and uncountable nouns.
- o To use comparatives and superlatives.

LANGUAGE COMPONENT

STRUCTURE:

- Comparative and Superlatives
- Countable and Uncountable Nouns

- If sentences

VOCABULARY:

Verbs: scream, mumble, whisper, yell, cry, shout, whistle, cheer.
Intensifiers: a bit, much, far, a great deal.
Countable and Uncountable Nouns: toy, luggage, accommodation, advice, furniture, electric drill, machinery, paper, air conditioning, experience, research, toast, work, hammer, training, lorry, hair, equipment, weather, scenery, traffic.

3.   FUNCTIONAL OBJECTIVE: to talk about sports and leisure activities, character.

OBJECTIVE:

- o To talk about abilities.
- o To give opinions about different sports.
- o To talk about leisure activities.
- o To write short notes changing their minds about something.
- o To talk about TV game shows.
- o To express likes and dislikes, preferences and opinions.
- o To defining and paraphrasing.

LANGUAGE COMPONENT

STRUCTURE:

- - Verb + ing form or infinitive
- - Preposition + ing
- - Can for abilities

VOCABULARY:

Leisure games: plying cards, crossword puzzles, dominoes, monopoly, backgammon, chess, pinball, Majong.
Verbs that go with ing or the infinitive.

TV games shows: Mastemind, The Price is Right, Family Fortunes, A Question of Sport.
Expressions: It means the same as……., It's the opposite of ……, It's a kind/type of ….., It's (the please) where…., It's someone

who….., It's the thing you use for ………, It's the stuff you use to
……..

4.   FUNCTIONAL OBJECTIVE: to talk about the press.

OBJECTIVES:

- o To talk about newspaper, their sections, size, number of
  pages, etc.
- o To talk about magazines, kinds of magazines.
- o To use time expressions with the correct tense.
- o To write profiles of magazines out of their name.

LANGUAGE COMPONENT

STRUCTURE:

- - Past simple or Present Perfect
- - For, Since and Yet
- - Verb + preposition

VOCABULARY:

Newspaper's vocabulary: Journalists, reporters, editors, the
press, articles, scoop, circulation, tabloid newspapers, caption,
headline, scandal, broadsheet, column.

Time expressions: yesterday, since 1990, all my life, three week
ago, last week, for the last ten years, in 2006, yet, since I was a
child, when I was a child.

5.   FUNCTIONAL OBJECTIVE: to talk about relationships.

OBJECTIVES:

- o To talk about family.
- o To identify the expressions that denotes possibility and
  probability.
- o To talk about other kinds of relationships.
- o To express probability and possibility.

LANGUAGE COMPONENT

STRUCTURE:

- Revision of questions forms.
- Use of the possessive's
- Probability and Possibility
- Prepositions with wh-questions

VOCABULARY:

Relationships, family, etc.
Expressions that denote possibility and probability: It's unlikely to be true, It may be true, I doubt if it is true, It is probably true, It might be true, It definitely isn't true, It is likely to be true, It is definitely true.

6.   FUNCTIONAL OBJECTIVE: to talk about accidents and injuries.

OBJECTIVES:

o To talk about things they do everyday and explain how often they do these things.
o To talk about possible consequences of some actions.
o To talk about queues.

LANGUAGE COMPONENTS

STRUCTURE:

- Past progressive
- Reflexive Pronouns
- Get + past participle

VOCABULARY:

Unlock, elbow, gadget, spill, jump, get out of, buttons, cigar, office, car, parcel, a drink, queue, turn on, put out, shoelaces, belt, shower, wrap, tie, booking, plug in, unfasten, scald, do up, load /up/, bath, push.

7. FUNCTIONAL OBJECTIVE: to talk about educations, subjects, courses and exams, household activities, actors and actresses.

OBJECTIVES:

- o To talk about subjects.
- o To express feelings towards the possibility of doing something or being someone.
- o To talk about the actors or actresses they admire the most.

LANGUAGE COMPONENTS:

- Uncountable nouns ending in S
- Defining relative clauses
- Adjectives + Infinitive
- Ask7tell + object + infinitive
- Obligation in the past

VOCABULARY:

Subjects: math, history, literature, psychology, agriculture, electronics, chemistry, medicine, statistics, philosophy, economics, athletics, art, aerobics, architecture, religion, engineering, computer studies, politics, physics.

Express feelings: I might find it difficult to, It would be interesting to, I might find it boring to, I would be able to, It would be horrible to, I wouldn't be willing to.
Professions:
Verbs: pour, handle, order, pass, supervise, sit, fail, apply for, deal with, carry, enroll.
Nouns: a course, drinks, a subject, an exam, a script, a butler, a tray, a character, staff.
Adjectives: hopeless, agile, brilliant.

8. FUNCTIONAL OBJECTIVE: to talk about situations within jobs.

OBJECTIVES:

- o To make and refuse requests.
- o To ask for and refuse permission.

- o To talk about the things they have to do at work.
- o To talk about the pros and cons of being self-employed, to work for someone else.
- o To talk about the kinds of managers, democratic or autocratic, their characteristics.

LANGUAGE COMPONENTS

STRUCTURE:

- Linking words: Concession and contrast: but, although, in spite of, on the other hand, however.
- Addition: as well, in addition.
- Result: as a result.

9.   FUNCTIONAL OBJECTIVE: to talk about ages and stages in life, birth,   marriage and death, wedding customs, race, nationality and religion.

OBJECTIVES:

- o To talk about different customs of different cultures or religions.
- o To talk about ages and stages in life, what's the most important thing for each one.
- o To express obligation, permission towards customs depending on their culture or religion.
- o To read about different kinds of weddings.

