ARMY POLYTECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH PROGRAM

TITLE:

"INCIDENCE OF ENGLISH MATERIALS IN THE LEARNING PROCESS IN THE STUDENTS OF 4TH AND 5TH COURSES OF JOCARLO HIGH SCHOOL, IN THE PERIOD APRIL- JULY 2007.

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AUGUST 2007

QUITO - ECUADOR

ACKNOWLEDGMENTS:

I want to express my eternal gratitude first to the professors of the Army Polytechnic School, especially to Lic. Marcos Morales and to Lic. Sandra Cabezas who have helped me through the development of my thesis, besides to my father who has given me his advices and economical support for finishing with this hard work, finally to my students who were an important part of this project.

DEDICATION:

It's important for me to offer this work to my God, given that He has guided and helped through the way without leaving me in the most difficult moments, and to my daughter Sofia who is the main reason of my life and who gives me the everyday motivation for having a reason for going ahead.

APROVAL SHEET:

Lic. Marcos Morales director and Lic. Sandra Cabezas co director are pleased to certificate that the Research Project under the title "Incidence of English Materials in the Learning Process in the students of 4th and 5th courses of "Jocarlo" high school, in the period of April-July 2007, developed by Mariela Elizabeth Rivadeneira Cortes who has finished all the subjects in Applied Linguistics in the English Program of the Army Polytechnic School, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining, are authorized on the correspondent university instance.

_____   _____

Lic. Marcos Morales   Lic. Sandra Cabezas
Thesis Director   Thesis Co-director

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INTRODUCTION:

This research is intended to highlight the incidence of the Interchange English Series Materials in the learning process. It will help us to understand and to prove at the same time the important academic achievements gotten with ongoing training, pedagogic techniques and methods to improve each day.

This research was focused on the influence which the Interchange series materials have on the students of the "Jocarlo" high school, and besides the encourage to the students for using the second language in their daily life.

In this project I surveyed a group of students during the last fourth months April-July at the "Jocarlo" high school. The results let me prove if the Interchange Series Materials have a positive influence on those students who were using this teaching program, in addition I used the Interchange Series Material as in their best as I could did.

I feel proud that my research ended successfully, with the total help of my students, partners and authorities of this institution and at the same time, it will help me into my professional life for taking in consideration all the knowledge acquired during the development of this research for the teaching/learning process of my students.

PART ONE
RESEARCH PROBLEM

(I hear and forget. I see and I remember. I do and I understand.)

1 RESEARCH PROBLEM

1.1 Problem Identification:

Languages are taught at school, but most of the time students do not even know how to say a simple phrase, just simply look at the Ecuadorian foreign language instruction.

English and other languages are normally taught for almost twelve years in most of the educational institutions but students do not consider the study of languages important, the usual result is that students make the absolute minimum effort to pass, and six years later are unable to produce a sentence in a foreign language.

These courses typically take between 8 to 10 hours a week; one might expect more of bilingual or total-immersion schools.

Students do not usually have enough ongoing opportunities to practice; as a result, they do not keep interest on language. Besides, the wrong and not complete use of teaching material can be found into both, private and public high schools. In our case, students are using The Interchange series as their source of materials for their language learning.

Students typically present a wide range of difficulties when they are writing a text, even those who have mastered the elements of writing.

Our strategy as teachers is to use all available resources in order to overcome some typical problems made by students.

1.2 Problem setting:

One of the main problems in the classrooms **is the wrong use of materials they have at hand (Textbook, workbooks, cds, videos, posters, and flashcards).** As far as we are concerned, our role as teachers is to use correctly and effectively all materials because we are responsible of students learning during the classes in the best way. As a result, from our surveys we got information where it was showed that students have a bad English level because of the misuse of the Interchange series materials. Therefore, we will develop our research to demonstrate that through the proper use of all the interchange materials, students will be able to improve their language skills. It is very important for us to find the solution to this problem and to reach the student success of "Jocarlo" high school.

1.3 Variables working out:

Independent variable. –Incidence of English Materials (x)

Dependent variable. - The Learning Process (y)

1.4 OBJECTIVES

1.4.1 General Objectives:

- ✓ To determine the incidence of The New Interchange materials in the learning process

- ✓ To improve the use of English materials for EFL students.

1.4.2 Specific Objectives:

Through the right, use of the Interchange Series
English Materials:

- ✓ To provide a stimulus to learning, and to encourage to my students to learn.

- ✓ To help to organize the teaching learning process.

- ✓ To reflect what my students think about the use of materials in the learning process.

- ✓ To help to the teachers to use materials as a base for using new techniques.

1.5   Justification:

Because of my own learning experience with "The interchange" language program, I have decided to begin with my research among students, who were supposed to use this program during the last six months but without any kind of regular and right use of all of the materials and additional activities which it has. Actually, students are not motivated, besides they need to have a review of this program for improving their English level during the next months, and in this way, we can get best results for them.

From my point of view, this program was not followed with its best, and this is a multi- level course in English that can be applied for young adults and adults too. Through this, we can improve the four skills as the following: Listening, writing, reading, speaking.

As we know, English nowadays it's an important tool, and as teacher we must encourage to students to learn how to enjoy this language that opens new doors that let us know new people, new cultures, and more job opportunities given that it is one of the most important languages around the world.

This topic research will benefit to the students of fourth and fifth year of:" Jocarlo" high school, in order to let them use this language as an important tool, and besides, to prove

that the right use of this entire program will improve the English level of these students.

. I will accomplish these objectives during these months with all my students, and I will be very happy of getting good results, given that it can be a good beginning for my career as an English teacher.

PART TWO
THEORETICAL FRAME

(Give a man a fish and you feed him for a day. Teach a man how to fish and you feed him for a lifetime.) (Chinese proverb).

2 THEORETICAL FRAME

These chapters are focused on the right use of interchange program in addition to activities that can be applied into the classroom in order to improve the language student's performance.

2.1 Theoretical and conceptual focus:

As I already said one of the main problems with students learning is (**the interchange language program has been applied wrongly)**, and that is why we decided to focus our attention on "Jocarlo" high school.

This high school has been using this program but not in their best way. Because of that, it has created a disappointing feeling among students. As we already discuss, we have to build a fluent communication, established through lexical, grammatical, and functional skills. During classes, it is important to take in advance the interchange activities and the workbook too, given that it is a complement for encouraging knowledge to students. There is a philosophy about language: "Learning a foreign language is more rewarding, meaningful and effective when it is used for authentic communication. That is why we want to permit students to use the language and at the same time personalize it with their own knowledge and experiences and even their own opinions. We must use all strategies and materials in hand in order to let students use the language to interact through the class.

One of the best ways to develop your role as an initiator and sustainer of interaction is to develop a repertoire of questioning strategies. In second language classrooms, where learners often do not have a great number of tools for initiating and maintaining language, your questions provide necessary stepping stones to communication.

Teacher questions give students the impetus and opportunity to produce language conformably without having to risk initiating language themselves. It is very scary for students to have to initiate conversation or topics for discussion. Appropriately, pitched questions can give more reticent students an affective "green light" and a structured opportunity to communicate in their second language.

Teacher questions can serve to initiate a chain reaction of student interaction among them. One question may be all that is needed to start a discussion; without the initial question, however, students will be reluctant to initiate the process.

Teacher questions give the instructor immediate feedback about student comprehension after posing questions, a teacher can use the student response to diagnose linguistic or content difficulties. Grammatical or phonological problem areas for example may be exposed through the student's response and give the teacher some specific information about what to treat.

Teacher questions provide students with opportunities to find out what they think by hearing what they say. As they are nudged into responding to questions about say, a reading or a film, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a prewriting activity.

There are many ways to classify what kinds of questions are effective in the classroom. Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the questioner; sometimes responses to the latter involve judgment about facts that are not clear or a statement of values. All of these types of questions have their place in the interactive classroom. Even those that are more on the display end of the continuum are very useful in eliciting both content and language from students. Usually, the higher the proficiency level you teach, the more you can venture into the upper, referential end of the continuum. Asking many questions in your classroom will not by any means guarantee stimulation of interaction. Certain types of questions actually discourage interactive learning.

Other teacher strategies that promote interaction are pair work and group work give rise to interaction. Giving directions (open your books, Do the following exercise), can stimulate interaction. Organization language (Get into small groups) is important. Reacting to students (praise, recognition, or a simple "Uh-huh") cannot be dispensed

with. Responding genuinely to student – initiated questions is essential.

Encouraging students to develop their own strategies is an excellent mean of stimulating the learner to develop tools of interaction. Even "lecturing" and other forms of orally providing information and having students read texts are part of the process of creating and maintaining an interactive classroom.

2.2 Structure:

Chapter 1.

English Materials Generalities:

1.1. - Teacher's textbook analysis

1.1.1 Snapshot:

These exercises contain interesting, real world information that introduces the topic of a unit or cycle. They also build receptive and productive vocabulary. The information in the Snapshot is presented in a graphic form, which makes it easy to read. Follow up questions encourage discussion of the Snapshot material and personalize the topic.

1.1.2 Word Power:

The word Power activities develop students' vocabulary as related to the unit or cycle topic through a variety of interesting tasks, such as word maps and collocation exercises. These activities are usually followed by oral or written practice that helps students understand how to use the vocabulary in context.

It is very important to introduce the pronunciation of the new words listed in the exercise, they hear the instructions and it is a classroom rule to use the dictionary for checking all the time the information or the new vocabulary.

My students ought to work with the new language at the English discourse, and they must try to have coherence using the language.

So usually, I try to keep the students attention through games that have in common with my English unit topic and in this way, they can learn easily and more efficiently.

1.1.2 Conversation:

Conversation exercises introduce new grammar points and functions in each cycle. They present the grammar in a situational and communicative context and serve as models for conversational expressions and for speaking tasks.

1.1.3 Grammar Focus: These exercises introduce new grammar items followed by controlled and freer communicative practice of the grammar. These freer activities often have students use the grammar in a personal context.

1.1.4 Pair Work, Role Play, Group Work, and Class Activity: These oral fluency exercises provide more personalized practice of the new teaching points and increase the opportunity for meaningful individual student practice.

A long the English course I have had many opportunities for using the pair work among students. With this technique I let my students a chance for having individually speaking practice in each English class. I consider the pair work important for the English development of my students, and I try to make they understand this fact, given that a lot of them can be thinking or considering no too much important the practice with their partners.

