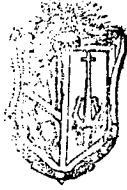


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FACULTAD DE LENGUAS

TEMA : "INVESTIGACION COMPARADA ENTRE LOS PROCEDIMIENTOS
DIDACTICOS AUDIO-LINGUAL O MECANICISTA Y RACIONAL
O COGNOSCITIVO EN LA ENSEÑANZA DEL IDIOMA INGLES
A LOS ALUMNOS DEL CICLO BASICO "

TESIS PREVIA A LA OBTENCION
DEL GRADO DE LICENCIADO EN
CIENCIAS DE LA EDUCACION ES
PECIALIZACION INGLES.

VICTOR HUGO RIVADENEIRA QUINTERO

DIRECTOR

Lic. Mario Miranda Delgado

QUITO - ECUADOR

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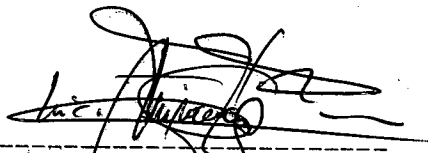
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2017

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CERTIFIES : That the present research in order to get the title of "Licenciado en Ciencias de la Educación-Especialización Inglés" has been reviewed in all its parts and therefore authorizes its presentation.



Lic. MARIO MIRANDA DELGADO
RESEARCH ADVISER

Quito, 11 de diciembre de 1987

THANKS TO MY MOTHER AND TO MY FATHER,
VERY MUCH. I REALLY APPRECIATE;AND TO
MY "NEGRITA" WHO HELP ME OUT IN EVERY
MOMENT.

; THANK YOU ;

1

S T U D Y F A C T S
= = = = = = = = = =

THEME :

COMPARED INVESTIGATION BETWEEN THE AUDIO-LINGUAL OR MECHANICAL
AND RATIONAL OR COGNOSCITIVE DIDACTIC PROCEDURES IN THE TEACHING
OF ENGLISH IN THE STUDENTS OF THE BASIC CYCLE.

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T H A N K F U L N E S S
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Nowadays, when a social crisis is becoming deeper, our moral values are disappearing, as educator of the new generations, we ought to renew the gratefulness which we owe to those who have intelligently and accurately contributed to our progress, devoid of selfishness, and profoundly involved in their permanent desire of forming, free men, enriched by the latest pedagogical advances, with a clear consciousness of the social problems that affect education.

Being a teacher, I ought to teach with my own example, therefore, in front of the effort and uninterested cooperation, I would like to express my special thankfulness to :

- The Dean of the Private Technical University of Loja;
- The Dean of the Faculty of Philosophy and Education;
- The Vice-Dean of the Faculty of Philosophy and Education;
- Director and Vice-director of the School of Language of the Private Technical University of Loja;
- Coordinador of Centro Asociado de Quito, who very sensitively and teaching gift led me to where I stand now;
- Professors, Teachers and all the institutions which in one way or another assisted and provided me their help on this thesis.

I would also like to thank "Rafael Larrea and French" Schools, their Directors and Teachers who played remarkably important part in the achievement reached by this research.

P R E S E N T A T I O N
= = = = =

The Faculty of Philosophy and Education, has lately strengthened its philosophic principles of accomplishing a democratic and scientific National Education, deeply attached to the popular interest, which is the by-product of the socio-economic reality that our nation is going through.

Teachers and students long for a kind of education which starting from scientific investigation, will conjugate the theoretic knowledge with the practical action, in order that the effort we all make, will allow for a new educational order to grow where science and the people's benefit would reign, and the scientific reasoning would be the guideline for our action.

This is the outlining which has encouraged me to carry out this research, aware of the responsibility implied in understanding these goals, today as a student, tomorrow as a professional.

This democratic spirit leads me to giving my effort in order to analyze comparatively the didactic procedures in the teaching of English in the Basic Cycle. I am positive this will contribute to strengthen the understanding and usage of the renewed didactic procedures which will facilitate the teaching-learning process.

I hope this research will produce fruitful results for the well-being of Education and the teaching of The English Language in particular, and specially for our youth so much longing for changes which aspires to and demands an education according to their goals and requirements.

P R O L O G U E
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This research is an aid as a student of the sixth level of the school of Languages of the Faculty of Philosophy and Science Education of the Private Technical University of Loja, with wich I hope to contribute in a positive way to the solution of part of the problems of the Ecuadorian Education.

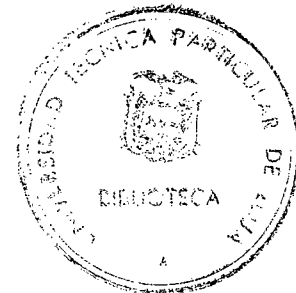
INTRODUCTION

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The aim this as far as I'm concerned, occupies nowadays one of the most relevant topics within Human Science and this because it isn't hard to see the axial place of the language in our world. In my analysis I mention points of vital importance that have operated pedagogic field. which doesn't imply a revolution, but such situation takes on a variety of orientation, schools, studies and publications which at times make it harder to follow the guidelines.

The nature of language points new ways in the teaching-learning process in a systematic and clear way; the counter position of the different linguistic theories, pointing out that linguistics, as a part of knowledge, is a deep inside the social problems, and is the product of the needs and progress of man.

I've chosen audio-lingual or mechanical, rational or cognitive didactic methods in experimental analytic contrast in which we compare the knowledge attained in bibliographic and documentary sources.



J U S T I F I C A T I O N

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As a student of the sixth level of the School of Language of the Private Technical University of Loja, aware of the responsibility I have in front of the youth of my country and their success through Foreign Language acquisition, specially English, I have elaborated this research with the following title :

"COMPARED INVESTIGATION BETWEEN THE AUDIO-LINGUAL OR MECHANICAL AND RATIONAL OR COGNOSCITIVE DIDACTIC PROCEDURES IN THE TEACHING OF ENGLISH TO THE STUDENTS OF THE BASIC CYCLE".

The problem is what kind of procedure the teacher must use in the Teaching of the English Language, and which teaching pattern must be followed to facilitate the acquisition of the best teaching - learning process.

To carry out this research I used : Method, techniques and field instruments, since, the topic being centered it was necessary to carefully control its variables.

A I M S
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1. Conceiving a science in which language is not shown as a group of logical, historical, physiological and sociological elements but in which basically languages will be understood as an autonomous unit, a whole in a particular way.
2. Achieve a wide and sure Knowledge of grammar to be taken advantage of the teaching-learning process.
3. Analyze didactic procedures of the teaching of the English Language in the Basic Cycle, to try to give a solution, to use the audio-lingual and cognoscitive technique.

G O A L S
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GENERAL

1. To analyze ever so carefully the procedures nowadays being used in the teaching of the English Language, in order to replace such procedures for other more efficient ones.
2. To realate the conduct of the mechanical learning to the learning though symbols in the student of the Basic Cycles.

3. To propose one of the audio-lingual and cognoscitive procedures which gives the best result with the teaching of grammar and that adapts itself to the foreign language.

SPECIFIC

1. To describe the difference between Mechanical Grammar with the Transformational one, so that the student of the Basic Cycle can be able to know Grammar in general.
2. To differentiate among the technical methods, and didactic procedures nowadays being used in the teaching of grammar in the English Language.
3. To study the didactic procedures for the teaching of the English Language at a Basic level.
4. To determine the characteristics of the cognoscitive procedures of the teaching-learning of English.

GENERAL CHARACTERISTICS
=====

REFERENCE FRAME
=====



O R I G I N A L I T Y
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The theme here has not been investigated before because of the lack of a document which verifies the accuracy of the procedures related to the investigation which tries to compare the audio-lingual and the rational-cognoscitive didactic method.

I believe this topic meets the characteristics of exclusivity since an investigation compared between both didactic procedures has never been carried out here.

The first, known as audio-lingual procedure which present a complex process of learning to understand speak, read and write the English Language. To accomplish the purposes of the procedures has been divided in some sections ; conversation, adaptation, study, practice, speaking, reading and pronunciation.

The second procedure has a new scientific conception within the frame of the Ecuadorian education and this is how, with its influences in any Human Science it affects so much that nowadays it's almost impossible to progress without linguistic information, because it is undeniable that the structuralism is the offspring of linguistics.

Therefore, the theme is original since it meets the characteristics of exclusivity and of being a new scientific conception.

S C I E N T I F I C T R A S C E N D E N C Y
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The scientific transcendence is the methodologic process of the audio-lingual or mechanical and rational or cognoscitive procedures which was used in the development of the theme, being very important for the conversion of the objective or scientific knowledge, previous the necessary.