LANGUAGE COMPONENT

STRUCTURE:

- Obligation, prohibition, permission: have to, are not obliged, can can't, are supposed to
- Present Simple Passive

VOCABULARY:

Stages and status in life: A baby, a child, an adolescent, an adult, middle-aged, elderly person, a teenager, a kid, infancy, in your teens, a pensioner, childhood, adolescence, in your (early)/(mid)/(late) 20s, 30s: retirement, when you are retired, in old age.

Customs: register a birth, baptism, registry office, wedding ceremony (bride and groom), make a will, funerals, burial, cremation.

10. FUNCTIONAL OBJECTIVE: Telephone: to talk about hobbies and interests.

OBJECTIVES:

- o To answer a questionnaire about how the use the phone.
- o To use some expressions when using the phone.
- o To read about people that use the phone a lot.
- o To talk about other types of addictions.

LANGUAGE COMPONENT

STRUCTURE:

- Used to for past habits

VOCABULARY:

Ring (someone) back, put off something, be/get cut off, hang up (on somebody), get through (to somebody), hang on, put someone through, wake (someone) up.

Phone conversations: speaking, Is that Joanne?, Who's calling?, It's Nigel, Could you give him a message?, hold the line, please: Is that you, Jo?, Shall I get him to ring you?, Do you know when they'll be back?, I'll put you through, Hang on a minute, Who shall I say is calling?, Thanks for ringing, Could I speak to Mr. Roberts, please.

11. FUNCTIONAL OBJECTIVE: to talk about electrical appliances and other consumer goods, clothes and shopping.

OBJECTIVES:

- o To talk about what could a shop assistant offer you besides the things you are buying?
- o To read an article about how a British person shops.
- o To talk about differences in shopping activities in different countries.

o To discuss the meaning of certain words and use them.

LANGUAGE COMPONENTS

STRUCTURE:

- If sentence with will, may or might
- Have 8something9 done

VOCABULARY:

Electrical appliances and general things: a camera, a table lamp, an expensive ballpoint pen, pair of shoes, a torch, man's shirt, washing machine, blender, mixer, computer, TV, DVD, etc.
Features of products: strong cotton, loose fit, pre-shrunk, 10 station memory, etc.

Adjectives describing objects: disposable, inflatable, washable, reversible, unbreakable, edible, adjustable, lockable, detachable.

5.8.6   LEVEL SIX

FUNCTIONS:

1. Talking about things that are stored in different part of the house; talk about weather and what can they use to protect themselves in extreme conditions.
2. Talking about the law and the legal system.
3. Talking about narrative, make excuses and reassuring.
4. Talking about the strange you've done; the ways you gather in different group.
5. Talking about what to do in specific social situations; talk about positive and negative thinking.
6. Talking about holiday arrangements, shopping lists; talk about ads and what they mean and what they to get.
7. Talking about politics and economics; natural disasters.
8. Talking about legal documents; write a curriculum vitae, and talking about public speaking what they have or haven't done.
9. Talking about art goods and design.
10. Talking about how to apply for a job and outdoor activities.
11. Talking about health problems, natural remedies.

CULTURE

    a.   How to beat criminality in Britain.
    b.   How to write a curriculum in English
    c.   The jury system in different countries
    d.   How to say no politely
    e.   Art and Society

PRONUNCIATION

- Practice the pronunciation of /e/
- Recognize same and different sounds
- Word stress and sentence stress
- Practice the pronunciation of question tags
- Distinguish some sounds in American and British English
- Practice the pronunciation of clusters

1. FUNCTIONAL OBJECTIVE: to talk about things that are stored in different parts of the house; talk about weather

and what can they use to protect themselves in extreme conditions.

OBJECTIVES:

- To talk about the things that usually need to be stored and where to put them.
- To talk about the different names the natural phenomena have.
- To read an article about an ice hotel and discuss whether they would like to go there and other implications.
- To talk about things that they need to take when going to cold places.

LANGUAGE COMPONENT

STRUCTURE:

- Describe degrees of need: very, absolutely
- Frequency and degree adverbs
- Qualifying adjectives

VOCABULARY:

Objects that can be stored or needed to be stored: a barbecue, a torch, Christmas decorations, a beach umbrella, candles, mosquito spray, sleeping bag, an electric fan, cuff links, a trunk. Where these objects can be stored: in a store cupboard, in a shed, in a cellar, under a bed, somewhere else, in the basement, in the attic, in a spare room.

Natural phenomena: blizzard, monsoon, thunder and lighting, steam, ice, heat, water, ocean, pond, flood, sleet, typhoon, drizzle, stream, lake, waterfall, canal, sea.

Expressions for qualifying a need: absolutely essential, very useful, quite useful, not very useful, completely useless.
Adjectives: hot, bad, boiling, furious, angry, exhausted, dreadful, unbelievable, useless.

Verbs: get rid of, try to sell, keep, swap, throw (something) away, give (something) away, use (something) straightaway.

2.   FUNCTIONAL OBJECTIVE: to talk about the law and the legal system.

OBJECTIVES:

- To talk about crime and possible ways of fighting it.
- To talk about how would have changed if they had done something different.
- To listen to a burglar, give advice about how to take care of a house
- To make posters about protecting houses and cars.
- To read and talk about the legal system in our country.

LANGUAGE COMPONENTS.

STRUCTURE:

- If sentences with would and might
- Defining relative clauses
- Linking words: similar to ……… in that …….,   … except that ……., whereas, while.

VOCABULARY:

Crime vocabulary: to steal, to burgle, burglar, burglary, burglar alarm, theft, thief, to commit a crime, criminal, street lighting, unemployment, to reduce, a tough punishment, leisure centre, drug trafficking, to protect, young offenders, property, warehouse, jail, victim, the court, the defendant, the judge, lawyers for the prosecution/defense, the jury/jurors, a witness.