1.1.5 Listening: The listening activities develop a wide variety of receptive skills, including listening for gist, listening for details, and inferring meaning from context.
Charts or graphics often accompany this task. Based exercises to lend support to students.

1.1.6 Writing: The writing exercise includes practical writing task that extend and reinforce the topic and grammar of the unit or cycle and help develop students' compositional skills. These exercises are often task – bases, e.g., Writing a postcard, describing a person)

1.1.7 Reading: Reading exercises develop reading skills as well as receptive language and vocabulary. The reading passages use various types of texts adapted from authentic sources. Pre- reading and post-reading questions use the topic of the reading as a springboard to discussion.

1.1.8 Interchange activities: This information – sharing and role-playing activities provide a communicative extension to the unit. These exercises are a central part of the course and allow students to extend and personalize what they have practiced and learned in each unit

1.1.9 A typical example about how to teach a typical unit in new interchange.

The unit-by-unit teacher's notes in the Teacher's Edition gives detailed suggestions for teaching each exercise in each unit. However, on a more general basis, the following procedures can be used to teach New Interchange.

Beginning a New Unit:

Introduce the topic of the unit by asking questions and eliciting information from the students related to the theme or topic.
In my case, I have chosen the communicative language method and some multiple intelligences techniques. Beginning the class, I distribute some materials for introducing the topic, and it is very usual to give some instructions or direction about the activity in the target language.
Whenever it is possible the language is used in a real context, and I try to create an environment for encouraging to students to participate and to look for some new words in the dictionary while they are in the class.

Then explain and write on the board what the students will study in the unit. Mention the main topics, functions grammar, and pronunciation as presented in the Plan of Student's Book 1 (in the front of the Students Book and Teacher's Edition)

Teaching the Exercise in a Unit:

Present and teach each exercise within a unit (preferably in the order given in the Student's Book), while using the following general guidelines.

Snapshot:

Books closet. Introduce the topic by asking questions about it. Also, use these questions to elicited or present the key vocabulary of the Snapshot and to ask for students' opinions on the topic they are going to read about.

In the reading exercise case, for example, students are given the instruction, and they must predict and unscramble the sentences of the reading.
I play the cd while my students are usually reading silently, I try to play as many times as it is necessary to help my student to improve the pronunciation, as we know it is important to let students to understand the topic because of that they have a couple of minutes for checking meanings, asking questions, and even for practicing in couples or individually.

Books open: Lead the students through the information in the Snapshot. Go over any problems of comprehensions as they arise

Students can complete the task and talk or think about the questions individually, in pairs, in groups, or as part of a whole class.

As an alternative, ask students to look over the Snapshot for homework using a dictionary. Tell them to write answers to the tasks or the questions. Later in class, students can compare answers with a partner or partners.

Word Power:

Introduce and model the pronunciation of the new words listed in the exercise.
Explain the task and model how to do it.

Students complete the task individually or in pairs, using a dictionary only if necessary.

Check students' answers.

(Students of 5th course)

Conversation:

It is important to consider the grammar focus into the teaching program, I usually introduce the grammar focus using a story or some cards for showing what is it about, and them I try to help my students to understand it.

Beginning the analysis, we have the grammar focus teacher explanation, after that I use the cd for listening exercises, and some forms on the box.

Therefore, my students pay attention to the example of the exercise and at the end of this they begin to do it by themselves.

Extra activities: Books open. Students cover the conversation. Use the pictures to set the scene.

Books closed. Before presenting the conversation, explain the situation (e.g., which people are talking together, where they are.). Then write a few general listening comprehension questions on the board, which are based on the conversation. Students use them to focus their listening.

Play the conversation on the audio program or read it aloud to the class. Students listen for answers to the questions on the board. Then check students' answers.

Books open. Play the audio program or read the conversation again. Students only listen.

Present the conversation line by line, pausing (the audio program, if used again) after each sentence. As a class, students repeat each line to practice pronunciation, intonation, and stress.
Then present and explain any new vocabulary and idiomatic expressions.

Students practice the conversation in pairs, using the "Look Up and Say" technique (described on page ix of this Teacher's edition)

Extra activities:

Ask volunteers to act out the conversation in front of the class, using their own words. Elicit and give helpful feedback on their performance by pointing out what were good and what, if anything could be improved.

Grammar Focus:

Use the audio program to present the class example sentences and forms in the boxes.

Give students additional examples to illustrate the grammar point where necessary. If appropriate, practice the language in the boxes by conducing an individual or whole class drill.

If helpful, model how to do the first item in the task. Then students complete the rest of the task.

In addition, an exercise can often be completed orally as a whole class activity before students complete it individually or in pairs. If necessary, students can write the answers on a separate piece of paper instead of in their textbooks.

Students compare answers in pairs or groups.

To check students' answers in pairs or to give feedback, call on students' to read their answers around the class from volunteers.

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Beginning the analysis, we have the grammar focus teacher explanation, after that I use the cd for listening exercises, and some forms on the box.

Therefore, my students pay attention to the example of the exercise and at the end of this they begin to do it by themselves.

Pair works.

Divide the class into pairs. If there are an odd number of students, form one set of three.

Explain the task and model it with one or two students. Call on pair of students to do the tasks as a further model it with one or two students to do the tasks as further model if necessary.

Set an appropriate time limit. I may be useful to write it on the board, like this:

Pair work= 5 minutes.

Alternatively, Pair works: Start at 9:20. Finish at 9:25

Students practice in pairs. Move around the class and give help as needed.

Extra activities: Students change partners and do the task again.

Extra activities: Call on pairs to do the activity in front of the class. Elicit and give helpful feedback on their performance.

Group Work

Divide the class into small groups of three or four, or larger groups of five or six, whichever seem more appropriate for the task.
Explain the task and model it with several students
Set a time limit.
Students practice in groups. Move around the class and give help as needed.

Extra activities: Students form new groups and try the task again.

Role Play:

Divide the class into pairs or groups, as necessary. Assign the roles to the students.
Explain each role and clarify the cues.
Model each role with several students in the class while showing ho to use the cues.
Encourage students to be creative and to use their own language resources. Tell them not to look at each other's cues or information.
Set a time limit. Students do the role-play. Go around the class and give help as needed.
If time allows, students change roles and do the role-play again.
Optional: Call on students or ask volunteers to act out the role-play in front of the class. Elicit and give helpful feedback.

Pronunciation:

Use the audio program to introduce the pronunciation point. Play the audio program again. Students practice by repeating the words or sentences.
 If helpful, give additional examples for students to practice by writing them on the board and then modelling each one.

When doing other tasks in the unit (e.g., during the Conversation, Pair Work, Group Work, Role Play and Interchange Activity), remind students of the pronunciation point.

Listening:

Extra activities: Books open. Use the picture, if available, to set the scene.
Books closed. Set the scene and explain the situation.

Play the audio program. Students listen for general comprehension. Point out any key vocabulary that is essential for the task.

Books open. Explain the task. Remind students that they do not have to understand everything on the recording.

Play the audio program once or twice more. Students compare answers in pairs or groups. Check student's answers.

Writing:

Explain the task and go over the model composition. Through brainstorming, elicit key vocabulary and additional language students might need. It may be helpful to write this on the board for Ss to copy into their notebooks.

Students get feedback on the content and organization of their drafts fro other classmate while they work in pairs or small groups, and from the teacher whenever possible. Students then revise their drafts.

Extra activities: This writing process of composing, getting feedback, and revising can be done several times if needed and if time allows.

Students prepare another draft. (The second, third or final draft can be done for homework if necessary.) At this time, students check carefully for content, organization, grammar, vocabulary, punctuation, and spelling.

Extra activities: In pairs or groups, students exchange compositions and read them. Alternatively, students put their compositions on the bulletin board for everyone to read.

Reading:

Before students read the passage, use the pre-reading question(s) to introduce the topic of the passage and to help establish the students' background knowledge.

Preview the vocabulary and pre-teach only key words that students might not be able to guess or infer from context. Encourage students to guess the meanings of words using context cues.

Explain the task.

Students read the passage silently. Discourage students from using a pencil or finger to point at the text or words. Also, try to prevent them from sub vocalizing (Pronouncing words silently, usually while moving their lips) while reading the passage. Then students go on to the task and do it either individually or in pairs, whichever is more appropriate.
Students compare answers in pairs or groups. Check students' answers.
Ask the discussion questions given, general follow-up discussion questions on the topic, or other specific questions to find out students' personal reaction to the passage and topic.

Interchange activities:

Where necessary and appropriate for the task, divide the class into pairs or groups and assign the students their roles (A, B, C, etc) and their corresponding page numbers.

Model the activity with one or more students. Encourage students to be creative and to have more fun. They should focus on communication, not on grammar. In addition, they should not refer back to the unit once they have begun the activity.
Students do the task. Go around the class and give help as needed.
Where appropriate, call on pairs or groups to do the activity in front of the class. As usual, elicit and give some helpful feedback on each performance.

Extra activities: Use an audio tape recorder or a video camera to record the students' performances. Then play them back to the class and discuss their merits.

Unit Summaries:

Students can study the unit Summary in two ways.
Assign a Unit Summary for homework-before the teacher presents a new unit in class- so that students can familiarize themselves with the vocabulary and expressions that will be studied and used in the unit.

Alternatively, have students use the Unit Summary as review activity after each unit has been taught (e.g., for a homework assignment, as a quick check or self-test, or as a study guide for a class test).

Workbook:

Preview each unit of the workbook exercises before introducing the unit, or part of a unit, in class. Note that the workbook exercises present teaching points in the same sequence, as the exercises are more integrative, often combining vocabulary and teaching points from two or more exercises in the Student's Book into one activity. In addition, most units contain "review exercises" that recycle teaching points from earlier units in the context of the new topic. The workbook can be used in a number of ways.

After students complete a Student's Book exercise, assign a Workbook exercise that has the same teaching point. Students can complete it in class individually, in pairs or in groups, or as a homework assignment.

After several Students' Book exercises have been completed, assign the designated Workbook exercises to be done as homework.

After completing one cycle of a unit in the Student's Book (see how each unit is divided by checking the teacher's notes), assign the designated Workbook exercises included in the teacher's notes at the end of each cycle.

At the end of a unit, have students do the entire corresponding unit's Workbook exercises as an in-class review or for homework.