The scientific transcendence was identified through a pattern of teaching as a means of efficient means acquisition in the process of teaching-learning.

And finally, provide the teacher with an effective and dynamic process of learning.

TEMPO-SPATIAL LOCATION

The theme investigated was experimented in the "Rafael Larrea and French" Schools of Quito.

These schools were chosen because I was given all the facilities for the showing and the best disposition from principal and teachers.

A calender and a practical experimentation schedule was proposed which was sent to the authorities to be approved.

Before the requisite, the investigation work was focused on the three courses of the Basic Cycle; in the following activities :

1. Preparation of the class plans, giving special emphasis in the strict scientific and real sense, applicable to our environment.
(Preparation of didactic material)
2. Student-Teachers's self-motivation, and students motivation according to the theme investigated.
3. Preparation of the didactic material.

4. Complimentary Activities.

It was carried out in hours according to the schedule for English in said School.

W I D T H
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The investigation of the theme was carried out in the Private Co-educational French School and Rafael Larrea School according the simple union in which the students of the first, second and third courses were distributed in Stratuses.

The following formula was used for the selection of each group:

$$Z\bar{X} = \frac{\bar{X}A - \bar{X}B}{\sqrt{\frac{E1^2}{N1} + \frac{E2^2}{N2}}}$$



CHAPTER II

LINGUISTIC THEORIES

Grammar in the 20th century has constituted a purely linguistic theory and it has acquired a scientific state with its own right; in this way, its stops being a part of philosophy.

Linguistics is the scientific study of language, the science that studies all the aspects referred to language. Within the linguistic discipline there are several interdependent areas of study, such as : Theoretical Linguistics, Descriptive Linguistics, Comparative Linguistics, Historical Linguistics, Applied Linguistics. Any of these areas may involve the study of a particular language, that is how we can talk about a German Comparative Linguistics, or for example, about a French Applied Linguistics.

Our study starts From Structuralism which is the current that characterizes the Scientific Investigation of this century.

2.1. HISTORICAL BACKGROUND

Several centuries before our era the grammar of Panini is known it deals with the writing of Sanscrit through a system

of morphophonemic rules to the level of language that is used as a connection between the phonetic and grammatical writing, since Sanskrit is considered as an essential pattern for the description of languages.

Panini lived to the Northwest of India near the present city of Attock (Pakistan). He had many predecessors and his grammar is the culmination of one tradition and the entry to other grammars. It has been estimated that there are more than one thousand Sanskrit works on the Paninian pattern.

The grammar of Panini named "Eight Books"; each of the books is divided into four sections which contain definition and rules, and its objective is the spoken language. The grammar has about four thousand rules from the exclusively synchronic point of view, and the unit which governs the functions is the sentence.

When entering the study of Modern Linguistics we have gathered information from the most outstanding Linguistic of our century.

2.2. FERDINAND DE SAUSSURE

He is the linguist that formulates the bases of Modern Linguistics, the master who gave much contribution to it;

with him, Linguistics suffers a radical transformation with the creation of the Synchronic Linguistics of Descriptive Linguistics. From Saussure on, any theory has been used to criticize his theory or to enrich it; it has given place to the following valuable contributions :

- a) Birth and enrichment of new grammars named structural grammars.
- b) Enrichment of the theory of Communication.
- c) Enrichment and scientificity of literary theories.
- d) Valuable contribution to the technique of teaching foreign languages.

After Saussure's death, two of his pupils : Charles Bally and Albert Sechehaye, put in order the notes of the students who attended the courses didacted by Saussure at the university of Ginebra between 1906 and 1911, as a result, the book "Course of General Linguistics" was published in 1913.

The first thing Saussure cared about was to establish the status of Linguistics as a science, marking off its objective and defining its purpose, in one hand, describing the language, building its history of the families of languages,

formulating the general laws that will interpret the particular phenomenon already studied.-The generalization would permit the simplification of the analysis.-He establishes the dicotomy between language and speech. Dicotomy would involve the many aspects such as : sounds with ideas, sociability with individuality, etc.

"Suassure says that language and speech are interdependant: Without speech language is not established.

...without language, speech would not be intelivable.

But he selects as an object of linguistics to language for it is the only sensible thing to an own definition, in such a way that the linguistic problem is essentially semiologic".

(1) (Semiology is a more general science in which the Historical or Diachronic Linguistics and the synchronic or Descriptive Linguistics are included).

The system of language, for Suassure, is a set of solidary elements called signs. "The Saussurean sign is an entity formed by a a significance an a significant (a concept and acoustic image), Both psychic" (2)

(1) KOVACCI, Ofelia, Tendencias Actuales de la Gramática. Ediciones Marymar, Buenos Aires-Argentina 1977-
Pág. 21

(2) KOVACCI, Ofelia, Tendencias actuales dela Gramática. Ediciones Marymar. Buenos Aires-Argentina 1977.
Pág. 22

"The sign is lineal, it develops through the time because of its acoustic nature. The relationship between both cases is arbitrary, that means, there is no natural motivation for the determined significance joined to a determined significant". (3)

For example :

The sign HOUSE joins to distinct significants in different languages.

Spanish : CASA

French : MAISON

The significant is arbitrary in relation to the significance but in relation to its usage for the linguistic community it is imposed and obligatory. In this sense, the sign is unchangeable since it resists the change. It is defined this way so that there exists a language which is necessary for a linguistic community because language is a social fact. On the other hand, out of the time, the linguistic reality is not complete; it is the time that shows effect of social forces that act in the language and make the language change, and the sign is changeable diachronically.

This background pointed out by Saussure constitutes the base

to the formation and development of new hypothesis and generalizations which we expose ahead.

2.3. THE LINGUISTIC CIRCLE OF PRAGUE

Founded in 1925. It is the Linguistic School which reacted against the formalist tendency. Those who belonged to this circle were : from Czechoslovakia : B. Havranek, J.M.Korinek, V. Mathesius, J. Vachek, and B. Trnka; the Russians : R. Jakobson, N. Troubetzkoy and S. Karcevski. The last three were the editors of a program for the study of the linguistic sounds based in the Saussurean distinction of language and speech, and it emphasized the investigation of the structural laws of the phonological systems so synchronic one. This program was presented in The First International Congress of Linguists in La Haya in 1928.

In their thesis they established :

" - The recognition of two disciplines : Phonetics and Phonology.

- Language is a system of means of expression appropriate for an objective.

- The idea of language as a functional system is undelined. The phonical, grammatical and lexical structure of a language depends on the linguistic function and modes of realization.
- The distinction between intelectual language and affective language.
- Language in the social aspect : between the function of communication and the poetic function.
- It establishes the modes of realization; oral and written language, alternative language or monologue.
- The need of the synchronic study but without opposition to the diachronic study. (4)

2.4. SECOND EPOCH OF THE SCHOOL OF PRAGUE

After the war, there is more emphasis in the grammatical studies. They understand by Structuralism the analysis of the relations among segments of a language which, at its time it is considered as a whole hierarchically organized.

(4) DAVIS, Philip Modern Theories of language. Prentice Hall, INC. New Jersey-U.S.A. 1973- Pág. 114

Linguistics as a system of signs which point out to an extralinguistic reality. The structural analysis leads to the formation of the laws which govern the organization of the facts as a difference from the natural laws. Linguistics is normotechnical, that means, valid and verified only with in certain temporal limits.

The members of the Circle of Prague, named themselves functionalists because of Mathesisus who worked to formulate a functional grammar.

After the Sixth International Congress of Linguists, in each level, the analysis is carried out from the following two points of view :

- a) Paradigmatic Phonology, and Sintagmatic Phonology.
- b) Paradigmatic Morphology, and Sintagmatic Morphology.
- c) Paradigmatic Syntax and Sintagmatic Syntax.

2.5. LOUIS HJELMSLEV

He is the linguist who develops the theory called Glossematics, with the collaboration of H.J. Uldall in part.

Hjelmslev calls the Structural Linguistics : A set of investigations based in the hypothesis that a scientific description implies to consider a language as an autonomous entity of internal dependence, it is, a structure.

He tries to discover the structure of a language in what it has constancy, in what it makes to be itself at any its demonstrations independantely of any extralinguistic reality (Physical, physiological, psychological, ontological, logical) in other words, as an autonomous entity. He points out that language is such an object that behind its sequences (process) it is possible to discover a system and this one permits to analyze the process through a certain number of premises.

In the process he takes a limited number of elements in various combinations and the possibilities of combination permit to assign the elements to a determined class.