Type of crimes: shoplifting, kidnapping, robbery, murder, burglary, smuggling, arson, hijacking, blackmail, vandalism.

3.   FUNCTIONAL OBJECTIVE: to talk about narrative, make excuses and reassuring.

OBJECTIVES:

- To talk about different types of narratives: short story and tall story.
- To read half of a short story and then listen to the other half; discuss its meaning, characters, etc.
- To give explanations about some pictures.

- To talk about how computers can tell stories; write one short story using words given.
- To make excuses for different situations.

LANGUAGE COMPONENTS

STRUCTURE:

- Past Perfect Simple
- Purpose, Reason and Result

VOCABULARY:

Verbs: gallop, dive, hop, land, creep, kid, crash.
Nouns: children, pilot, soldier, sparrow, motorbike, helicopter, horse, lake, path, cliff, woods, lawn, fence, bushes.

Expressions: never mind, don't worry, I don't mind, nothing, it doesn't matter, it's not important, that's all right, I don't care.

Excuses: I'm sorry, the car broke down, there was a bus strike, I got hold up in the traffic, I missed the bus, my train was cancelled, my alarm clock didn't go off, I got off me the bus at the wrong stop, etc.

4. FUNCTONAL OBJECTIVE: to talk about the strange things you've done; neighbors; the ways you gather in different groups.

OBJECTIVES:

- To talk about polite things they've done.
- To read and article about kindness and discuss how crazy are these acts of kindness.
- To talk about neighbors, their problems and how to solve them.
- To talk about the different groups of friends they have, and explain the relationship they have with them.

LANGUAGE COMPONENT

STRUCTURE:

- Verb patterns: verb + infinitive; verb + object + preposition; verb + object + infinitive without to
- Present Perfect Simple and Continuous

VOCABULARY:

Verbs that follow the first structure (verb + infinitive): promise to do something, threaten to do something, offer to do something, refuse to do something, agree to do something.

Verbs that follow the second structure (verb + object + preposition): prevent somebody from doing something, thank somebody for, blame somebody for, congratulate somebody on, accuse somebody of, praise somebody for.

Verbs that follow the third structure (verb + object + infinitive without to): make somebody do something, let somebody do something, help somebody (to) do something.

Expression to talk about how you feel within a group: get on well with, have rows, get on each other's nerves, compromise, have something in common, trust, fit in, create conflict, to be tolerant/supportive.

5.   FUNCTIONAL OBJECTIVE: to talk about what to do in specific social   situations; talk about positive and negative thinking.

OBJECTIVES:

- To talk about when is culturally to say no; listen to an extract about it.
- To talk about when they would say no and when they would say yes in some situations.
- To review negative forms.
- To talk about how people feel in negative situations and how to beat a bad mood.

LANGUAGE COMPONENT

STRUCTURE:

- Forming negatives
- Something, anything, nothing
- If sentences with would and might
- Wish + past simple

VOCABULARY:

Express yes or no:

I probably wouldn't say no in that situation because…..
I might refuse in that situation if …….
I'd probably accept in that situation because…….
I'd probably say yes in that situation if …….

Ways of saying no:
I'm afraid I …, I'd love to/like to, but …., I wish I could, but ..,
That's very kind of you, but …, It's a bit difficult, I'm afraid.

Excuses: I have to…, I'm expecting….

6. **FUNCTIONAL OBJECTIVE:** to talk about holiday arrangements, shopping lists; talk about ads and what they mean and what they want to get.

OBJECTIVES:

- To talk about how you quantify liquids and things, make a shopping list.
- To talk about the kinds of containers that can be used.
- To talk about packing products, read two ads and discuss it.
- To talk about ads and what they want to advertise.
- To talk about package holidays.

LANGUAGE COMPONENT

STRUCTURE:

- Partitives
- Numbers and quantities

VOCABULARY:

Nouns: Sack, carton, packet, bottle, barrel, jug, tube, bowl, bag, tub, box, mug, bucket, can/tin, jar.

Quantities: a few, a couple of, half a dozen, hundreds of, several, one or two, loads of, a dozen, plenty of.

Vocabulary: from ads: speed, status, elegance, luxury, grace, comfort, glamour, warmth, power, security, mystery, danger, simplicity, sex appeal.

7.   FUNCTIONAL OBJECTIVE: to talk about politics and economics, natural disasters.

OBJECTIVES:

- To report what other's said.
- To read an article about a bumped woman, get what each one is feeling.
- To report what other's asked.
- To talk about famous people in politics, economics, actors, musicians, etc.
- To talk about the events those are in the news at the moment, the economy, politics, natural disasters, etc.

LANGUAGE COMPONENT

STRUCTURE:

- Reported speech.
- Reported questions.

VOCABULARY:

Reporting verbs: say, tell, ask, promise, admitted, refused, etc.
Things that are on the news: flood, redundancies, inflation rate, avalanche, drought, trade union victory, election defeat, peace talks, ministerial row, riots, famine, epidemic, trade agreement, industrial dispute, foreign policy.

8.   FUNCTIONAL OBJECTIVE: to talk about legal documents, write a curriculum vitae, and talk about public speaking what they have or haven't done.

OBJECTIVES:

- To talk about legal documents, their names and structure.
- To read an article about "The Plain English Campaign", discuss points of views.
- To discuss about what kind of information a CV should have.
- To write a Curriculum Vitae.
- To talk public speaking and how each one feels about it.
- To give advice to talk in public.

LANGUAGE COMPONENTS

STRUCTURE:

- Should, ought to and had better
- Verb + -ing form, preposition + -ing, adjective + infinitive

VOCABULARY:

Adjectives to describe how a document is written: clear, straightforward, full of jargon, long-winded, confusing, concise, complicated.