1.2 Students Book analysis:

The student Book contains 16 six-page units. The exercises in each unit are grouped into two topical and / or functional sections, these sections are referred to as "cycles" in the teaching notes. There are four review units. There are a set of communication tasks called Interchange activities and Unit Summaries at the back of the book.

1.2.2 Grammar/Vocabulary:

Correct use of grammar is an essential aspect of communicative competence. In New Interchange, grammatical accuracy is an integral part of proficiency, but it is Always a means to an end rather than an end in itself. It is important to remember that second language learner do not usually develop grammatical proficiency by studying rules. They generally acquire grammar by using the language in situations where it is needed. This means that grammar should always be practiced communicatively. However, language learning also involves testing out hypotheses about how the language works. Therefore, in developing these hypotheses, some students will rely more on grammatical explanations than others will.

In Grammar Focus exercises, the information in the color boxes should be used to explain new grammar points. Give additional examples and explanations, if necessary, to clarify the grammar, but avoid turning any lesson into a grammar class.

1.2.2.1 The listening/ Pronunciation: The listening exercises are designed to Bridge the gap between the classroom and the real world. While most of these exercises have the heading "Listening, there are also that act as an extension in the Conversations, the word Power activities, or fluency activities.

When teaching listening, it is important to remind students that in most listening situations the aim is not to remember the specific words or phrases used but to extract the main ideas or information. To help students do this, the Listening exercises usually contain a task that enables students to identify a purpose for listening, which, in turn, encourages them to ignore language that is not related to that purpose. When presenting an exercise, it is also important to prepare students for the task through pre-listening activities. These include asking questions about the topic, asking students to make predictions by the pictures and the situation.

1.2.2.3 Interchange Analysis:

1.4 CD Analysis:

1.4.1 Conversations: These exercises can be used for both listening and speaking practice. They usually require students to work with a partner. Since the conversation exercises model conversational expressions and pronunciation, and present new teaching items, accurate repetition of the Conversations on the audio program is important. However, students should not be asked to memorize these conversations verbatim.   It is intended for classroom use. The conversations are all recorded naturally with a variety of native and some nonnative accents.

1.4.2 Grammar Focus:

Those include activities and exercises that help student to develop skills, those include dialogs, and models, in which illustrate meaning and usage of each one**.**

1.4.3 Listening:

The listening activities develop a wide variety of receptive skills, including listening for gist, listening or details, and inferring meaning from context. Chart or graphics often accompany these task-based exercises to lend support to students writing that extend and reinforce the topic and grammar.

Chapter Two.

Learning Process

1.1 The most important aspects about Method

It is important to consider that there is some available method for teachers but it serves as an aid for teachers in bringing to conscious awareness the thinking that underlies their actions. As we know every teacher go to classrooms with different experiences and each one generally have had different learning process formed from the years they have spent as students themselves. That is why when we are exposed to methods and we need to use a determined method to reflect techniques, we become aware of our own fundamental assumptions, values and beliefs.

As we know we can choose to teach differently from the way we were taught, and even we are able to see why we are attracted to certain methods and repelled by others. There can be some situations, in which a method can be imposed, but it does not means necessarily that as a teacher we must fallow it as a current practice, I mean I can give my personal touch.

The method teaching knowledge is a basic part of teaching. This knowledge let us to integrate professional discourse that confers a professional identity and connects a teacher with others and so we are not isolated from our practice.

To interact with other conceptions helps us to keep teachers' alive, and besides it help us to prevent it from becoming stale and overly reutilized.

The method's Knowledge let us to expand our teacher's repertoire of techniques. This show us the way to fallow and for finding new philosophical positions and principles. How a method is going to be applied can be affected by the teacher , also by who students are, besides of social roles, institutional constrains, demands, and factors connected to the wider sociocultural context in which the institutions takes place.

I consider very important the constantly teachers education about methods given that it help to integrate theory (principles), and practice (techniques), and it encourages continuing education and continuing development.

1.2 Learning Process:

Learning as a product

Learning is approached as an outcome - the product of some process. It can be recognized or seen. This approach has the virtue of highlighting a crucial aspect of learning - change. It's apparent clarity may also make some sense when conducting experiments. However, it is rather a blunt instrument. For example:

- Does a person need to perform in order for learning to have happened?

- Are there other factors that may cause behaviour to change?

Questions such as these have led to qualification. Some have looked to identifying relatively permanent changes in behaviour (or potential for change) because of experiences (see behaviourism below). However, not all changes in behaviour resulting from experience involve learning. It would seem fair to expect that if we are to say that

learning has taken place, experience should have been used in some way. Conditioning may result in a change in behaviour, but the change may not involved drawing upon experience to generate new knowledge. Not surprisingly, many theorists have, thus, been less concerned with overt behaviour but with changes in the ways in which people 'understand, or experience, or conceptualize the world around them' (Ramsden 1992: 4).

Learning is seen as something that you do in order to understand the real world.

Learning as a process - task-conscious or acquisition learning and learning-conscious or formalized learning

In the five categories that Säljö identified we can see learning appearing as a process - there is a concern with what happens when the learning takes place. In this way, learning could be thought of as 'a process by which behaviour changes as a result of experience' (Maples and Webster 1980 quoted in Merriam and Caffarella 1991: 124). One of the significant questions that arise is the extent to which people are conscious of what is going on. Are they aware that they are engaged in learning - and what significance does it have if they are? Such questions have appeared in various guises over the years - and have surfaced, for example, in debates around the rather confusing notion of 'informal learning'.

One particularly helpful way of approaching the area has been formulated by Alan Rogers (2003). Drawing especially on the work of those who study the learning of language (for example, Krashen 1982), Rogers sets out two contrasting approaches: task-conscious or acquisition learning and learning-conscious or formalized learning.

Task-conscious or acquisition learning. Acquisition learning is seen as going on all the time. It is 'concrete, immediate and confined to a specific activity; it is not concerned with general principles' (Rogers 2003: 18).

Learning-conscious or formalized learning. Formalized learning arises from the process of facilitating learning. It is 'educative learning' rather than the accumulation of experience. It involves guided episodes of learning.

When approached in this way it becomes clear that these contrasting ways of learning can appear in the same context. Both are present in schools. Both are present in families. It is possible to think of the mix of acquisition and formalized learning as forming a continuum.

At one extreme lie those unintentional and usually accidental learning events, which occur continuously as we walk through life. Next comes incidental learning - unconscious learning through acquisition methods, which occurs in the course of some other activity... Then there are various activities in which we are somewhat more conscious of learning, experiential activities arising from immediate life-related concerns, though even here the focus is still on the task... Then come more purposeful activities - occasions where we set out to learn something in a more systematic way, using whatever comes to hand for that purpose, but often deliberately disregarding engagement with teachers and formal institutions of learning... Further along the continuum lie the self-directed learning projects on which there is so much literature... More formalized and generalized (and consequently less contextualized) forms of learning are the distance and open education programmes, where some elements of acquisition learning are often built into the designed learning programme. Towards the further extreme lie, more formalized learning programmes of highly decontextualized learning, using material common to all the learners without paying any regard to their individual preferences, agendas or needs.

Learning as a process - learning theory

The focus on process obviously takes us into the realm of learning theories - ideas about how or why change occurs. We usually focus on four different orientations:

- **the behaviourist orientation to learning**
- **the cognitive orientation to learning**
- **the humanistic orientation to learning**
- **the social/situational orientation to learning**

1.4.1 A briefly view of different English Teaching Methods

Summary and Conclusions

Each of the above models identifies important factors related to school learning and contributes important information as we attempt to answer the question "Why do some students learn more than others?" Over a period of years, the Methods have been examined, reviewed, revised and edited to fit into today's modern society. We see teachers and school systems, families, communities and entire countries having an influence on students' school learning. None of the variables appears to be so influential that we need only pay attention to that particular factor in order to produce the kinds of educational changes we desire. Or the school may be successful in developing students' basic skills, but students could still not be successful in life because other important outcomes were not developed.

Understanding all the variables and the relationships among each other and to student success may be more than we can expect of any educator. We may never fully grasp the significance of the entire process, but we can make every effort to understand as much as possible as we develop the teaching/learning processes appropriate for the information age. We can also identify the most important variables within a category or subcategory and make certain we attend to a wide variety of variables across the model.

Methods are useful tools to better understand not only the learning processes of students, but ourselves as educators. At a glance, the methods might provide only more questions, but a careful study of the methods can provide starting points to begin developing more appropriate educational experiences for our society's next generation.

1.4.1 The Grammar Translation Method

The grammar translation method is not new. It has had different name, but it has been use by language teachers for many years. At one time it was called the Classical Method since it was first in the teaching of the classical languages, Latin an Greek. Early this method was used for helping students read and appreciate foreign language literature. It was also hoped that, through more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually, it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

According to the teachers who use the grammar translation method, a fundamental purpose of learning a foreign language is to be able to read literature written in the target language. To do these students need to learn about the grammar rules and vocabulary of the target language. Besides, It is believed that studying a foreign language provides students with good exercise which helps develop their minds.

At this method, the teacher is the authority in the classroom while students do things as teacher says they can learn the target language.

Usually students study grammar deductively; they are given the grammar rules and example, they memorize them, and they must apply with other examples. Students memorize native-language equivalents for target-language vocabulary.

Into the classroom, there is little student's interaction and literary language is considered superior to spoken language and is therefore the language that students study. Culture is viewed as consisting of literature and the fine arts.

The meaning of the target language is made clear by translating it into the students´ native language. The language that is used in class is mostly the students' native language.

Writing test in which students are asked to translate from their native language to the target language or vice versa are often used.

Questions about the target culture or questions that ask students to apply grammar rules are also common.

Teachers correct answers supplying information with the correct answer

1.2.2 The Direct Method

As with the Grammar Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name form the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the student's native language**.**

1.2.3 The Audio-Lingual Method.

The Audio-Lingual Method is also an oral based approach. This method drills students in the use of grammatical sentence patterns. It has an strong theoretical base in linguistics and psychology. The main goal of teachers who use the Audio Lingual Method is to make students to be able to use the target language communicatively. In order to do this, they believe students need to over learn the target language, to learn to use it automatically without stopping to think. Their students achieve this by forming new habits in the target language and overcoming the old habits of their native language.