When establishing the general estimation of all the possible combinations, the level of an exact science is gathered, able to prevent all kind to possible occurrences and the conditions for its realization. It was his purpose to establish an imminent algebra of the language.

It had to meet three conditions :

- a) To be autoconsistent, not contradictory.
- b) Exhaustive.
- c) The most simple as possible.

The theory must be appropriate : applicable to all the facts of the experience, in this way, Glosematics is a theory which is applicable to all synchronic states of language.

2.6. LEONARD BLOOMFIELD

He carries out a fundamental work within the Northamerican Structuralism, in which he establishes the Mechanicist Linguistics shown in his "Language".

He defines the language as a community of speech, as the totality of the omissions that can be done. He develops and spreads methodologically the fundamental concepts of the postulates of language since the method calls for :

- a) To establish explicitly what is supposed.
- b) To define the value and the scope of the concepts.

c) To decide which units and which relations are.

The complete list of the morphemes of a language constitute its lexicon. He defines grammar as a set of significative combinations of forms. To the types of grammatical forms, he reduces them to three.

1. Types of sentences ; A form may constitute an emission by itself.
2. Constructions : Forms may be combined.
3. Substitutions : Certain forms are conventional substitutes.

2.7. NOAM CHOMSKY

This linguist tells about the Generative Transformational Grammar, he establishes its principles in the Cartesian thorough which is based in rationalistic conclusions. He considers the linguistic structure a mental reality, in a big part, inaccessible to the direct observation. He intends to construct a general formalized theory having as a central notion of the linguistic theory to the linguistic level which consists of descriptive mechanisms; these levels are logical and the theory makes it possible to develop a mechanical



method for the selection of appropriate grammars.

Chomsky defines a language as a finite or infinite set of finite sentences in its length, built as a finite group of elements.

"Grammar is a mechanism to generate, to produce the sentences of a languages and Syntax is the set of principles and process for the construction of sentences ". () The mechanism of a grammar must be presented abstractly in a theory of the linguistic structure, that is to say, in a general formalized theory which permits to discover the inadequation of certain conclusions or to provide automatically other new and correct ones; a method to discover grammar from a given corpus, that means, a practical and mechanic method which establishes how a grammar is constituted. Besides, a theory that may have another objective for a smaller scope : to provide procedures of decision, also a practical and mechanical method which permits to establish if with a given corpus and a grammar, this is the correct one for that corpus without having in mind how it has been constituted.

Chomsky is not very interested in procedures of discovery that seem to come from the difficulty of this rigorous formalization, exhaustive and simple : that the procedure be

mechanic; he admits, nevertheless, any procedure to go to the grammar without the need of being objective. On the contrary, the method for evaluation of a grammar already built must be objective, being the theory the measurement for objectivity. He defines so, that the theory must be explanatory and the psychological point of view is very useful because the psychological problem is important. Finally, according to Chomsky; the linguistic structure is a mental reality in a big part inaccessible to the direct observation; As Generative Grammar, it is understood that it is simply a system rules which in a certain way it is explicit and well defined, it transcribes structural descriptions to sentences.

This creative aspect of the usage of language has three important observations :

- a) The normal use of language is innovative or infinite in its purpose, that is, it is not a matter of repetition, nor the storage of a group of patterns, but something we create every time we speak.
- b) The normal use of language is free from the control of stimulus which makes of it a real instrument of thought and expression.

- c) The normal use of language is coherent and appropriate to each situation.

CHAPTER III

SYNTAX - CARTESIAN LINGUISTICS

3.1. INTRODUCCION

Before we start studying and analysing the Cartesian Linguistics, let us place it within the history of Linguistics. Two principal theories have dominated the linguistic the centuries :

Structuralist or Empiricism and Rationalism. The structuralist theory, represented by Leonard Bloomfield mainly, states that : "A language is a set of habits and its acquisition is done through stimulus response; being the sound the most important part of the language because it is observable and measurable".

(5) On the other hand, the rationalist theory, represented by Boam Chomsky mainly, states that : "A language is not only a set of habits but mainly a complex mental process and its acquisition is possible due to then human brain in highly de signed for this mental process". (6) Rationalism gives a

(5) BLOOMFIELD, Leonard. Language N.M. University Press. 1958
Pág. 105

(6) CHOMSKY, Noem. Linguística Cartesiana. Biblioteca Romántica Hispánica. Edit. Credos S.A. Madrid-Págs. 95-105-108.

great importance to reason and its name derives from this term. For this theory, sound is not the only important part of the language, but the whole structure of the system.

With these antecedents, the term Cartesian Linguistics comes from Descartes' thought, a French Philosopher of the XVII century, that in his works "Metaphysic Meditations" and "Discourses of Method" states his rationalist concepts : "The mastery and importance of reason in all shores where the human being acts", (7) Chomsky considers that the main representants, from the linguistic point of view of Descartes' thought are the authors of The Grammar of Port Royal :

Arnauld and Lancelot in 1660 and then Humbolt in the XVIII century. The point of view stated by these authors is what is called Cartesian Linguistics and Chomsky considers them as his predecessors of his linguistic thought.

3.2. DEVELOPMENT

Cartesian Linguistics considers that : The mental process is common to all human beings and therefore language differs in the form of expression but not in the expressed thoughts".

(8) Language has an internal and an external aspect. A

(7) CHOMSKY, Noam *Linguística Cartesiana. Bibl. Romántica Hispánica.* Edit. Gredos S.A. Madrid. Págs.95-105

(8) CHOMSKY, Noam *Linguística Cartesiana. Bibl. Romántica Hispánica.* Edit. Gredos S.A. Madrid. Pág. 106

phrase can be studied from the point of view of how a thought is expressed, or from the point of view of its physical appearance, in other words, from the semantic or phonetic point of view. It is considered that is Syntax there are three mental operations : to conceive, to judge and to reason. In the simple construction the syntactic relations are presented directly in the associations between successive words and the thought expressed by the phrase.

Within the Cartesian Linguistic framework, a descriptive grammar studies sound and meaning, to which Chomsky calls surface structure and deep structure. Cartesian Linguistics not only considers the descriptive grammar but principally the general grammar; the universal principles of the structure of the language. They consider that the main job of grammar in the expression of thought the word. They admit two classes of grammar : the general grammar, considered as the science of the unchangeable and general principles of the language, spoken or written, and the particular grammar considered as an art because it is the practical application of the usual and arbitrary institution of a particular language to the general principles of the language.

The grammar of Port Royal considers that noun denotes the

substance while adjective can only denote the accident; Verb gives the pure and simple logical affirmation, "To express that the discourse where this word is used is the discourse where this word is used is the discourse of a man who does not only conceive things but he judges and affirms". (9)

Only due to a certain corruption of the logic of language, verbs add to this use the evocation of other attributes, tense, person, number and over all the substance of the affirmation.

With regard to language acquisition, the Cartesian Linguistics reflects the position of the rationalist psychology of the XVIII century, with the contribution of mind to the human knowledge. Language acquisition is a matter of growth and maturity of faculties under appropriate external conditions. The form of language that is acquired is determined mainly by internal factors : a child can learn any language due to the universals of language, like sound and structure.

3.3. THE PSYCHOLINGUISTICS OF TAXONOMIC GRAMMAR

The theory identified with Noam Chomsky, Morris Halle, their colleagues and students, have brought a radical change

(9) CHOMSKY, Noam *Linguística Cartesiana*. Biblioteca Romántica Hispánica. Edt. Gredos S.A. Madrid. Pág. 106

within generative grammar.

Most psychologists treated problems about the assimilation and exploration of linguistic structure only as a base to the general theory of learning and the views of psychological mechanisms.

In the American tradition, the earliest widely accepted psycholinguistic works with meaning which provide to many speakers who know about their language and know this knowledge is implemented in a verbal behavior.

In 1938, Skinner said : "The response of a determined person reflects and produces the eliciting or discriminative stimulus of another person ". (10)

A sentence is viewed as a behavior chain, each element of which provides a conditioned stimulus for the production of the succeeding element. Whatever the grammatical structure is, the sentence must be in function of the character of the associations among its elements.

Are John and Mary coming ?

Is John and Mary coming ?

The first sentence is correct and has association with its elements. The second one, being a sentence, it is not syntactically accepted, but it has its grammatical structure analysing it word by word.

In the correct sentence the number of the verb phrase is governed by the number of the noun phrase, but the production of the verb phrase precedes the production of the noun phrase.

The speaker's utterance of a plural verb, can not be discriminated to an autoclitic response to his production of a plural noun.