Verbs: Verb + -ing: try, avoid; preposition + ing: concentrate on, start by, reduce fear by…..; adjective + infinitive: don't be afraid to …, be prepared to …

Mental and physicals symptoms of fear: your mind goes blank, you wake up sweating in the night, you blush, you start to shake, you feel intimidated, you bite your nails or your lips, you feel tension in your neck, you lose the thread of your argument, you start to stammer, your mouth goes dry.

9.   FUNCTIONAL OBJECTIVE: to talk about art goods and design.

OBJECTIVES:

- To talk about the value of money.
- To read an article about bank notes, their history.

- To talk about art, discuss what each artist should, cannot, must, have produced.
- To talk about famous works that they would like to own.

LANGUAGE COMPONENT

STRUCTURE:

- Passives
- Modal Passives
- Revision of linking words.
- Definite, indefinite and zero articles.

VOCABULARY:

Linking words: however, although, as a result.
Art words: an exhibition, a display, museum, gallery, draw, paint, an artist, a painter, sketches, illustrations, forgery, reproduction, statue, sculpture, designed, drew, picture, portrait, scenery, landscapes.

10. **FUNCTIONAL OBJECTIVE:** to talk about how to apply for a job and outdoor activities.

OBJECTIVES:

- To look at photos and talk about what's wrong with the people that's applying for a job.
- To read an article about a lady that lied in her job interview and the job, discuss about it, what she should have done, or shouldn't have done.
- To think and explain things that they wish they've done in a different way.
- To listen to people talking about their experiences at executive training courses.

LANGUAGE COMPONENT

STRUCTURE:

- Should have + past participle
- Past conditional.

11. FUNCTIONAL OBJECTIVE: to talk about health problems, natural remedies.

OBJECTIVES:

- To read an article about a rescue operation, discuss about it.
- To talk about the things they were used to, the things they got used to.
- To talk about sicknesses and natural remedies to cure them.
- To talk about fenshui, listen to a recording about it and answer questions.

LANGUAGE COMPONENT

STRUCTURE:

- Used to + verb, be used to + noun or -ing; get used to + noun or –ing
- If and unless clauses

VOCABULARY:

New vocabulary: to grab hold of something/somebody, a snake, concrete, tiles, to crawl, a lizard, squirrel, eventually, gravestone, dawn, to last, a fortnight.

Sicknesses: nausea/blocked sinuses/a sore throat/a wart, to be bitten by an insect, to feel itchy, to suffer from.

Natural remedies: tea bags, ginger root, cloves of garlic, bicarbonate of soda, sellotape, cayenne pepper, ice cubes, a bar of chocolate.

5.8.7   LEVEL SEVEN

FUNCTIONS:

1. Talking about common features of people, common ideals; talk about characteristics of Europeans and how to describe people.
2. Talking about sleeping customs, sleeping problems.
3. Talking about how we behave, express thanks and pleasure.
4. Talking about communication problems, unrequited love and leaving a message on the answering machine.
5. Talking about they would like their home, different kinds of houses.
6. Talking about annoying habits, how you can write a formal and informal letter; talk about tourists and tour reps.
7. Talking about how pictures look like, colors, what kind of clothes suit them.
8. Talking about elections and who they would vote for; TV censorship.
9. Talking about management and meeting a deadline.

1. **FUNCTIONAL OBJECTIVE:** to talk about common features of people, common ideals; talk about characteristics of European and how to describe people.

OBJECTIVES:

  ➤ To talk about things that is common for couples, for the whole class of for none.
  ➤ To ask questions trying to guess what the other person is talking about.
  ➤ To read an article about Europeans, their likes and dislikes.
  ➤ To compare their physical and psychological characteristics to their parents'.
  ➤ To talk about the problems they have when listens a foreign language.
  ➤ To express worries and concerns.

LANGUAGE COMPONENTS

STRUCTURE:

  - Determiners: both, neither, all, none, every, each

- Ellipsis

VOCABULARY:

Common ideals: unemployment, crime, inflation, pollution, drug or alcohol abuse, corruption, the quality of public transport, poverty, welfare funding.

Expression: I'd rather not discuss that.
Express worries and concerns: …. Is by far the most important issue, concern.   …… increasingly worried/concerned about……., ….. not very aware of ….

European countries and nationalities:
Adjectives that describe people, useful nouns to describe people: short-sleeved, sun-tanned, well-built, shoulder-length, slim, wavy, clean-shaven, straight, high-heeled, polo-neck, tight-fitting, freckles, wrinkles, bald/balding, overweight, baggy, well-dressed, smart(ish), curly, average-build size, casual, dark-skinned, scruffy, skinny, presentable.

2.   FUNCTIONAL OBJECTIVE: to talk about sleeping customs, sleeping problems.

OBJECTIVES:

- To talk about the problems they have when going to sleep, common problems and how to solve them.
- To answer a quiz about sleeping customs.
- To talk about the beauty of a sleeping woman in an exhibition, read an article about it.
- To talk about what kind of exhibition they would like to attend, which possessions they would like to see in an exhibition.

LANGUAGE COMPONENTS

STRUCTURE:

- Connectors: concession and contrast: although, even though, though, in spite of, despite (the fact that). Whereas and while. However and nevertheless.
- Present Perfect Simple and Continuous.
- Past Participles

VOCABULARY:

Sleeping vocabulary: get a good night's sleep, suffer from insomnia, jump out of bed, fall asleep/be asleep, yawn, set the alarm, oversleep, have nightmares, count sheep, sleepwalk, snore, the alarm goes off, have a restless night, have a day off, sleep like a log, have a nap, a hot drink, be fast asleep, have a late night, lie very still, sleeping pills, lie on your back, feel drowsy, have a lie-in.