The teacher' role is like the orchestra leader, directing and controlling the language behavior of her students. She or he is responsible for providing her students with a good model for imitation. Students are imitators of the teacher's model or the tapes she supplies of model speakers- They fallow the teacher's directions and respond as accurately and as rapidly as possible.

The process for teaching this method is through dialogs, which are learned through imitation and repetition. Drills (such us repetition, backward build –up, chain, substitution, transformation and questions- and – answer) are conducted based upon the patterns present in the dialog. Student's successful responses are positively reinforced. Grammar is induced from the examples given: explicit grammar rules are not provided. Cultural information is contextualized in the dialogs or presented by the teacher. Student is reading and written work is based upon the oral work they did earliest.

There is student-to-student interaction in chain drills or when students take different roles in dialogs, but this interaction is teacher directed. Most of the interaction is between teacher and students and the teacher initiates it.

The view of language in the Audio-lingual Method has been influenced by descriptive linguist. Every language is seen as having its own unique system. The system is comprised of several different levels phonological, morphological, and syntactic. Each level has its own distinctive patterns. Everyday speech is emphasized in the Audio-Lingual Method. The level of complexity of the speech is graded, however, so that beginning students are presented with only simple patterns. Culture consists of the everyday behavior and lifestyle of the target language speakers.

Vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns. A grammatical pattern is not the same as a sentence. For instance, underlying the following three sentences is the same grammatical pattern: Meg called, The Blue Jayswon, The team practiced.

The natural order of skills presentation is adhered to listening, speaking, reading, and writing. The oral/aural skills reactive most of the attention. What students write they have first been introduced to orally. Pronunciation is taught from the beginning, often by students working in language laboratories on discriminating between members of minimal pairs.

Student errors are to be avoided if possible through the teacher's awareness of where the students will have difficulty and restriction of what they are taught to say.

About techniques, we have some here;

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one-person tin the dialog, and the teacher the other. After the students have learned the one person's part. Another way of practicing the two roles is for half of the class to take one role and the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other half to take the other. After the dialog has been memorized, pairs of individual students might perform the dialog for the rest of the class.

In the Audio-Lingual Method, certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills on the lines of the dialog.

This drill is used when a long line of dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

Repetition drill:

Students are asked to repeat the teacher's model as accurately as quickly as possible. This drill is often used to teach the lines the dialog.

Chain drill:

A chain drill gets its name from the chain of conversations that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. The first students greet or ask a question of the second students and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

Single-slot substitution drill.

The teacher says a line, usually form the dialog. Next, the teacher says a word or phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

Multiple slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at time, that fir into different slots that the teacher gives cue phrases, one at a time, that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and, make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

Transformation drill:

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

Question-and-answer drill:

This drill students practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

Use of minimal pairs:

The teacher works with pairs of words, which differ in, only on sound, for example, ship/sheep. Students are first asked to perceive the

difference between the two words a later to be able to say the two words. The teacher selects the sound to work on after she has done a contrastive analysis, a comparison between the student's native language and the language they are studying.

Complete the dialog:

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

Grammar game:

Games like the supermarket alphabet game described in this chapter are used in the Audio-Lingual Method. The games are designed to get students to practice a grammar. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game

1.2.4 The communicative Method:

At this method teacher, consider to the student as "whole person". Whole person means that teachers consider not only their students' intellect, but also have some understanding of the relationship among student' s feelings, physical reactions, instinctive protective reactions, and desire to learn. The Community Language Learning Method takes its principle from the more general Counseling – Learning approach developed by Charles A. Curran. The teacher who understand students' fear can help them to overcome their negative feelings and turn them into positive energy to further their learning. The main goals of this method are that students learn how to use the target language communicatively. In addition, they want their students to learn about their own learning to take increasing responsibility for it, and to learn how to learn from one to another. All of these objectives can be accomplished in a no defensive manner if a teacher and learner(s) treat each other as whole persons, valuing both thoughts and feelings.

The teacher's role is primarily that of a counselor. This does not mean that the teacher is a therapist, or that the teacher does no

teaching. Rather, it means that the teacher recognizes how threatening a new learning situation can be for adult learners, so he skillfully understands and supports his students in their struggle to master the target language.

Initially the learners are very dependent upon the teacher. It is recognized, however, that as the learners continue to study, they become increasingly independent. Community Language Learning methodologist have identified five stages in this movement from dependency to mutual interdependency with the teacher. Some characteristics of this method is that students typically have a conversation using their native language. The teacher helps them express what they want to say by giving them the target language translation in chunks. These chunks are recorded, and when they are replayed, It sounds like a fairly fluid conversation. Later, a transcript is made of the conversation, and native language equivalents are written beneath the target language words. The transcription of the conversation becomes a 'text' with which student work. Various activities are conducted (for example, examination of a grammar point, working on pronunciation of a particular phrase, or creating new sentences with words from the transcript)

1.2.5 The Total Physical Response.

Let us first consider a general approach to foreign language instruction, which has been named "The Comprehension Approach". It is called this because of the importance it gives to listening comprehension. Most of other methods we have looked at have students speaking the target language from the first day. Given that, a baby spends many months listening to the people around it long before it ever says a word. The child has time to try to make sense out of the sounds it hears. No one tells the baby that it must speak. The child chooses to speak when it is ready to do so. There are some methods practiced today that have in common an attempt to apply these observations to foreign language instruction.

About the principles:

The main goals of this method are to have students enjoy their experience in learning to communicate in a foreign language. In fact, Total Physical Response was developed in order to reduce the stress people fell when studying foreign languages and thereby encourage students to persist in their study beyond a beginning lever of proficiency.

The way to do this, Asher believes, is to base foreign language learning upon the way children learn their native language.

The role of the teacher it is the director of all student behavior. The students are imitator of her nonverbal. At some point (usually after ten to twenty hours of instruction), some students will be ready to speak.

At that point, there will be a role reversal with individual students directing the teacher and the other students.

The main characteristics of the teaching and learning processes are;

The first phase of a lesson is one of modeling, where the instructor issues commands to a few students, then performs the actions with them. In the second phase, these same students demonstrate that they can understand by performing them alone. The observers also have an opportunity to demonstrate their understanding. The teacher next recombines elements of the commands to have students develop flexibility in understanding unfamiliar utterances. These commands, which students perform, are often humorous. After learning to respond to some oral commands. The students learn to read and write them. After students begin speaking, activities expand to include skits and games.

The main reason TPR was to reduce the stress people fell when studying foreign languages. One of the primary ways this is accomplished it or allow learner to speak when they are ready. Foreign them to speak before then will only create anxiety. Also, when students do begin to speak, perfection should not be expected. Another easy to relieve anxiety is to make language learning as enjoyable as possible. The sue of zany commands and humorous skits are two ways of showing that language learning can be fun. Feelings of success and low anxiety facilitate learning.

Areas, which are taken account at this method, are vocabulary and grammatical structure. Understanding the spoken word should precede its production. The spoken language is emphasized over written language. Students often do not learn to read the commands they have already learned to perform until after ten hours of instruction.

The evaluation is accomplished through the observation of whether or not students understand the instructions.

The major technique is the use of commands to direct behavior.

1.2.6 Communicative Language Teaching.

Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

To do these students need acknowledge of the linguistic forms, meanings and functions. They need to know that many different forms can be used to perform a function and that a single form can often serve a variety of functions. They must also be able to manage the process of negotiating meaning with their interlocutors.

Communication is a process; knowledge of the forms of language is insufficient.

About the teacher's role, he or she facilitates communication in the classroom. In this role, one of his or her major responsibilities is to establish situations likely to promote communication. During the activities the teacher acts as an adviser, must make note of their errors to be worked on at later time during more accuracy-based activities. At other times, the teacher might be a communicator engaging in the communicative activity along with students. Students are, above all, communicator. They are actively engaged in understanding other even when their knowledge of the target language is incomplete.

In addition, since the teacher's role is less dominant than in a teacher- centered method, students are seen as more responsible managers of their own learning.

The main characteristics of the teaching language practice.

The most obvious characteristics of CLT is that almost everything that is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role-plays, and problem-solving tasks. Activities that are truly communicative have three characteristics**:**

Information gap

Choice

Feedback

An information gap exists when one person in an exchange knows something the other person does not.

In communication, the speaker has a choice of what she will say and how she will say it. If the exercise is tightly controlled so that students can only say it. If the exercise is tightly controlled so that student can say something in one way, the speaker has no choice and the exchange, therefore, is not communicative. In a chain drill, for example, if a student must replay to her neighbor's question in the same way as her neighbor replied to someone else's questions, then she gas no choice of from and content, and real communication does not occur.

True communication is purposeful. A speaker can thus evaluate whether or not his purpose has been achieved based upon the information she receives fro his listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not communicative. Forming questions through a transformation drill may be a worthwhile activity, but it is not in keeping CLT since a speaker will receive no response from a listener, so is unable to assess whether her questions has been understood or not.

Another characteristic of CLT is the use of authentic materials. Students in small groups carry out most of time activities.

The feelings of students using this method is they will be motivated to study a foreign language since they will fell they learning to do something useful with the language. In addition, teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. Finally, student security is enhanced by the many opportunities for cooperative interactions with their fellow students and the teacher.

Language functions might be emphasized over forms. Typically, although not always, a functional syllabus is used. Varieties of forms are introduced for each function. Only the simpler forms would be presented at first, but as students get more proficient in the target language, the functions are reintroduced and more forms that are complex are learned. Students work with language at the suprasentential or discourse level. They learn about cohesion and coherence. For example, in our lesson the students recognized that the second sentence of the scrambled order was the last sentence of the original sports column because of its introductory adverbial phrase.

Students work on four skills form the beginning. Just as oral communication is seen to take place though negotiation between speaker and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer.

The writer is not present to receive immediate feedback from the reader, of course, but the reader tries to understand the writer's intention and the writer writes with the reader's perspective in mind.

Meaning does not, therefore, reside exclusively in the text, but rather arises through negotiation between the reader and writer.

The evaluation is accomplished through an integrative test, which has a real communicative function. In order to assess students' writing skill, for instance, a teacher must ask them to write a letter to a friend.

Errors of form are tolerated during fluency-based activities and are seen as a natural outcome of the development of communication skills. Students can have limited linguistic knowledge and still be

successful communicators. The teacher may note the errors during fluency activities and return to them later with an accuracy-based activities.