Such cases argue for a view of integration of speech event according to which the output is planned in sequences longer than single elements. Somehow, we must account for the fact that sequence which occur relatively late, but view of speech as a reflected chain does not permits us to do.

Similarly, if the speech event does not have structures, yet there is an emergency speech of associations of bonds between the elemental linguistic forms, how are we to

account for even the gross facts about the organization of sentences into phrase ? It is obvious that in a sentence like : THE BOY AND THE GIRL LEFT THE HOUSE. There is some specially closer relation between the words : THE BOY AND THE GIRL on one hand, and in the words : LEFT THE HOUSE, on the other hand. But this relation can not be a consequence of the nature of the associative connection between any of the adjacent words, since the segmentation of a sentence into major phrases is independant of the particular lexical items occurring at the phrase boundary.

Notice that in : THE BOY AND THE GIRL LEFT THE HOUSE. The major phrase boundary occurs between GIRL and LEFT. But in: WHERE IS THE HOUSE THE GIRL LEFT ? It does not.

Many psychologists who have noticed this sort of difficulties with associative chain theories of exemplified series of conduct have attempted to remedy them by using the theoretical mechanism of analysis of learning. The constructive theory in psychology must be literally defined in terms of the variables of stimulus - response. The success of a behavior is conditioned to the association of coupled responses one to the other. The Psychologist who accepts the point of view of the structure of language is facing a double problem:

First, he must explain how Taxonomic Structure is learned and describe the psychological mechanism involved in the formation and agreement of taxonomic classes, principles are thus needed in child's ability to learn the grouping of elements into classes at each linguistic level and for his ability, to learn the regularities underlined in the distribution of symbols.

Second, the Psycholinguist must provide a model for the way of taxonomic information about language structure which is used by the adults and the organization of verbal behavior.

In short, "Taxonomic Linguistics is presented with its contemporary the Psychology as a drawing of language".(11)
Because Taxonomy is a description.

3.4. STRUCTURALISM IN LINGUISTICS

The term "structure" has reached to a considerable value in Linguistic, therefore it is considered as a structural adjective that modifies it, from where structuralism and structuralist appear, terms which are very important within Linguistics.

(11) OSGOOD and SEBEEK. Psychology of the Language. McGraw Book Co. Pág. 52.

We consider that the bases of this movement were on the teachings of Saussure in Ginebra, but in spite of being the precursor of structuralism, he never used the word "structure". He considered the "system" as the essential thing. Saussure mechanism of analysis of learning. The constructive theory in psychology must be literally defined in terms of the variables of stimulus - response. The success of a behavior is conditioned to the association of coupled responses one to the other. The Psychologist who accepts the point of view of the structure of language is facing a double problem :

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We consider that the bases of this movement were on the teachings of Saussure in Ginebra, but in spite of being the precursor of structuralism, he never used the word "structure". He considered the "system" as the essential thing. Saussure defines language as a system that has its own order, and that is : "A system of arbitrary signs"
(13) And in this way, he taught it to his pupils, among them Meillet who certifies and is in accordance with Saussure, that language is an accurate disposed system, "A complex system as a mean of expression" (13) in which

(13) BENVENITE, Emilio Problemas de Linguística General-
Cuarta Edición. Págs. 92-93.

all of its elements are held among them; besides, he indicates that Saussure held that system is a joint of dependant articulations on each other and that could never be isolated, neither in contradiction.

When we refer to the term "structure", we have three Russian Linguists : R. Jakobson; S. Karcevskij; N. Troubetzkoy; who led the First International Congress of Linguistics in a study of systems of phonemes and in spite of the fact that they were the followers of Saussure, they cooperated with their own ideas to make the term "structure" appear with an essential value in which they consider that structure is determined as "structure of a system"; and according to Troubetzkoy, this term is taken from the sense of Phonology in which : "To define a phoneme means to indicate a place in the phonological system". (14) keeping in mind the structure of the system, that means, the Universalist phonology that parts from the system an organic totality whose members are the phonemes and whose structure is subjected to laws.

These phonologists had a great acceptance to give a definition of the word "structure", in which they define as a

(14) BENVENISTE, Emile. Problemas de Linguística General. Cuarta edición. Pág. 95

simple combination of elements, a whole formed by solidary phonemes in which each one depends on the other and its relation among them.

After this, Louis Hjelmslev was in charge to analyze the Structural Linguistics and he defines it this way : The set of investigations bases on the Hypothesis in which to describe a language implies to consider it as an autonomous entity of internal dependance, or in one word, a structure and these entities are reciprocally conditioned and each one of them depend on certain other ones, which are considered the linguistic facts in reason one of the other.

Such was the beginning of " structure " and " structural " as technical terms, but at present, the term "structuralism" has given place to many interpretations.

CHAPTER IV

SEMANTIC INTERPRETATION OF THE SENTENCE

4.1. SEMANTIC STUDY OF SENTENCES

"The semantic study of a given language must explain the way how sentences are understood, interpreted and related with states, processes and objects of the universe. It is not possible to do this job directly, this could be summarized in these questions : What is the meaning of sentence X in language Y ?, it is necessary to divide in into a group of basic questions, some of them may be illustrated by means of the following examples :

(1) His typewriter has bad intentions.

Su máquina de escribir tiene malas intenciones.

(2) My unmarried sister is married to a bachelor .

Mi hermana soltera está casada con un solterón.

(3) John was looking for the glasses.

Juan buscaba los lentes. Juan buscaba los vasos.

- (4) a. The needle is too short.

La aguja es demasiado corta

- b. The needle is not long enough.

La aguja no es suficientemente larga.

- (5) a. Many of the students were unable to answer your questions.

Muchos de los estudiantes fueron incapaces de responder a tu pregunta.

- b. Only a few students grasped your question.

Sólo unos pocos estudiantes entendieron tu pregunta.

- (6) a. How long did Paul remain in Monte Carlo ?

¿Cuánto tiempo se quedó Pablo en Monte Carlo?

- b. Paul remained in Monte Carlo for some time .

Paúl se quedó en Monte Carlo por un tiempo.

A semantic study of the English language explains that (1) is a sentence semantically anomalous; that (2) is contradictory; that (3) is semantically ambiguous; that (4) and

(4b) are paraphrases each one, in other words, they are synonym sentences; that (5a) is a result of (5b); that (6a) implies or assumes (6b).

In order to define these types of properties and semantic relationships, it is necessary to offer something more than a simple study of the meaning of each word. Although the ambiguity of (3) comes from ambiguity of GLASSES, it is not possible to consider the relationship between (5a) and (5b) by means for a simple explanation.

In other words, to understand the meaning of a sentences and its semantic relationships with other expressions, it is necessary to know not only the meaning of its lexical elements, but also in how these are related, this depends on the syntactical structure of the sentence. The syntactical properties with semantic values consist of very abstracted grammatical relationships in the following sentences :

(7) a. It was difficult to find the right page.

Fue difícil encontrar la página correspondiente.

b. To find the right page was difficult.

Encontrar la página correspondiente fue difícil.

c. The right page was difficult to find.

La página correspondiente fue difícil encontrar.

The pertinent syntactical relationships for the semantic interpretations is the same, in spite of the superficial difference. So, the syntactic theory must indicate that in (7a) and (7c) THE RIGHT PAGE (la página correspondiente), is the Direct Object of FIND (encontrar), and that SOMEONE FINDS THE RIGHT PAGE (alguien encuentra la página correspondiente), is the Subject of WAS DIFFICULT (fue difícil).

In summary, a syntactical theory must : (i) Do reference to the syntactical structure in precise form, (ii) Represent the meaning of each word syntactically and (iii) Show interaction between the structure of the word's meaning and the syntactical relationship, in order to build up the interpretation of the sentences. Finally, the relationship existing between the interpretation and the subject discussed, must be indicated.

4.2. STUDY OF WORD MEANING

The main point of a semantic study of the natural languages are based on the meanings of the lexical parts. This idea has been stated specifically in two ways : One, it is has

been expressed by the basis of the meaning, and the other by means of semantic components, that are the result of the study of lexical meanings. For example :

- (8) a. boy (chico) male (macho)
 b. girl (chica) female (hembra)

A rule as (8a) indicates that BOY implies MALE, or equivalent sentences as : A BOY IS MALE, or IF X IS A BOY, THEN X IS A MALE. IF X IS A BOY, X IS A MALE are analytical. The basis of the meaning may also suffer logical constants as "and" (y), "or" (o). "no" (no), etc.