Connectors:

Sleep and other problems: jet lag, insomnia, dandruff, hiccups, asthma, sunburn, travel/motion sickness, a hangover, toothache, back pain, a migraine, mouth ulcers, indigestion, cramp, cold sores, blisters, hay fever, constipation.

3.   FUNCTIONAL OBJECTIVE: to talk about how we behave, express thanks and pleasure.

OBJECTIVES:

- To guess what's the relationship between a couple by just looking at a picture, explain their opinions.
- To talk about social correspondence, read some examples of this type of writing.
- To write a thank you letter.
- To talk about situations in which they felt embarrassed and how they wish it had been different.

LANGUAGE COMPONENT

STRUCTURE:

-   Wish and if only + past simple
-   Wish + would
-   Wish + pas perfect
-   So and such
-   Focus adverbs: just, simply, particularly, especially.

VOCABULARY:

Verbs: threaten, warn, ignore, protect someone or oneself, stick up for someone or oneself, intervene, interfere, interrupt.

Social correspondence: thank you letters/cards (for gifts, hospitality), letters of condolence and sympathy, letter/notes, of apology, greeting cards (birthday, Christmas, religious festivals), letter/cards of congratulations, postcards (from holiday places), other social letters.

Ways of expressing thanks: I'm writing to thank you for…, Thanks for….., This is just to thank you for…., It was great to…., It was lovely to……, We particularly enjoyed/liked/appreciated…, I was delighted that….., I was really pleased that…, Please give my regards to ….., I look forward to ……

4. **FUNCTIONAL OBJECTIVE:** to talk about communication problems, unrequited love and leaving a message on the answering machine.

OBJECTIVES:

- To talk about when you can't understand someone either because they didn't understand correctly, they didn't know, they didn't understand properly, they weren't able to communicate clearly.
- To make deductions of what has happened according to pictures.
- To talk about unrequited love from their experiences or TV programs or movies.
- To read a letter about a person who's in love with his teacher.
- To talk about characteristics and definitions of those characteristics.
- To listen to people leaving messages, take those messages; practice leaving a message on an answering machine.

LANGUAGES COMPONENTS

STRUCTURE:

- Modals of deductions: must've, can't have + past participle
- Could've and might've + participle

VOCABULARY:

Problems of communication: He must have misunderstood, he didn't know anything about it, he couldn't catch what she said, he just couldn't grasp what she was saying, he misinterpreted it, what he said was very misleading, he had to tell her to speak up, he was completely incomprehensible, he hadn't (got) a clue, he was incoherent, he must have got the wrong end of the stick, he hadn't the faintest idea, he was unintelligible, he must have misheard the name.

Adjectives: prone to exaggeration, deceitful, sensitive, hypocritical, unpredictable, sincere, naive, fickle, generous, unreliable, violent, passionate, sensible, kind.

5. FUNCTIONAL OBJECTIVE: to talk about how they would like their home,   different kinds of houses.

OBJECTIVES:

- To distinguish between countable, uncountable, collective nouns, compound nouns.
- To talk about unusual places that have been changed into houses, read an article about it.
- To design how they would like their English school to be.

LANGUAGE COMPONENTS

STRUCTURE:

- Uncountable nouns, plural nouns, compound nouns, collective nouns.
- Adjective as nouns.
- Past Perfect Simple and Continuous
- Compound Adjectives

VOCABULARY:

Compound adjectives: air-conditioned, self-contained, semi-detached, built-up, old-fashioned, brand-new, run-down, well-kept, short-sleeved, well-dressed, clean-shaven, high-heeled, tight-fitting, good-looking, easy-going.

Adjectives as nouns: the rich, the poor, the blind, the deaf, the elderly, the unemployed, the injured, the French, the Japanese, the disabled, the handicapped, the young.

Collective nouns: government, jury, committee, audience, council, public, staff, press, crew, gang, family, army, herd, data, group, flock.

Compound nouns: youth hostel, t-shirt, sister-in-law, state agent, taxi rank, shopping mall, law court, contact lens, alarm clock, air conditioning, credit card, bathroom, baby-sitter, pedestrian, toothpaste, lampshade, precinct, public lavatory, central heating.

Plural nouns: premises, surroundings, refreshments, outskirts, headquarters, goods, clothes, scissors, binoculars, sunglasses, trousers, jeans, headphones.

Uncountable nouns: luggage, baggage, information, advice, furniture, homework, housework, equipment, weather, progress, traffic, machinery.

6.   FUNCTIONAL OBJECTIVE: to talk about annoying habits, how you can write a formal and informal letter; talk about tourists and tour reps.

OBJECTIVES:

- To listen to some people talking about annoying behavior.
- To talk about annoying behaviour that disturbs them.
- To talk about what is common in our country to do in buses, trains, etc.
- To write formal and informal letters.
- To talk about tourism, tour reps, what's their job and how they help tourists.

LANGUAGE COMPONENTS

STRUCTURE:

- Present Continuous and Future Continuous for arrangements.
- Would.

VOCABULARY:

Expressions: I find it really irritating when people …., It annoys me if people …., The things that really annoys me are ….., The thing that (really) gets (to) me is…, What (really) annoys me is when …, The thing (that) I find (most) irritating is …,

Things that are common or not to do in a train or bus: start up a conversation, take their own food to eat, hand their food round to other passengers, take their shoes off, tip people who may serve them, lie down across the seats, give up their seat to someone else, listen to personal stereos, play cards/games, take animals with them.

What tour reps should do: to give up (doing) something, to calm someone down, to pick someone up, to see someone off, to throw someone out (of somewhere), to get/be out of control, to sort something out, to show someone round, to get/have time off, to tell someone off (for doing something).