Learning Strategy Training, Cooperative Learning, Multiple Intelligences

Those are three innovative methodological methods:

Learning Strategy

Cooperative Learning

Multiple Intelligences

Learning Strategy Training:

It is not enough to recognize the learners; rather it is important to train students in languages strategies in order to improve their learning effectiveness.

Cooperative Learning:

It involves students learning from each other in groups. However, it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important. Through this method, teachers help student's collaborative or social skills so that they can work together more effectively.

Multiple Intelligences:

We as teachers have always known that our students have different strengths. In the language teaching field, some of the differences among students have been attributed to students are better visual learners than aural learner. They learn better, when they are able to read new material rather than simply listen to it. Of course, many learners can learn equally well either way. However, it has been estimated that for up to 25 percent of the population, the mode of instruction does make a difference in their success as learners

further distinguishes between learner who are data gatherers and those who are ruler formers. Data gatherers are fluent but inaccurate, ruler formers are more accurate, but often speak haltingly.

Teachers who recognize multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are often not taken into account in classroom situations. Gardner has theorized that individual have are least seven distinct intelligences that can be developed over a lifetime. The seven are.

1. Logical/ Mathematical: The ability to use numbers effectively, to see abstract patterns, and to reason well.

2. Visual/ spatial: The ability to orient oneself in the environment, to create mental images, and sensitivity to shape, size, and colour.

3. Body/kinaesthetic: The ability to use one's body to express oneself and to solve problems.

4. Musical/ rhythmic: The ability to recognize tonal patterns and sensitivity to rhythm, pitch, melody

5. Interpersonal: the ability to understand another person's moods, feelings, motivations, and intentions

6. Intrapersonal: The ability to understand oneself and to practice self-discipline.

7. Verbal/Linguistic: The ability to use language effectively and creatively.

While everyone might posses these seven intelligences, they are not equally developed in any one individual. Some teacher feels that they need to create activities that draw on all, seven, not only to facilitate language acquisition among diverse students, but also to help them realize their full potential with all seven, One way of doing so is to think about the activities that are frequently used in the classroom and to categorize them according to intelligence type. By being aware of which type of intelligence is being tapped by a particular activity, teachers can keep track of which type they are emphasizing or neglecting in the classroom and aim for a different representation if they so choose.

Here some activities can be considered to each type of intelligence:

1. Logical/ Mathematical: puzzles and games, logical, sequential presentations, Classifications and categorizations.

2. Visual/ spatial: charts and grid, videos, drawing.

3. Body/kinaesthetic: hands on activities, field trips, pantomime

4. Musical/ rhythmic: singing, playing music, jazz chants.

5. Interpersonal: pair work, project work, group problem solving.

6. Intrapersonal: self-evaluation, journal keeping, and options for homework**.**

7. Verbal/Linguistic: note taking, story telling, debates

Chapter Three.
English Materials in the Learning Process:

Interchange Material in the learning process.

Beggining the unit.

Teaching the exercise.

Snapshot

Word Power

Conversations

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        │  Pair work         │
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        │  Group Work        │
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        │  Role Play         │
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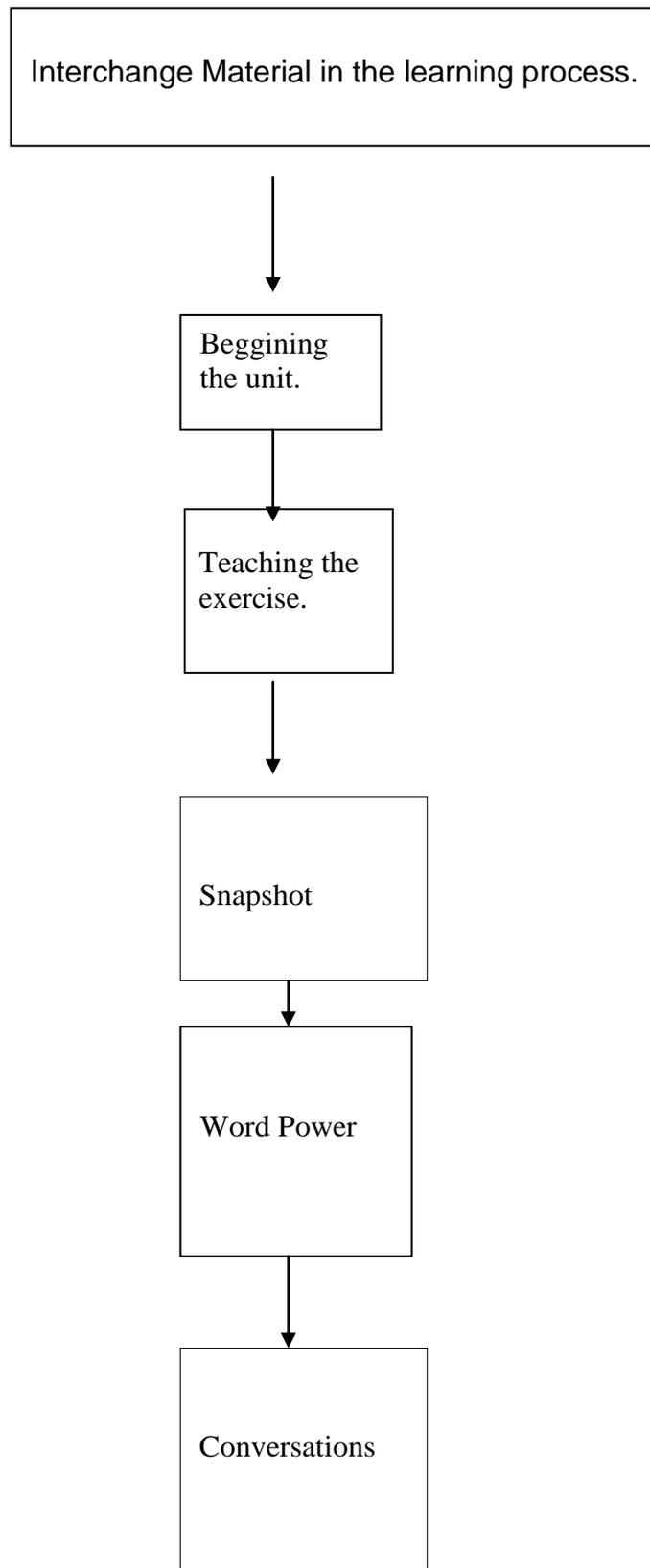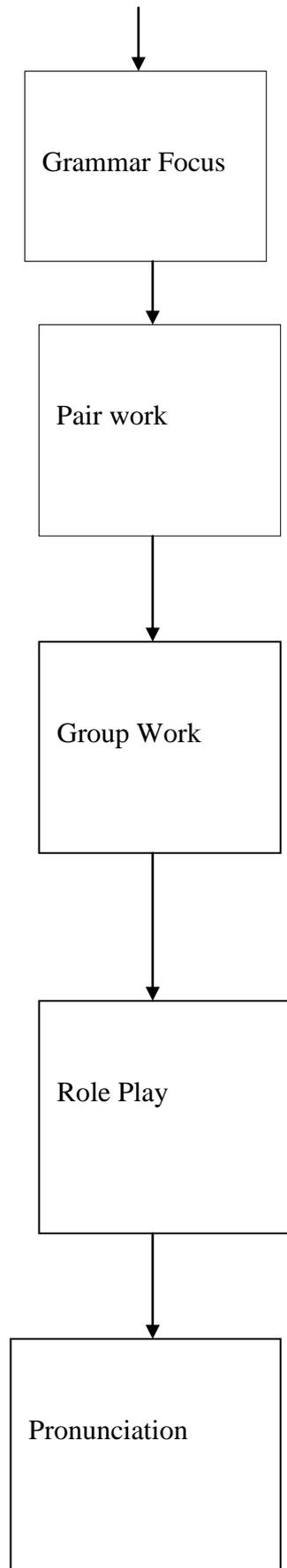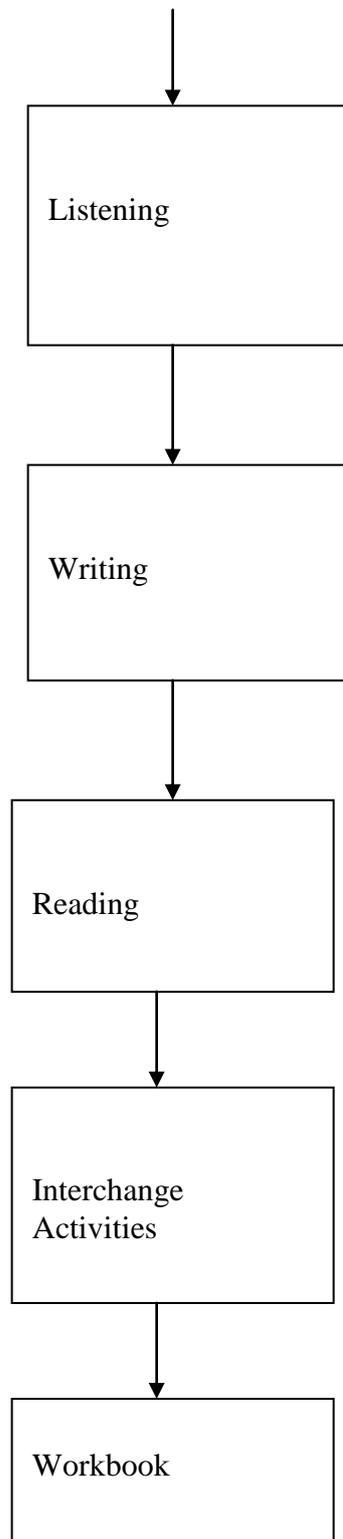
1.1 The syllabus

A syllabus is a document which says what says what will (or least what should) be learnt. However, in fact, there are several different easy in which a syllabus can be defined.

1.1.2 The evaluation syllabus:

At its simplest level a syllabus can be described as a statement of what is to be learnt. This king of syllabus will be most familiar as the document that is handed down by ministries or other regulating bodies. It states what the successful learner will know by the end of the course.

In effect, it puts on record the basis on which success or failure will be evaluated. Thus, we might refer to this as an evaluating syllabus. It reflects an official assumption as to the nature of language linguistic performance. For, example if the syllabus is framed in terms of grammatical structures, this reflects a view that knowing as language consist of knowing the constituent structures. It would be impossible to produce an evaluation syllabus without having a view of what language is and thus how can it broken down.