- (9) a. man (hombre), male and adult (adulto)
 b. woman (mujer) female and adult
 c. boy or girl no adult.
 d. female no male
 e. man or woman or boy or girl human (humano).

The meaning of a lexical element is specified by the group of all meaning's postulates associated to X.

The second main point of the component study, according to

this, the meaning of a lexical element is defined explicitly based in the semantic components, which are not part of the vocabulary of the language by itself, but theoretically conditioned elements with the purpose to describe the semantic relationships existing between the lexical elements of given language. These components are also related through logical constants as in the following examples :

- (10) a. boy (chico) : ANIMATE AND HUMAN MALE AND NO ADULT
- b. girl (chica) : ANIMATE AND HUMAN AND FEMALE AND NO ADULT.
- c. man (hombre) : ANIMATE AND HUMAN AND MALE AND ADULT.
- d. woman (mujer) : ANIMATE AND HUMAN AND FEMALE AND ADULT.

A system with such lexical elements explicitly defined could be completed with a group of implying rules. Examples :

- (11) a. HUMAN ANIMATE
- b. MALE NO FEMALE
- c. FEMALE NO MALE
- d. MALE ANIMATE
- e. FEMALE ANIMATE

These implying rules automatically complete a rubric (entry) which comes from redundancy as (12a) and converts it into a totally specified form (12b).

- (12) a. niño : HUMAN AND MALE AND NO ADULT
b. niño : ANIMATE AND HUMAN AND MALE AND NO FEMALE
AND BO ADULT.

The rules for this type not only simplify the necessary specifications of a dictionary but also they express important generalities about the semantic structure of the described vocabulary.

It is obvious that there is a close connection among the two types of study which we have just noted.

When considering a determined class of systems, a componential study as illustrated in (10) and (11) can become directly in a system of postulates and viceversa.

NOTE : however, that the position of elements as "male" in (8) and (9) is different from "male" in (10) and (11), mean while MALE, ADULT HUMAN, belong to the described language which does not occur with respect to the components MACHO,

ADULTO, ANIMADO, etc. (15)

PERCEPTION AND PRODUCTION OF SENTENCES

4.3. GENERALITIES

"The sentence is the basic unit of communication in all languages. Sentences are the building blocks which make up our speech and writing". (16) A sentence is not just a string of words; a sentence has an organization which can be observed. The study of language should start with the repetition of sentences. It is very difficult to define exactly. Linguistic Scientists find it vague and circular the old definition that : "A sentence is a group of words that expresses a complete thought. Even the contains a subject and a predicate ". (17)

Charles Fries analyzes these two concepts : What is a complete thought ? What is a predicate ? And he says : "The sentences are not expressed in the subject-predicate definition. He continues by showing that there are sentences

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- (15) LYONS, John. Nuevos Horizontes de la Linguística. Selección e Introducción. Edición Castellana, Alianza Edit. S.A. 1975-Págs. 176-177-178-179-180.
- (16) SADLER, Elva English Teaching Forum. Sept. Oct. 1969-No.5 P.1
- (17) FRIES, Charles The Structure of English. English Teaching Forum P.N. 1.



that do not contain subjects, such as : requests, commands".

(18)

Example :

Silence, please

Close the door

Dr. Fries refers back to the language as it is used in everyday social situations. In conversation he says : "Each speech by one person can be isolated as an utterance unit, that is a stretch of speech that has silence at both ends or a change of speakers". (19)

W. Nelson Francis defines the sentence taking into account the intonation and he says : "Within an utterance, unit sentences are often signaled by sentence final intonation contours". (20)

Example :

John is here

(18) SADLER, Elva English Teaching Forum, Sept. Oct. 1969 N°5 P.1

(19) FRIES, Charles The Structure of English. English Teaching Forum P.N. 1

(20) FRANCIS W., Nelson The Structure of American English.
Cited Book in English Teaching Forum P.2

Joining the two criteria although, they have relation, we can define : Each sentence is an independant linguistic form, not included by virtue of any grammatical construction that it has unit of consience, own tonality, and it may be composed of one or more words.

4.4. KINDS OF SENTENCES

Sentences are classified :

a) By its form :

- ONE MEMBER . It has one indivisible element, an inseparable one,

- TWO MEMBER. It is a basic sentence. It has two elements :

subject and predicate.

Mary sings. They write everyday.

b) By its construction :

Simple, Compound, and Comple ; and defined according to whether one, two more complete thoughts are expressed, and according to the relations among the thoughts.

Examples :

Simple : Paul and Mary played and jumped rope all day.

Compound : I like Mozart; he prefers Puccini.

Complex : This is the man who gave me a ride home when
my car broke down.

c) By its purpose :

- DECLARATIVE : Defined as making a statement
He doesn't believe in ghosts.
- INTERROGATIVE : Defined as asking a question.
Do you speak English ?
Where did he go ?
She isn't a student, is she ?
- EXCLAMATORY : Expressing strong emotion,
Ch, no. Not Margaret,

d) According to position in conversation :

- A SITUATION SENTENCE : It is the one that begins a
conversation. It way also

follow a call, greeting, exclamation, or the stereotyped response to one of these.

- A SEQUENCE SENTENCE : It is the one that continues a conversation without change of speaker.

A series of sequence-sentences constitutes continuous discourse.

- A RESPONSE SENTENCE : It is the one that continues a conversation with change of speaker.

e) According to the context and the response evoked.

- A GREETING : It is a stereotyped formula used when meeting someone, or parting; eliciting a stereotyped response.

Which is often a repetition of the greeting.

Hello, Bill

Hello, Mary

How are you ?

Fine, thanks

- A CALL : It is a brief sentence directed at claiming

attention and eliciting response.

Mother What is it ?

- AN EXCLAMATION ; It is a brief usually stereotyped sentence with characteristics of information.

It may evoke no response at all.

Ch ; Ch; (no response)

- A QUESTION : It is a sentence that elicits a linguistic response.

Where are you going ? Home

- A REQUEST. It is a sentence that evokes an action response of another person, as the formalized gestures that follow greetings and calls. The action-response may be accompanied by more or less stereotyped linguistic response.

Please, close the window. Olay (Action-closing the window)

- A STATEMENT ; It is a sentence that evokes a linguistic or non linguistic response called as a sign of attention.

I met John at the office today, Mm - Mm

4.5. WORDS AND SENTENCES

Many non linguistic think of the word as the basic unit of communication. The measurement of language learning by the size of the vocabulary, They talk about words in isolation as nouns, verbs, and as they say the a particular word has its meaning and its grammatical function determined by how it is used in a sentence.

Most of the words in English, as in our language, have more than one meaning which depends on the sentence structure.

- a) The farmer went to his house.
- b) The president went to the White House.
- c) The House of Representatives is meeting today.

4.6. THE SENTENCE IN TEACHING

As we have seen, the sentence is the basic unit of communication and as linguists have pointed out, communication is primarily in oral form (The natural speech usage). Nelson Brooks says : "Language in dialogue form is the most accurate thing for the learner to involve a natural and exclusive use of the audio-lingual and cognitive skills. All the elements of the sound system appear repeatedly". (21)

However the students need to learn about the elements of sound and structure that make sentence patterns and in this way to use them the most often as possible.

Many teachers consider it necessary the dialogue utilization because the students can practice and memorize it and then to replace it by other sentences.

(21) BROOKS, Nelson Language and Language Learning, Cited Book in English Teaching Forum, Pág. 3

CHAPTER V

DIDACTIC PROCEDURES

5.1. METHOD - GENERAL CONCEPT

"The term method designs any activity that applies some rational order or systematic pattern to different objectives or goals. The method helps to solve the problems about education partially going from the particular aspect to the general one or viceversa; in other words, we either break up the whole into parts or we make up the pieces into a whole unit". (22)

5.1.1. THE METHOD IN THE EDUCATIONAL FIELD

It is the gathering of educational measurements or steps based upon psychological, clear, safe, and complete knowledge for the development of the capacities as well as the interests of the student, and under logical laws, and when achieved personal abilities, the same way as an artist, they accomplish the formerly proposed goal.

(22) DEWEY, John Los Fines de la Educación, Ediciones de la Lectura. Pág. 144

This concept has the basic moments or steps of the method; the logical one (every method must be coherent); the psychological one based upon psychological, clear, safe and complete knowledge); the economical-didactical moment (every method must economize efforts, must be effective and be most direct, if possible); the aesthetic - ethical moment (made with the ability of an artist); and the personal moment (according to the educator's being from whom it must get his expression).