7.   FUNCTIONAL OBJECTIVE: to talk about how pictures look like, colors, what kind of clothes suit them.

OBJECTIVES:

- To describe a picture, read the description of Monet's famous "A bar at the Folies-Bergére".
- To ask questions to see if their classmates can tell the difference between things.
- To imagine a situation in which you can't distinguish colors, talk about the problems they might have if they have different professions.
- To listen to a doctor talking about color blindness.
- To talk about clothes, what kind of clothes suit them and suit others.

LANGUAGE COMPONENTS

STRUCTURE:

- Prepositions of place: in, on, with, down, across
- Look + adjective, look like + noun, look as if/as though + clause

- Modal verbs - Hypothesising: would, could, might to talk about improbable situations: I wouldn't be able to use the phone

VOCABULARY:

Grayish blue, pale pink, beige, dark green, marble, velvet, lace, glass.

Professions:

Clothes and how to describe clothes: tartan, purple, suede, plain, cord(uroy), scruffy, stylish, pale lemon, spotted, check(ed), mauve, denim, silk, fashionable, fur, lovely, brownish, wool/woolen, cotton, revolting, bright red, patterned.

8. FUNCTIONAL OBJECTIVE: to talk about elections and who they would vote for; TV censorship.

OBJECTIVES:

- To decide and talk about which of the stories read are the biggest scandal.
- To read about possible candidates and choose one, explain why.
- To talk about which are the political issues discussed in elections.
- To talk about TV censorship, read an article about it.

LANGUAGE COMPONENT

STRUCTURE:

- It's time + past tense

VOCABULARY:

Expressions:
I'd be willing/happy/reluctant/unwilling/prepared/very happy to vote for someone who…, I'd support …… because ….
Adjectives describing a political issues: controversial, foreign, political, strong, economic, vital, global, trade union, party.

9.   FUNCTIONAL OBJECTIVE: to talk about management and meeting a deadline.

OBJECTIVES:

- To listen to some management problems, discuss about them.
- To read rules of management.
- To do a tense quiz.
- To talk about how people work the best, under pressure or with lots of time to do a job.

LANGUAGE COMPONENT

STRUCTURE:

- Defining and non-defining relative clauses

VOCABULARY:

Positive suggestions: It's worth (spending time…), It's good if you get into the habit of ….., It may be helpful to …., It's important to ….

Warnings: It's not worth …., It's bad if you …., It's pointless …, It's a waste of time….

5.8.8   LEVEL EIGHT

FUNCTIONS:

1. Talking about crime stories.
2. Talking about food and cooking vocabulary.
3. Talking about accents, the way people speak.
4. Talking about jobs, kinds of jobs; express obligation, permission and entitlement.
5. Talking about accidents.
6. Paraphrasing.
7. Express opinions, agree, disagree.
8. Surprise, requests, enquiries, apologies, excuses.
9. Talking about probabilities.

1.   FUNCTIONAL OBJECTIVE: to talk about crime stories.

OBJECTIVES:

- To recognize linking words and know their use.
- To listen to anecdotes and talk about them.
- To hypothesize about a picture.
- To start and end a story.

LANGUAGE COMPONENTS

STRUCTURE:

- Linking spoken discourse
- Purpose clauses
- Attitude adverbs
- Phrasal verbs and idioms

VOCABULARY

Crime vocabulary.

2.   FUNCTIONAL OBJECTIVES: to talk about food and cooking vocabulary.

OBJECTIVES:

- To discuss important issues: eat meat?, fast food?, bottle water?
- To use cooking vocabulary.
- To read an article about food critics and discuss about it.
- To use similes and metaphors with food.
- To interpret pictures by paying attention to body gestures.

LANGUAGE COMPONENTS

STRUCTURE:

- Simile and metaphor
- Reporting verbs
- Partitives
- Adjective suffix –y
- Verbs patterns

VOCABULARY:

Food and cooking vocabulary.

3. **FUNCTIONAL OBJECTIVE:** to talk about accents, the way people speak.

OBJECTIVES:

- To express advantages and disadvantages about a specific situation.
- To associate a reading with the previous advantages and disadvantages.
- To rehearse an extract from a play.
- To talk about accents and the way people talk.

LANGUAGE COMPONENTS

STRUCTURE:

- Question forms
- Adverbs of manner
- Adverbial phrases

VOCABULARY:

Personal interaction
Describing speech

4. **FUNCTIONAL OBJECTIVE:** to talk about jobs, kinds of jobs; express obligation, permission and entitlement.

OBJECTIVES:

- To recognize the difference between similar words.
- To get subjective information when listening to people.
- To talk about things they can or can't wear when going to a job interview.
- To discuss about advantages and disadvantages about jobs.

LANGUAGES COMPONENTS

STRUCTURE:

- If ever/whenever
- Adj + Noun collocation

VOCABULARY:

Work vocabulary.
Adjectives for appearance.

5. **FUNCTIONAL OBJECTIVE:** to talk about accidents.

OBJECTIVES:

- To characterize types of people.
- To talk about accidents, causes and consequences.
- To read and tell similar stories they've read.

LANGUAGE COMPONENTS

STRUCTURE:

- Present/Past continuous (habits)
- Used to/ would (past habits)
- Keep + -ing

- Participle clauses

VOCABULARY:

Verbs: spill, scratch, rip, etc.
Accidents, medical vocabulary.

6.   FUNCTIONAL OBJECTIVE: Paraphrasing.

OBJECTIVES:

- To talk about honesty.
- To read statistics and interpret them.
- To talk about legal cases that involves money.
- To talk about barging, buying in different places.

LANGUAGE COMPONENTS

STRUCTURE:

- Passives
- Uses of "whether"
- Express number/quantity

VOCABULARY:

- Money vocabulary
- Legal vocabulary

7.   FUNCTIONAL OBJECTIVE: to express opinions, agree, disagree.

OBJECTIVES:

- To talk about military service.
- To express what they could've done in a situation.
- To talk about marriage.