1.1.3 The material syllabus:

The two syllabuses considered so far might be neither regarded as pure syllabuses. They are straightforward statement of what is to be learnt with some indication of the order in which the items should be learnt. The syllabuses say nothing about how learning will be achieved. However, a syllabus, like a course design model, is only as good as the interpretation that is put on it.

On its route to the learner, the organizational syllabus goes through a series of interpretations.

The first person to interpret the syllabus is usually the materials writer. Therefore, we get out third kind of syllabus- the material syllabus. In writing materials, the author adds yet more assumptions a about the nature of language, language learning and language use. The author decides the contexts in which the language will appear the relative weightings and integration of skills, the number and ypw of exercises to be spent on any aspect of language, the degree of recycling or revision. These can all have their effect on whether and how well something is learnt. For example, if certain vocabulary items are presented in texts, which appeal to the learner, they are more likely to be remembered, because the learners' attention will be more involved.

1.1.4 The classroom syllabuses.

As every teacher knows, what is planned and what actually happens in a lesson are two different things. A lesson is a communicative event, which is created by the interaction of a number of forces. We might use our analogy of a journey again to illustrate the point. The lesson plan is like the planned route, but like a planned route unexpected traffic jam, the slow-moving vehicle that vehicle that you get stuck behind, the diversion because of road works, the new one way system that you get lost in. However, the journey may also be helped along by the new stretch of motorway, the company of traveling companions, fine weather etc. The classroom, too, creates conditions, which will affect the nature of a planned lesson. These

might be extraneous such as noise form outside, hot weather, interruptions to deal with an administrative matter, a visitor. They might come form the learner as a group. Perhaps they are tired after a long day, excitable after an incident in the break. Individual students might hold matters up bye asking questions or distracting the attention of the class. They might on the other hand make a lesson memorable by putting an interesting question or telling an amusing anecdote. The classroom, then, is not simply a neutral channel for the passage of information fro teacher to learner. It is a dynamic, interactive environment, which affects the nature of both what is taught and what is learnt. The classroom thus generates its own syllabus.

1.1.5 The learner syllabus:

The syllabuses we have considered till now might all be refereed to as external syllabuses. The learners might participate in their creation to some extent, but essentially, they area external to the learner. The last type of syllabus, however, is an internal syllabus. It is the network of knowledge that develops in the learner's brain and which enables that learner to comprehend and store the later knowledge. We might call this the learner syllabus.

The learner syllabus differ from all the other types we have mentioned not just in being internal as opposed to external, but in that it faces in the opposite direction. It is a retrospective record of what has been learnt. The importance of the learner syllabus lies in the fact that It is through the filter of this syllabus that the learner views the other syllabuses.

What is in those learner syllabuses, in other words will have a crucial influence on whether and how knowledge is learnt. It continuing basis through every stage of the course design process.

There is, then, not just one syllabus, but also several, and the teaching learning process involves the interaction of them all. Then we use the term "syllabus, we should be very clear which one we are referring. In particular, do we mean the external specification of future learning or the internal construct developed by the learner?

However, the most important point of all to draw form this analysis is that there is no necessary relationship between any of the syllabuses, and in particular, there is no direct relationship between the starting point of the evaluation syllabus and the end of the learner syllabus. On any empirical evidence, this should blindingly obvious a yet the fallacy persists: I have taught the syllabus. Therefore, the students have learnt what is in the syllabus.

1.2 Why is it important to have a syllabus?

In view of the amount of work that goes into syllabus design and the considerable weight of authority that syllabuses have, we might usefully considering whether they are necessary. This will reveal that just as there are acknowledgement and hidden reasons for having a syllabus:

a) Language is a complex entity. It cannot be learnt in one go. We have some way of breaking down the complex into manageable units. The syllabus, in defining the constituent parts of language knowledge, thus provides a practical basis for the division of assessment, textbooks and learning time.

b) In addition to its practical benefits, a syllabus also gives moral support to the teacher and learner, in that it makes the language-learning task appear manageable.

c) A syllabus, particularly and ESP syllabus, also has a cosmetic role Sponsor and Students will want some reassurance that their investment of money and or time will be worthwhile. If nothing else, the syllabus shows that some thought and planning has gone into the development of a course. This aspect is, obviously, of particular importance when there are commercial sponsor involved.

d) A syllabus is an implicit statement of views on the nature of language and learning. A syllabus will normally be expressed in terms of what is taken to be the most important aspect of language learning. If we lay out a syllabus in structural terms, we are saying important that skills are the most important aspect and so on. A syllabus, then tells the teacher and the student not only what is to be learnt, but implicit, why it is to be learnt.

e) Returning to our analogy of learning as a journey, the syllabus can be seen as a statement of projected routes, so that teacher and learner not only have an idea of where going, but how they might get there.

f) A syllabus provides a set of criteria for materials selection and or writing. It defines the king of text to look for or produce the items to focus on in exercises etc. This is probably one of the commonest uses for a syllabus, but it can be one of the most damaging to the course design, if wrongly used.

g) Uniformity is a necessary condition of any institutionalized activity, such as education. It is deemed important that standards within a system are as equal as possible. A syllabus is one way in which standardization is achieved (or at least attempted).

h) In that teaching is intended to lead a learner to a particular state of knowledge, there need to be criteria against which success or failure in reaching that state will be assessed. A syllabus, therefore, provides a visible basis for testing.

It is clear form the list of roles that a syllabus is an important document in the teaching- learning process. Its importance stems form its multi-functional purpose.

1.3 The Materials   Evaluation:

On time that we have completed the syllabus analysis, I should decide what it is going to be done with it. There are three possible ways of turning the course design into actual teaching materials:

a) Select form existing material: material evaluation

b) Write your own materials: materials development

c) Modify existing materials: materials adaptation

1.4 Why do we evaluate materials?

Evaluation is a matter of judging the fitness of something for particular purpose. Given a certain need, and in the light of the resources available, which out of a number of possibilities can represent the best solution? Evaluation is concerned with relative merit. There are no absolute good of bad only degrees of fitness for the required purpose.

In any king of evaluation, the decision finally make is likely to be the better for being based on a systematic check of all the important variables. The results of an evaluation will probably lead to a large investment of money in a published course or a large investment of time in home produced or adapted materials. Once such and investment is made, you will probably have to live with the consequences of it for some time, even if it later proves to have been a bad choice. A careful evaluation, then, can save a lot of expense and frustration. On the positive side, it can also help in justifying request to sponsors or other members of and ESP team for money to buy materials or time to write them.

1.5 Material design.

A material writing is one of the most characteristic features of ESP in practice. In marked contrast to General English teaching, a large amount of the ESP teacher's time may well be taken up in writing materials.

There are a number of reasons for this:

a) A teacher or institution may wish to provide teaching materials that will fit the specific subject area of particular learners. Such materials may not be available commercially. In addition to the profusion of subject specialists, there is also a wide range of course types.

Whereas books, for example, work to standard timetables with a similar number of hours, ESP courses can vary form one week of intensive study to an hour a week for three years or more. Publishers are naturally reluctant to produce materials for very limited markets.

The cost of producing and marketing a book is much the same regardless of whether it sells on thousand copies or one hundred thousand copies. It is likely, and then that a course tailored to the needs of a specific group of ESP learners will not be available.

Even when suitable materials are available, it may not be possible to buy them because of currency or import restrictions.

c) ESP materials may also be written for non educational reasons: for example, in order to enhance the reputation of an institution or an individual. Materials are visible product of activity, regardless of whether such activity is useful or even necessary.

For these and other reasons, there is already an established tradition of ESP teachers producing in house materials. These may then be distributed to other institution or even published, but in general, the teachers of a particular institution write them for the students at that institution. Such a pattern of work is often something of an abuse of teacher; few have had any training in the skills and technique of materials writing. It also shows a rather cavalier attitude to the activity of materials writing, implying, as it does, that if you teach you can write materials. How many actors are expected to write their own

plays or singer their own songs? On the other hand, it can be argued that the process of materials writing may help to make teacher more aware of what is involve in teaching and learning.

Rightly or wrongly, materials writing are a fact of life for a large number of ESP teachers, and so accepting this fact, let us look at some techniques for producing useful and creative ESP materials.

1.6 A material design model:

Taking into account the principles outlined, we can now present a model, which we have used for writing our own material. The aim of this particular model is to provide a coherent framework for the integration of the various aspects of learning, while at the same time allowing enough room for creativity and variety to flourish. The model consists of four elements.

Input, content focus, language focus, task.
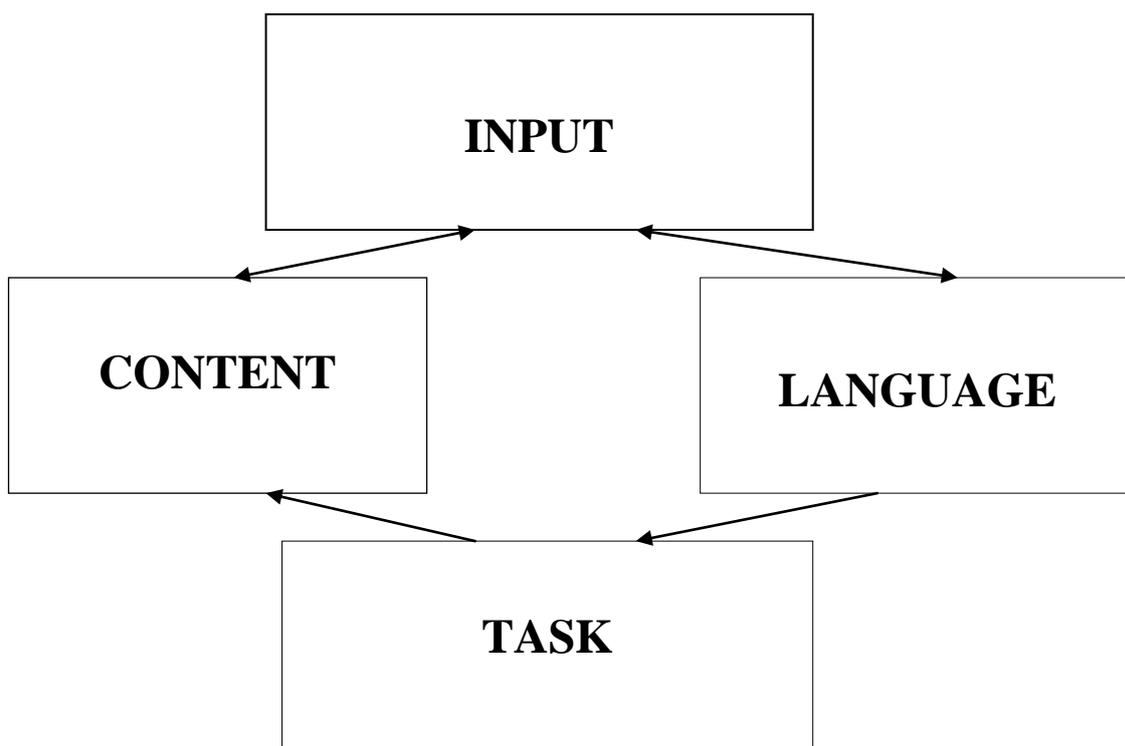
1.6.1 This may be a text, dialogue, video recording, diagram, or any piece of communication data, depending on the needs you have defined in your analysis. The input provides a number of things:

Stimulus material for activities,
New language items,
Correct models of language use,
A topic for communication,
Opportunities for learners to use their information processing skills,
Opportunities for learner to use their existing knowledge both of the language and the subject matter.