The method must use changing and singular materials. It is a general belief that there is not a unique, perfect and immutable method yet.

"The educator does not have to apply only one method, but methods that from different points or fields may guide his work, keeping free from the fields he has to cultivate or teach". (23)

"We know there are different kinds of methods, we hear about universal and rational methods, individual methods, intuitive methods, mechanical methods, active methods, and

so on. In any case, the concrete educational reality that the educator's action has, will charge of giving individuality to the universal methods if these have a scientific rank or hierarchy; these will help to project the educating individuality in such a good way that it can prevent it from the pure routine and repetition". (24)

Hermann Nohl affirms : "That the action of the educator is a well balanced combination of a game and a method. Through the game we obtain the alive and personal contact, temporary and prolific; through the method, what looks temporary and apparently transitory becomes permanent and in time a sound spiritual configuration on the student's side". (24)

CONCEPT AND APPLICATION IN THE TEACHING

LEARNING PROCESS

"To teach is to make some one learn, understand the meanings and orientate himself within the symbolic set of the expressions of our spirits, it is the essence of learning, correlative function, in the student, to teaching, which is the work of any educator". (25)

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- (24) SCHMIEDER, A. y J. Didáctica General. Trad. de la 5ta. Edic. alemana por S. Duñaiturria, Publicaciones de la Revista de Pedagogía. Madrid 1932.
- (25) HERNANDEZ R. Santiago Metodología General de la Enseñanza, Tomo II. Unión Tipográfica, Editorial Hispano Americana-México 1969-Pág. 144

Consequently, there is not the only one teaching-learning process when studying languages, therefore, it is necessary for every professor to use and develop an eclectic method which takes from the others the most convenient aspects for his particular situation during his teaching; the administrative conditions, his educators, the corresponding helping material; the objectives of the course, and his own experience, background and specially his command of the language he is going to teach.

The contents of the programs (curricula) may be taught by using any method which always must have four steps : the presentation of the new linguistic element; the period of practice to obtain the initial command of such element; the application of the learned material, and the constant evaluation of the learned material to see if the students have learned what has been taught. We recommend that the used method must be the least artificial and mechanic as possible, so that the learning becomes interesting, motivating and effective as well.

When speaking a language (English in our case), four elements have to be used : sounds, words, structures and meanings. All of these appropriately combined express our thoughts, needs or wishes, according to the situation they

arise in, and in its precisely selection of some of these possible combinations which constitute the contents of the program. The role of the professor is simply to create the appropriate conditions so that learning can be achieved. The paragraphs or text books suggest a large variety of activities (according to the specialization) in order that the student can participate constantly and actively not only in his classes but also out of them.

The new words and structure must be presented by degrees or little by little, in this way, the students will not feel overload and frustrated. This is a very practical suggestion.

5.2. GRAMMAR TRANSLATION METHOD

The grammar translation method appeared at the end of the XIX century. Its application is based in the recitation of the grammar and vocabulary. The primary purpose of grammar translation is to prepare the learner to be able to explore the literature of the new language, defining the parts of the language, memorising conjugations, grammatical rules and translating readings through the use of a bilingual dictionary or glossary, and so that the learner can acquire a general capacity in order to learn.



As the name of the method is read, it implies much of the learning time devoted to translation, the literacy skills are primary and very little or no attention is given to the speech skills.

Translation has an important paper as activity of the class, for this reason, the learner did not get to acquire the abilities of understanding, speaking, reading and writing the new language; then, the abilities to speak about grammar of the language and to recitate the rules are different abilities.

This method presents the grammatical rules deductively and it is followed by many exercises practicing the application of the rule.

The vocabulary items are usually given in long lists and they are to be memorized by the learners.

The books based in the grammar translation method, begin with the definition of the parts of the language, conjugations, rules to be memorized, examples explaining the rules and exceptions. Each unit has a paragraph in order to be translated in the language that the learner is learning and others in order to be translated in the native language.

These paragraphs illustrate the rules of the learned grammar in the unit. The learner therefore, hopes to apply the rules in the native language. This involves a mental complicated manipulation of the conjugations in memorized order, throwing into the ground the way in which translation might be adapted. As a result, learners are not capable to use the language as they sometimes develop a complex of inferiority about language is general.

Exceptionally, the clever students do learn a foreign language by this method. The grammar translation method in our days is widely discredited.

5.3. DIRECT METHOD

"The direct method for teaching a foreign language is characterized by the emphasis in the presentation of words and sentences to the students, showing its meaning without translation or grammatical analysis". (26)

The central idea of the direct method is the association of words and sentences with its meaning through demonstration, dramatization and assignment. It is based in the "teaching"

of language through language". (27) So, teaching is carried out in the own language that is studied. The importance of this method is the learning of language in significant situation, to exile the given habits by the native language, so the learner can acquire everything that belongs to the language he is studying.

This method in addition to emphasize the direct contact with the foreign language, usually eliminates translation and memorization of rules, conjugations, and in several cases it introduces phonetic transcriptions.

The direct method says that ; To learn a foreing language is the same thing as to learn the native language; this means, to expose the student to the foreign language directly and he will record everything in his mind. This is true only in a certain point, because the psychology of learning a foreign language defers on this way of learning.

"According to Charles Handschin, the direct method must be based in the following principles :

1. Much attention in teaching pronunciation, principally

(27) NERECI, Imideo G. Hacia una Didáctica General Dinámica. 2da. Edic. Edit. Kapelus. Buenos Aires 1973. Pág. 301

in the first months.

2. Oral presentation of the books before reading.
3. Teaching of grammar in an intuitively way having the learner get to the rules that must be learned, through several examples.
4. Written works must be about the material that was assimilated by the learner.
5. Translation must not be made in the first step of learning the language. This must be carried out when the students are in more advanced steps of learning and besides in a minimal part as possible. In other words, avoid translation.
6. Use the maximum objectivity having as a base the didactic elements and circundant reality".

5.4. AUDIO-LINGUAL METHOD

The audio-lingual method in language teaching developed on one hand, as a reaction to the previously dominant grammar translation method, and, on the other hand, as a result of

development in the area of linguistics and psychology.

It is the present tendency in teaching a foreign language through which the learner must hear, after expressing himself (speaking) before entering to writing.

This method maintains that in teaching a language, the speech skills must precede the literacy skills, since its philosophy is the belief that the learner will reach to the objective of reading and writing better after he or she has already had some experience with the speech skills. A typical lesson based in the audio-lingual method always begins with some auditive activities. The auditive activities will be conducted to the oral practice with several exercises, only after a considerable oral exercising, the learners will continue with the reading and writing of the topic he has practiced orally.

"The maximum development of the audio-lingual method took place with the school of behavior in psychology. The important contribution of descriptive linguistics to the audio-lingual method lies in the following principles :

- Speech is considered primary
- Each language must be viewed within its own context as a unique system.

- The speaker of a language may know nothing about the language although he is capable of using it.
- Learning a new language should be viewed as sequence of activities leading to habit formation". (28)

All these linguistic principles well combined with the trend toward behavioristic psychology. Behavioristic psychology developed a mechanistic approach toward learning a series of stimuli - responses, the connection among which was created by the effort in the correct answer.

"Let us see a scheme of learning a foreign language based it the audio-lingual method :

1. Substitution of functional vocabulary of a foreign language sufficiently repeated in different situations.
2. The vocabulary is learned and fixed within a situation near to reality and within a context of a dialogue.
3. The learner repeats the learned words in a lesson by means of the dialogue with the teacher and his mates.

4. Each class must be sufficiently repeated before beginning the new one.
5. In order to perfect the pronunciation, the learner would record the learned lesson, listen to it and would locate the mistakes, so he corrects them immediately through new recordings.

5.5. THE COGNITIVE METHOD

"The cognitive approach views language learning as the learner's acquisition of competence. It is from the competence that the learner should proceed to performance. The learner should therefore, know the system first. He or she must know the rules and then apply them". (29)

So as the audio-lingual method was a reaction to grammar translation method, the cognitive method is a reaction against the audio lingual method.

"The cognitive approach to language teaching, is also influenced by both linguistics and psychology. The mentalistic trends which have developed in these disciplines have guided

(29) DUBIN, F. and ELITE, O. Facilitating Language Learning. A Guide book for the ESL/EFL Teacher McGraw Book Co. Pág. 74

the development of the cognitive approach in language teaching. Learning is thus viewed as an active mental process and therefore only by means of meaningful learning the learner can acquire significant knowledge". (30)

Comparing both audio-lingual and cognitive methods, we observe that the more important difference is the fact that learning is viewed more as understanding rather than a habit formation. The teacher's job in the cognitive class changes too, so the teacher must facilitate the student's acquisition, organization and storage of language, rather than help him develop automatic response. Likewise, the emphasis on speech skills of the audio-lingual method is greatly minimized by the cognitive method.