LANGUAGE COMPONENT

STRUCTURE:

- Conditional sentences: unreal past and present

VOCABULARY:

- Wedding vocabulary
- Words with different meaning
- Military service

8. **FUNCTIONAL OBJECTIVE:** Surprise, requests, inquiries, apologies, excuses.

OBJECTIVES:

♦ To talk about their feeling in different situations.
♦ To talk about manner and their correctness.
♦ To write a formal letter.

LANGUEGE COMPONENT

STRUCTURE:

- Past tenses for distancing
- Letter writing: style and layout

VOCABULARY:

- Money and manners

9. **FUNCTIONAL OBJECTIVE:** to talk about probabilities.

OBJECTIVES:

♦ To talk about percentages of different situations.
♦ To make predictions about themselves.
♦ To make predictions in general.

LANGUAGE COMPONENTS

STRUCTURE:

- Degrees of possibility and probability
- Future simple, continuous and perfect

VOCABULARY:

Revision of vocabulary

ANNEXES

INITIAL SURVEY FOR PERSSONEL

AGE: …………………………………..

FORMER   **SCHOOL(S):**

…………………………………………………………….

FEMALE   ☐   **MALE**   ☐

LANGUAGES:…………………………………………….

1. **NEVER OR ALMOST NEVER**
2. **USUALLY NOT**
3. **SOMEWHAT TRUE**
4. **USUALLY**
5. **ALWAYS OR ALMOST ALWAYS**

INSTRUCTIONS:

1. Read each statement carefully.
2. Circle the number that best describes you. (ONLY ONE ANSWER)
3. Be honest with your answers.

1. When my classmates speak, I maintain eye contact with them.   1 2 3 4

2. If I do not agree with my teachers, I raise my voice and complain.   1 2 3 4

3. I talk with my classmates while my teachers are speaking.   1 2 3 4

4. I do homework for other subjects while I listen to my English teacher's
   explanations.   1 2 3 4

5. I have a positive attitude towards my English class.   1 2 3 4

6. I like it when people pay attention to me.   1 2 3 4

7. I make fun of my classmates when they make mistakes   1 2 3 4

8. I follow the instructions of my teachers immediately.   1 2 3 4

9. When my teachers speak, I maintain eye contact with them.   1 2 3 4

10. I feel sad when my classmates laugh at others' mistakes.   1 2 3 4

11. When I am in my English class, if I become angry, I show my feeling
    with my body language.   1 2 3 4

12. I ask my classmates what we are supposed to do because I do not
    listen carefully to the instructions given by my teachers.   1 2 3 4

THANK YOU

ENCUESTAS PARA LA CMAC-101

GRADO …………………….**EDAD:** ………… **SEXO** **M** ……… **F** ………

ESTUDIOS **Primaria** ……… **Secundaria** ……… **Universidad** ………

Esta encuesta se realiza con el fin de crear un currículo para la CMAC-101; para esto necesitamos de su ayuda, así que le pido que responda con absoluta honestidad al siguientes cuestionario.

1. **Qué tipo de técnicas son más de su agrado en sus clases de Inglés?**

   a. trabajos en grupos
   b. trabajo en parejas
   c. Diálogos
   d. Repeticiones
   e. Traducciones
   f. Repetición de frases aprendidas
   g. Role plays
   h. Otros (indique cuales)……………………………….

2. **Qué tipos de materiales o equipos le gustaría que se utilicen más?**

   a. Laboratorio de computación
   b. Laboratorio de audiovisuales
   c. Grabadora
   d. Posters
   e. Copias de ejercicios gramaticales
   f. Otro tipo (indique cual)……………………

3. **Cómo le gusta trabajar en sus clases de Inglés?**

   a. Individualmente

b. En parejas
        c. En grupos

4. **Escriba una o dos razones por las que necesita aprender inglés.**

5. **Escriba aspectos de la metodología que no le gustan de sus clases de Inglés.**

6. **Que opinión tiene de usar libros y sus componentes? Si es de su agrado indique por qué y si no también indique el por qué.**

7. **Cuáles son algunos factores que determinan su mal o buen rendimiento en las clases de Inglés?**

8. **Qué actitud tiene hacía el aprendizaje del Inglés?**

        a. **Optimista**
        b. **Negativa**
        c. **ninguna**

GRACIAS POR SU COLABORACION

KNOWLEDGE TEST

Grade _____ Age _____ Sex   Male ……….. Female …………

Studies: ☐ **Elemental School**   ☐ **High School**   ☐ **University**

Read carefully the next questions and choose a, b, c, or d

1.   Write the word, not the letter, ………………………………

     a. hello
     b. please
     c. don't
     d. okay

2.   Stand up. Look. What's that?   That is …………………………?

     a. This is
     b. Thanks
     c. A window
     d. Close it

3.   The Word is Notebook. This word begins with the letter……..?

     a. an **M**
     b. **X**
     c. an **N**
     d. a **T**

4.   The answer is: "That's my pen" What is the question?

     a. What's these?
     b. What are those?
     c. What's that?
     Is this what?