1.6.2 Content focus.

Language is not an end in itself, but a means of conveying information and feelings about something. Non- linguistic content should be exploited to generate meaningful communication in the classroom.

1.6.3 Language focus.

Our aim is to enable learner to use language, but it is unfair to give learners communicative tasks and activities for which they do not have enough for the necessary language knowledge. Good materials should involve both opportunities for analysis and synthesis. In the language to pieces, study how it works and practice putting it back together.

1.6.4 Task: The ultimate purpose of language learning is language use. Materials should be designed, therefore, to lead towards a communicative task in which learners use the content and the language knowledge they have built up through the unit.

The model acts as a vehicle, which leads the learner to the point where they are able to carry out the task. The language and content are drawn from the input and are selected according to what the learner will need in order to do the task. It follows that an important feature of the model is to create coherence in terms of both language and content throughout the unit. This provides the support for more complex activities by building up a fund of knowledge and skills.

1.7 Materials and the syllabuses in the learning process:

A model must be able to ensure adequate coverage through the syllabus of all features identified as playing a role in the development of learning. In addition to having an internal coherence, therefore, each unit must also relate effectively to the other units in the course. There needs to be coherence between the unit structure and the syllabus structure to ensure that the course provides adequate and appropriate coverage of syllabus items.

It is useful to make a cautionary distinction between two type of model, since both are use in the materials design process:

a) Predictive: This kind of model provides the generative framework within which creativity can operate.

b) Evaluative. This kind of model acts as feedback device to tell you whether you have done what you intended. Typically, it is used as a checklist. Materials are written with only outline reference to the S/UI.

2.1 Hypothesis system:

2.1.1 Working Hypothesis

The English Materials have a positive incidence in the learning process in the students of 4th and 5th courses of "Jocarlo" high school, in the period of April-July 2007

2.1.2 Null Hypothesis

The English Materials do not have a positive incidence in the learning process in the students of fourth and fifth courses of "Jocarlo" high school, in the period of April-July 2007

2.1.3 Alternative Hypothesis

The classroom environment influences in the learning process among students of fourth and fifth of "Jocarlo" high school in the period of April-July 2007

PART THREE

METHODOLOGICAL DESIGN

I hear and I forget
I see and I remember
I do and I understand

3.1 Research type and design:

Because of the purpose, the proposed research work is going to be Applied Research.

It is also going to analyze the relationship between the two variables X and Y, therefore it is going to be an Explanatory Research.

Because of the means or tools that are going to be used, the research work is going to be a Field Research as well.

3.2 Population and Sample:

In "Jocarlo" high school actually I have around 40 students, and I have chosen to these groups because this book is designed for young and adult people, and it will be helpful to the institution and to me too because through this program I can improve the English levels to students who studying English.

3.3 Fielding.

The proposed research will be carried out through a series of activities in order to collect the data needed. I will start collecting the necessary information concerning the topic in books, specialized journals, on the internet, through interviews and surveys or in any useful document associated with the research theme.
The research is expected to be develops during the last fourth months of April to July 2007.

The interviews and the surveys will be applied to people associated in the field at "Jocarlo" high school.

3.4 Instruments for data collection:

In the proposed research work I intent to collect data using index cards, survey questionnaires, interview reports, transcripts of interviews, and computer folders with data summaries.

3.5 Processing and analysis:

I will use different techniques for the result analysis and interpretation of the research after carrying out a series of statistical procedures such the calculation of the mean, the modal value, the standard deviation, the variance, among other percentages. The analysis will be described in charts, graphs, and summaries.

PART FOUR

TESTING THE HYPOTHESES

(I keep six honest serving men; they taught me all I knew. Their
names are what and why, and when and how and where and who)

After analysing the results of the surveys carried out among students enrolled in the last four months of the English classes at "Jocarlo" high school, plus the valuable statements and theories exposed after the research done in related fields, I can demonstrate that working hypothesis of this research, which states that the materials have a positive influence in the learning process among students, is true.

In this case, the null hypothesis that states that the English material influences negatively in the learning process among students enrolled in this course will be hopeless once the working hypothesis has been proved. Therefore, neither an alternative hypothesis will be necessary to proved in this research.

4.1 Graphical exposition and analysis of results.

The results of the survey carried out are graphically exposed in the following point together with their analysis.

4.1.1 Students' survey.

In the survey carried out among students enrolled during the last four months in the English course of "Jocarlo" high school, I could find the following results together with their analysis:

Question N.1

Do you consider the materials are important in the learning process?

|			%
1	It is important	30	75
2	It is not important	5	12,5
3	More or less	4	10
4	Other	1	2,5
	Total	40	100
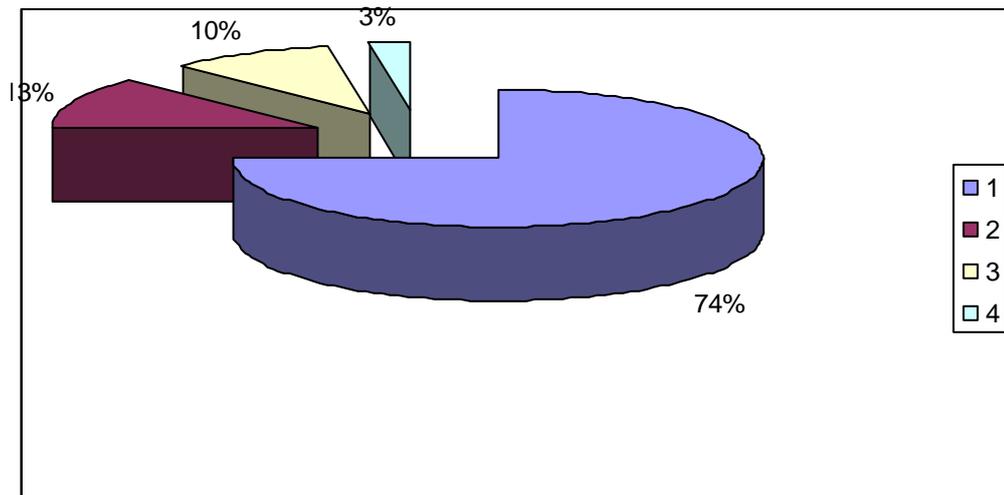
More than the 50 % of students, exactly this is the 75 % of them think that the English Materials are important in the learning process, besides the 12.5 % think they are not important for the learning process and the 10% think that it can be more or less, while the 1% do not give their opinions.
This confirms that the English materials are important in the learning process for students of the second language.

Question N. 2

How do you feel with the New Interchange language program?

|			%
1	Motivated	35	88
2	Unmotivated	1	2,5
3	Bored	0	0
4	Other	4	10
	Total	40	100
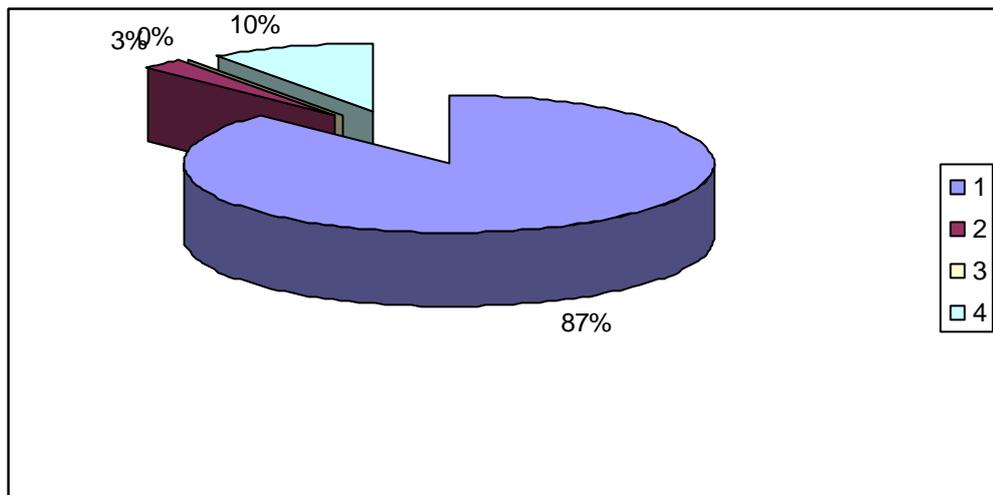
The results show that 87% of the students feel motivated learning English with the New interchange Program, this is a positive answer which shows that actually students feel comfortable with this program.