5.6. LINGUISTIC APPROACH : DIDACTIC APPROACHES

Teaching a foreign language and English as such, for a complete communication between teacher and learner it was viewed with equity in the Second World War; from there, the insistence in forming basic preestablished and conventional sentences and, observing the form as a native speaker expressed himself, the student should imitate and memorize these sentences as a mechanism of learning.

(30) DUBIN, F. and ELITE, O. Facilitating Language Learning. A. Guide book for the ESL/EFL Teacher McGraw Book Co. Pág. 74



These basic sentences would permit to observe the different elements that constitute the structure of a language : into nation, pronunciation, morphology and syntax. The descriptions so obtained, gradually transformed in a pattern of basic sentences and their variations.

After the war, the use of electronic equipment, audio devices, tape records and other related items, made it possible to provide and keep authentic spoken models that made the audio lingual practice more feasible, the establishment of this practice becomes usual as a complement of learning in form of a laboratory.

The audio-lingual drill joined to the contrastive study of the target and the native written language since it permits a high level of effectiveness to the linguistic approach applied by a language teacher.

In spite of the notable variation of criteria observed among different authors and specialized people, we can speak of methods and materials which today aspire to be modern and that they usually contain :

"a) Basic conventional sentences for memorization.

b) Structural note to help the student perceive and produce

the stream of speech and the sentence patterns of the foreign language.

- c) Pattern - practice exercises to establish the patterns as habits.
- d) Laboratory materials for oral-aural practice out of class, and,
- e) Opportunity for the usage of language in communication rather than in translation". (31)

So, the essential characteristic of the linguistic approach is based in the imitation and memorization of basic sentences as it is spoken by native speakers and massive practice in speaking and listening rather than in translation.

5.6.1. ORAL APPROACH

"The oral approach focus attention fundamentally upon learning a language as a set of symbols to be spoken and understood when heard" (32)

(31) LADO, Robert. Language Teaching. A Scientific Approach. McGraw Hill Publishing Co. LTDA. Pág. 6

(32) FRIES, Charles. Teaching and Learning English as a Foreign Language. Pág. 8

So, we have that rule of this approach says that "Learners should not say anything that they have not listened to first; they should not read anything they have not practiced saying first ; they should write only the material that they have listened to, that they have used in speaking and reading ". (33)

For such purpose, this approach uses without limitation every mean that contributes to obtain it : sound films, manuals, written notes, written exercises, etc.

The oral approach tries to develop a set of habits for the oral production of a language and the receptive understanding when it is spoken, specially in the first stages of language learning.

In this approach, although the native language is avoided as much as possible, it can be used when necessary to clarify certain explanations that the learner does not understand completely.

Generalizations concerning structure or grammar are a regular feature of the oral approach although, they are always intimately related to the oral practice of the language.

The effectiveness of this approach depends not only in the intensive oral practice but also on fundamentally in having satisfactory materials selected and arranged in accordance with sound linguistic principles minimal pairs, consonant clusters, etc.

The oral approach does not attempt the arbitrary exclusion of all graphic symbols in connection with language learning. The teachers can make use of written symbols in the classroom, the students on their part, can use printed manuals or textbooks, they can take written notes and even written exercises may be part of the work.

These practices are used with the aim that the learner dominates the language as a communication resource, since this approach contains two complementary aspects of communication : "Oral production and receptive understanding". (34)

Even though, we want to learn a foreign language only for a determined activity (translation, understanding, or conversation), the most effective form is the oral approach. This approach must be used at least, in the first stage of language learning, this is until the student can manipulate the structural mechanisms and the language sound system,



INFORMES EXPERIMENTALES
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INFORMES EXPERIMENTALES

I. DATOS INFORMATIVOS

NOMBRE DEL EXPERIMENTADOR : Víctor Hugo Rivadeneira Q.
NOMBRE DE LA INSTITUCION : Colegio "Rafael Larrea - Francés"
CURSO : Primero
FECHA : 28 de septiembre de 1987
HORA : Segunda
TIEMPO : 40 minutos
No. DE ALUMNOS : 29

II. ORGANIZACION DE LA CLASE

AREA : Idiomas
ASIGNATURA : Inglés
TEMA : Lectura de los números cardinales
y ordinales del uno al viente
PROCEDIMIENTO : Audio - Lingual
MATERIAL DIDACTICO : Tarjetero, carteles, pizarrón
tiza, borrador
OBJETIVO ESPECIFICO : Conocer los sufijos para la lectu
tura de los números

III. PROCESO DIDACTICO DE LA CLASE

1. ACTIVIDADES DE PREPARACION O DE DIAGNOSTICO.

a) Exploración de las experiencias de los estudiantes

- Preguntar a los alumnos si conocen los números cardinales y ordinales del uno al veinte.

b) Preparación de la lección

- Establecer la importancia de una correcta pronunciación en la lectura de los números.

2. ACTIVIDADES DE ADQUISICION Y ELABORACION

a) Enunciación del tema :

NUMEROS CARDINALES Y ORDINALES DEL UNO AL VEINTE.

b) Contenido científico :

1	one	7	seven
2	two	8	eight
3	three	9	nine
4	four	10	ten
5	five	11	eleven
6	six	12	twelve



- Repetir cada número después del profesor
- Repetir individualmente cada número cardinal.
- Identificar el nombre que le corresponde a cada número cardinal.

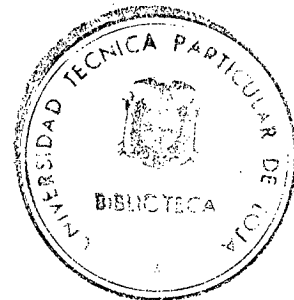
13	thirteen	17	seventeen
14	fourteen	18	eighteen
15	fifteen	19	nineteen
16	sixteen	20	twenty

- Atender la escritura y pronunciación de estos números.
- Enfatizar la diferencia al pronunciar las cifras de los números del 13 al 19.
- Repetir en forma individual después del profesor.
- Escribir cifras al dictado en el pizarrón :

twenty	four	seventeen	nine
twelve	fifteen	ten	thirteen

- Presentar los números Ordinales :

last first 11th eleventh



2nd	second	12th	twelfth
3rd	third	13th	thirteenth
4th	fourth	14th	fourteenth
5th	fifth	15th	fifteenth
6th	sixth	16th	sixteenth
7th	seventh	17th	seventeenth
8th	eighth	18th	eighteenth
9th	ninth	19th	nineteenth
10th	tenth	20th	twentieth

- Repetir después del profesor cada número Ordinal.
- Tomar en cuenta la pronunciación y la escritura de cada uno.
- Escribir al dictado los siguientes números en el pizarrón.

fifth	twentieth	tenth	nineteenth
second	eleventh	ninth	twelfth

IV. ACTIVIDADES DE EVALUACION

- Lectura de las diversas cifras aprendidas en forma individual.

seven	eleven	sixteen	twenty
fifth	tenth	eighteenth	thirteenth

V. ACTIVIDADES COMPLEMENTARIAS

- Aplicación del Post-test.

I. DATOS INFORMATIVOS

NOMBRE DEL EXPERIMENTADOR : Víctor H. Rivadeneira Q.
NOMBRE DE LA INSTITUCION : Colegios "Rafael Larrea-Francés"
CURSO : Primero
FECHA : 28 de septiembre de 1987
HORA : Segunda
TIEMPO : 40 minutos
No. DE ALUMNOS : 29

II. ORGANIZACION DE LA CLASE

AREA : Idiomas
ASIGNATURA : Inglés
TEMA : Lectura de los números Cardinales y Ordinales del uno al veinte.
PROCEDIMIENTO : Cognoscitivo
MATERIAL DIDACTICO : Láminas, pizarrón, tiza, borrador
OBJETIVO ESPECIFICO : Distinguir los números Cardinales y Ordinales del uno al veinte.
OBJETIVO ESPECIFICO : Clasificar los números Cardinales y Ordinales para facilitar el aprendizaje de su escritura, uso y pronunciación en Inglés.

II. PROCESO DIDACTICO DE LA CLASE

1. ACTIVIDADES DE PREPARACION O DE DIAGNOSTICO

a) Exploración de las experiencias de los estudiantes.