5.   Those are numbers. They…………………………letters.

     a. 're not
     b. 'm not
     c. 's not
     d. not

6.   George…………………………….. a pilot.

     a. I'm not
     b. Aren't
     c. Isn't
     d. Are not

7. …………………………… a doctor? No, she isn't

   a. She is
   b. Yes, she is
   c. Is she
   d. Does she

8. A dime is …………………………….

   a. twenty – five cents.
   b. 5 cents
   c. Two cents
   d. A ten – cent coin

9. Is Joe an engineer? Yes, ………………………………… an engineer

   a. Joe aren't
   b. He isn't
   c. Joe's
   d. He are

10. Today is Tuesday. Is tomorrow Friday? No, tomorrow…….Friday

    a. is Tuesday
    b. isn't
    c. is Saturday
    d. isn't Friday

11. Today is Friday; tomorrow is …………………………….

    a. Tuesday
    b. Sunday
    c. Saturday
    d. Monday

12. The clock says, it's 5:25

    a. three – five
    b. five – twenty five
    c. three five – five
    d. twenty five - five

13. My name is Byron. What's your name? ………………name's Linda

    a. My
    b. Her
    c. His
    d. Your

14. What's that? A chair for Mary. It's ……………………. Chair.
    a. her
    b. my
    c. his
    d. your

15. Peter is in his room. ………………… room is very nice.

   a. my
   b. her
   c. his
   d. your

16. What are those? These …………………………………..

   a. a picture
   b. are pictures
   c. pictures
   d. is a picture

17. The answer is "These are desks". What's the question?

   a. What's this?
   b. What are those?
   c. How are you?
   d. What's your name?

18. The singular form is: "This is a window". What's the plural form?

   a. Those is windows
   b. This is a window
   c. These are windows
   d. That's your window

19. The things are near you. What's the question?

   a. What's this?
   b. What are those?
   c. What's that?
   d. What are these?

20. The plural form of **THIS IS A MAN**

   a. Those are mans
   b. These are mans
   c. These are men
   d. Those are mens

21. The carpet is ……………….. the floor.

   a. in
   b. on
   c. under

22. The shoes are generally ………………… the bed.

   a. in
   b. on
   c. under

23.   Her money is ………………….. her pocket

    a. under
    b. on
    c. in

24.   Do you play basketball?

    a. Yes, I don't
    b. No, I do
    c. No, I don't

25.   Does Mary speak English?

    a. Yes, she does
    b. No, she doesn't
    c. Yes, she doesn't

26.   Does Ecuador have astronauts?

    a. Yes, it doesn't
    b. No, it do
    c. No, it doesn't

27.   Mary is in the playground.

    a. Mary was in the playground
    b. Mary were in the play ground
    c. Mary wasn't in the playground

28.   The car is red

    a. The car red is
    b. The car was red
    c. The car isn't red

Change to questions the following sentences, choose a, b, or c

29.   I play football

    a. I do play football?
    b. Do I play football?
    c. Play I football?

30.   The students study English

    a. Study the students English?
    b. The students do study English?
    c. Do the students study English?

31.   Margaret speaks Spanish very good

    a. Does Margaret speaks speak Spanish very good?
    b. Margaret does speak Spanish very good?
    c. Speak Margaret Spanish very good?

Change these sentences from the simple present tense to the simple past tense. Choose a, b, or c.

32.   The book is on the desk

     a.   The book isn't on the table
     b.   The book was on the table
     c.   The table on the book

33.   The machine is mine

     a.   The machine mine is
     b.   The machine was mine
     c.   The machine mine was

34.   The computer is at the store.

     a.   The computer was at the store
     b.   The computer at the store was
     c.   The was computer at

Change the following sentences to <u>present continuous tense</u>. Choose a, b, or c.

35.   I sleep on the sofa

     a.   Sleep I on the sofa
     b.   I am sleeping on the sofa
     c.   I sleeping on the sofa

36.   Peter brings many gifts

     a.   Peter is bringing many gifts
     b.   Peter bringing many gifts
     c.   Bringing Peter many gifts

Choose <u>A</u> for correct and <u>B</u> for incorrect in the following sentences. Check the word order.

37.   I am going tomorrow to Miami

     a.   Correct
     b.   Incorrect

38.   Did you seep well?

     a.   Correct
     b.   Incorrect

39.   I speaking am Spanish

     a.   Correct
     b.   Incorrect

40.   How you are?

    a. Correct
    b. Incorrect

GOOD LUCK

GRAMMAR

THE VERBS

Complete the sentences with the correct form of the verb. Write a single word.

- We .... to the airport and picked them up. (DRIVE)
- Who .... the name for the company? (CHOOSE)
- We eventually .... somewhere to eat near the station. (FIND)
- When she saw him, Janet just .... and shook her head. (LAUGH)
- John's feeling really sick, I think he must have .... something bad. (EAT)
- The modern Olympics .... from the ancient Greek games at Olympia. (EVOLVE)
- Out of all the students who .... the exam, over 75% passed. (TAKE)
- Some of the things which were written in the newspapers really .... her family. (UPSET)

PREPOSITIONS

In each one of the following sentences lack a preposition. Choose the correct preposition and complete the sentence.

- Her family moved (IN/TO) Japan when she was only five.
- She became interested (BY/IN) politics while she was at university.
- I went (AT/TO) Moscow last month for a conference.
- Children don't seem to have any respect (FOR/OF) their parents.
- You need to talk (TO/WITH) John about the arrangements for the weekend.
- Can you have a look (AT/TO) my essay for me?
- He was very satisfied (ABOUT/WITH) his progress.
- Teachers are responsible (FOR/OF) the pupils' safety.

NOUNS

Complete the sentences with the correct form of the noun.

- My family moved to South Africa when I was five .... old. (YEAR)
- Our company offers a number of different .... for recent graduates. (OPPORTUNITY)
- How bad was the .... to the car? (DAMAGE)
- Have you heard any .... about how Claire's getting on in her new job? (NEW)
- This development will affect the .... of everyone in the area. (LIFE)
- I could hear the children's .... downstairs. (LAUGHTER)
- Government ministers have to take some of the .... for the situation. (BLAME)
- Could you please send me further .... about the job and an application form? (INFORMATION)

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