Question N.-3

3. Do you like the New interchange English program materials?

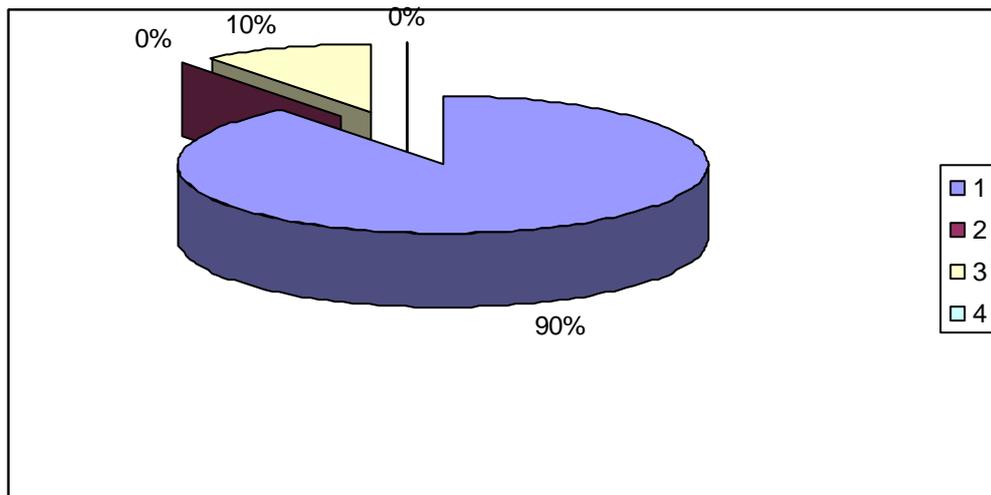|			%
1	They like	37	93
2	They like the most	1	2,5
3	They don´t like	0	0
4	Other	2	0,0005
	Total	40	95
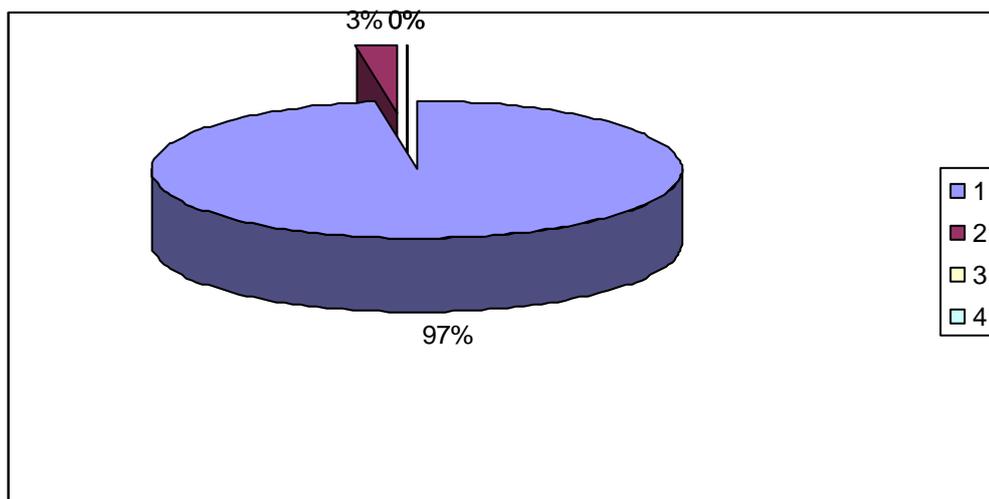
Through this picture, I can show that students like the New Interchange English Material in their learning process.

Question N.- 4

Have you improved your English learning?

|			%
1	I improve	35	88
2	I rather not	0	0
3	A little	4	10
4	Other	0	0
	Total	40	98

These percentages confirm that students got an improvement with the right use of the new interchange English materials.

Question N.-5

Why do you consider that is important the use of materials for the learning process?

|			%
1	Enjoy the language	20	50
2	Understang the teacher	5	13
3	Dynamic classes	10	25
4	Other	5	12,5
	Total	40	100
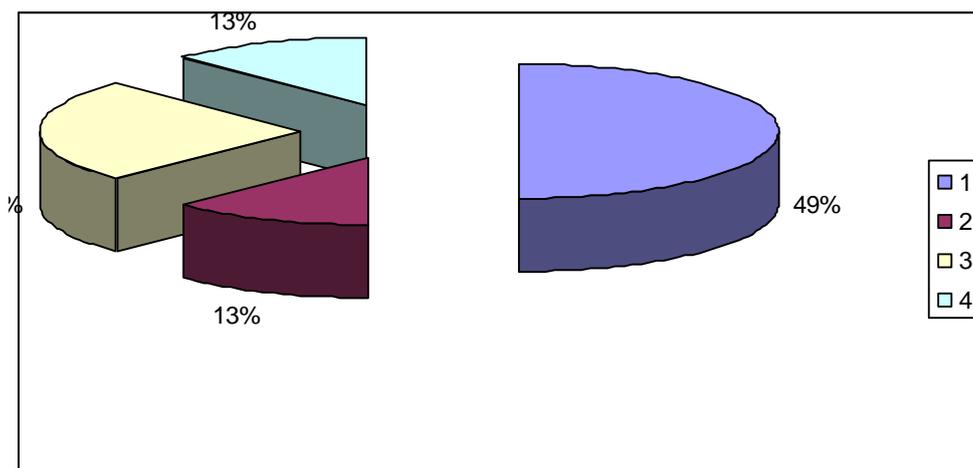
Because of these percentages, students´ answers show that they think the materials are important for the learning process for: enjoying the language, besides they consider that materials are needed to create dynamic classes, and for understanding the teacher, the others give some additional opinions but similar to the rest of their partners.

Question N.-6

Do you consider during the last four months were used the English Materials in a right way for the learning process?

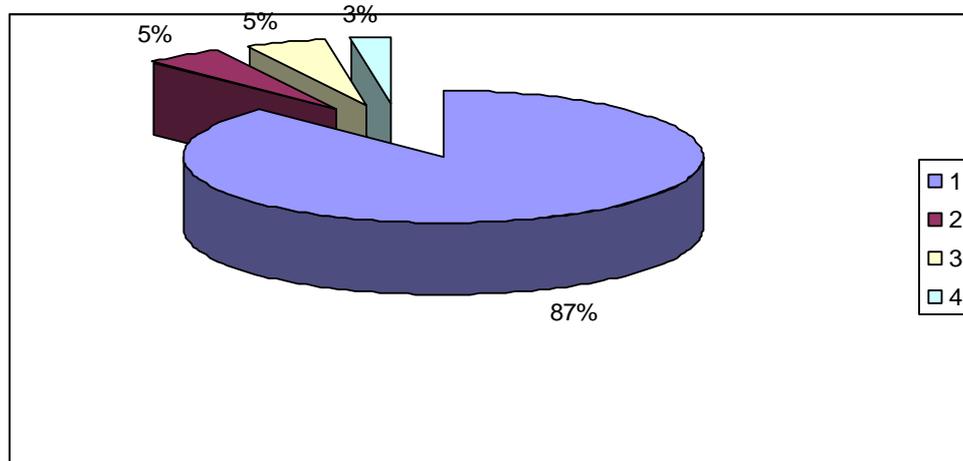|			%
1	Definitively yes	40	100
2	More or less	0	0
3	I think no	0	0
4	Other	0	0
	Total	40	100
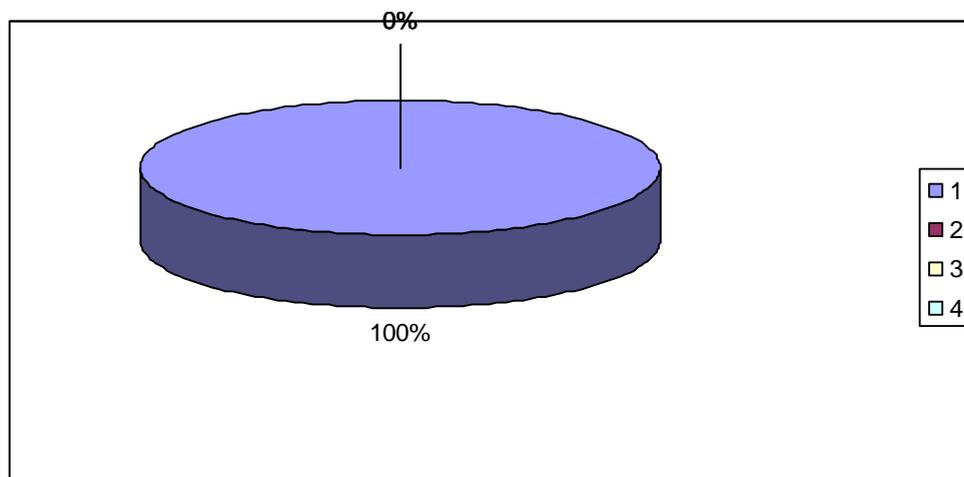
The results show that student's perception was that materials were used in a right way.

Question N.7

How important do you consider are the English materials in the learning process?

			%
1	Very	35	88
2	Some	2	5
3	A little	2	5
4	Not at all	1	2,5
	Total	40	100

Students answers show that for them it is very important the use of materials in the English learning process.

4.3 Conclusions:

Because of my research process, I can conclude the following:

- The material plays an important role, support, and guidance for the learning process.

- The results of the survey carried out among students of the "Jocarlo"High school show us the influence, which the materials have on the learning process of students.

- Through the materials evaluation I have exploited a course design.

- Even using my own material additional to the interchange series materials, I provided a good source of ideas to my students and their best understanding of the topics each unit.

- I have noted there is too much common ground between learners; it may be possible to use existing materials.

- The materials are very important for organizing the teaching learning process. Therefore, materials should have coherent structure for guiding to the students.

4.4 Recommendations:

1. This research work has lots of information, which can provide some strategies and survey results, which can be taken account as possible solutions for the teaching and learning proves of the "Jocarlo" high school. Therefore, it is recommended to take seriously the research that will help in our daily professional like.

2. This research was done on a very small group but although of that it shows that, it is very important to fallow the teaching program taking in advance all the available material which the Interchange series program provide and in this way to get the best results as possible.

3. Finally, I would like to recommend following with the use of the Interchange series program because it is a multilevel course, which helps students to get a second language in an easy and funny way, and especially because it deals with contemporary and relevant topics to both teachers and students.

ANNEX

"The influence of materials in the learning process"

Questionnaire:

1. Do you consider the materials are important in the learning process?

_____

_____

_____

_____

2. How do you feel with the New Interchange Language Program?

_____

_____

_____

_____

3. Do you like the New interchange English program materials?

_____

_____

_____

_____

4. Through the right use of the English Materials of the New Interchange Program, have you improved your English learning?

_____

_____

_____

_____

5. Why do you consider that is important the use of materials for the learning process?

_____

_____

_____

6. Do you consider during the last four months were used the English Materials in a right way for the learning process?

_____

_____

_____

_____

7. How important do you consider are the English materials in the learning process?

_____

_____

_____

_____

("Jocarlo" high school)

("Jocarlo" high school)

(Students of the "Jocarlo" high school)

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Books
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