Cuestionar a los estudiantes sobre el conocimiento de los números Cardinales y Ordinales, primero en el lenguaje nativo y luego en el idioma extranjero.

b) Preparación de la lección.

Exponer los grupos de números Cardinales y Ordinales indicando el cambio que sufre cada uno de los grupos con una regla, para que de esta manera el estudiante evite confundirse con los demás grupos y esté en capacidad de contar y enumerar en Inglés.

2. ACTIVIDADES DE ADQUISICION Y EVALBORACION

a) Enunciación del tema :

NUMEROS CARDINALES Y ORDINALES DEL UNO AL VEINTE.

b) Contenido Científico :

CARDINAL NUMBERS



First Group :

- 1 one
- 2 two
- 3 three
- 4 four
- 5 five
- 6 six
- 7 seven
- 8 eight
- 9 nine
- 10 ten
- 11 eleven
- 12 twelve

Second Group :

- 13 thirteen
- 14 fourteen
- 15 fifteen
- 16 sixteen
- 17 seventeen
- 18 eighteen
- 19 nineteen
- 20 twenty

- A éstos se los llama números naturales porque van hasta el infinito.
- En Inglés, se los conoce como los TEENS cuya palabra traducida al Español quiere decir, los números comprendidos entre 13 y 19 que dentro de la Psicología viene a ser la etapa de la adolescencia.
- El segundo grupo se forma : añadiendo al número simple el sufijo TEEN.
- Hacer repetir la producción de los números Cardinales a los estudiantes en forma individual y por grupos.
- Preguntar a los estudiantes cifras, indistintamente.

ORDINAL NUMBERS

First Group : Irregular Ordinals

1st first

2nd second

3rd third

Second Group : Regular Ordinals

4th fourth

5th fifth

6th sixth

7th	seventh
8th	eighth
9th	ninth
10th	tenth
11th	eleventh
12th	twelfth
13th	thirteenth
14th	fourteenth
15th	fifteenth
16th	sixteenth
17th	seventeenth
18th	eighteenth
19th	nineteenth
20th	twentieth

- Números Ordinales Irregulares porque tienen su propia forma.
- Números Ordinales Regulares porque obedecen la mayor parte a la siguiente regla : Los números ordinales se forman con el número Cardinal más el sufijo TEEN.
- Los números ordinales son adjetivos que indican orden o sucesión numérica.
- En Inglés, el uso más común de los números Ordinales es

para dar una fecha.

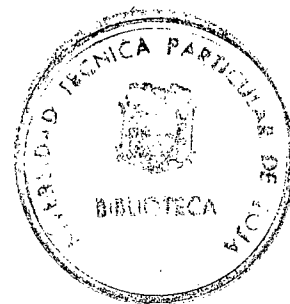
- Pronunciar los números Ordinales y hacer repetir a los estudiantes en forma individual y por grupos.
- Preguntar fechas a los estudiantes.

IV. ACTIVIDADES DE EVALUACION

- Lectura de diversas cifras en forma individual.

- V. ACTIVIDADES COMPLEMENTARIAS

- Aplicación del Post-test.



I. DATOS INFORMATIVOS

NOMBRE DEL EXPERIMENTADOR : Víctor H. Rivadeneira Q.
NOMBRE DE LA INSTITUCION : Colegios "Rafael Larrea -Francés"
CURSO : Segundo
FECHA : 28 de septiembre de 1987
HORA : Segunda
TIEMPO : 40 minutos
No. DE ALUMNOS : 20

II. ORGANIZACION DE LA CLASE

AREA : Idiomas
ASIGNATURA : Inglés
TEMA : Estructura : SUJETO + BE + COM
PLEMENTO (FN).
(Complemento : Frase Nominal :
sustantivos gentilicios y pro
fesiones)
PROCEDIMIENTO : Audio-Lingual
MATERIAL DIDACTIVO : Láminas, pizarrón, tiza, borra
dor.
OBJETIVO GENERAL : Establecer diálogo.
OBJETIVO ESPECIFICO : Reconocer vocabulario.
Transformar oraciones a pregun
tas simples.
Contestar preguntas en las for
mas afirmativa y negativa.

III. PROCESO DIDACTICO DE LA CLASE

1. ACTIVIDADES DE PREPARACION O DE DIAGNOSTICO

a) Exploración de las experiencias de los estudiantes.

- Formar preguntas con WHAT. Ejercicio individual y coral.

What is Mary ? She's a student.

What are you ? I'm a student.

What is that man ? He's a teacher.

What an I ? You're a teacher.

2. ACTIVIDADES DE ADQUISICION Y ELABORACION

a) Enunciación del tema :

ORACIONES QUE INDIQUEN PROFESIONES Y LA NACIONALIDAD DE UNA PERSONA.

b) Contenido Científico :

I am a student.

You are an engineer

He is a doctor



She is a nurse

we are students

you are lawyers

they are policemen

Mary is a teacher

John is an ecuadorian

I am a mexican

You are an architect

Peter is a dentist

Mary and Charles are brazilian

Juan is from Peru

- Formar preguntas simples : Escribir en la pizarra varias oraciones declarativas :

He is a doctor

S + V + Complemento

- Formar oraciones Interrogativas :

Is he a doctor ?

V + S + Complemento

you are an engineer

she is a nurse

you are students

they are policemen

she is a secretary

- Ejercicios formando oraciones negativas :

S + V + NOT + COMPLEMENTO

He is not an engineer

Mary is not a nurse

She is not a doctor

We are not lawyers

They are not policemen

Mary is not brasilian

They aren't engineers

We aren't teachers

Bob isn't an architect.

NOTA : Para formar una oración negativa el NOT va en tercer lugar en la oración, osea, después del verbo TO BE.

- Para la utilización del determinante A - AN : A : antes de consonante. AN : antes de vocal.
- La utilización del determinante junto a un sustantivo gentilicio es opcional.

IV. ACTIVIDADES DE EVALUACION

- Contestar las siguientes preguntas :

Is Mary mexican ?

Are you a student ?

Are they engineers ?

Is he a policeman ?

Are we teachers ?

Is she a nurse ?

Are you bolivians ?

V. ACTIVIDADES COMPLEMENTARIAS

- Aplicación del Post- test.

I. DATOS INFORMATIVOS

NOMBRE DEL EXPERIMENTADOR : Víctor H. Rivadeneira Q.
NOMBRE DE LA INSTITUCION : Colegios "Rafael Larrea-Francés".
CURSO : Segundo
FECHA : 28 de septiembre de 1987
HORA : Segunda
TIEMPO : 40 minutos
No. DE ALUMNOS : 19

II. ORGANIZACION DE LA CLASE

AREA : Idiomas
ASIGNATURA : Inglés
TEMA : Estructura : SUJETO + BE +
COMPLEMENTO : FN.
(Complemento : Frase Nominal:
Sustantivos gentilicios y pro-
fesiones).
PROCEDIMIENTO : Cognoscitivo
OBJETIVO GENERAL : Establecer diálogos
OBJETIVO ESPECIFICO : Reconocer vocabulario
Transformar oraciones a pre-
guntas simples.
Contestar preguntas en formas
afirmativa y negativa.

III. PROCESO DIDACTIVO DE LA CLASE

1. ACTIVIDADES DE PREPARACION O DE DIAGNOSTICO

a) Exploración de las experiencias de los estudiantes.

- Formar preguntas. Recordar a los estudiantes que para formar preguntas antepone el verbo auxiliar IS.

- Ejercicio individual y coral.

This is a pencil. Is this a pencil ?.....

This is a book .

It is a window.

It is a door.

That is a chair.

That is a copybook.

She is a girl.

He is a boy.

b) Preparación de la lección.

- Establecer la importancia de incremento del vocabulario.

2. ACTIVIDADES DE ADQUISICION Y ELABORACION

a) Enunciación del Tema :

ORACIONES QUE INDIQUEN PROFESIONES Y LA NACIONALIDAD DE UNA PERSONA.

b) Contenido Científico.

Realizar los siguientes ejercicios de sustitución utilizando las láminas :

He's a	teacher
	doctor
She's a	secretary
	clerk
Alice is a	housewife
	engineer
	businessman
John is a	architect
	nurse
	dentist
	student

- Formar preguntas simples : Escribir en la pizarra varias oraciones declarativas.
- Indicar la formación de las preguntas : Cuando en una oración encontramos los verbos IS o ARE, antepone los éstos al comienzo de la oración. Ejemplos :

He is a doctor. Is he a doctor ?
Mary is a student. Is Mary a student ?
They are teachers. Are they teachers ?

- En el caso de las oraciones con I AM, la pregunta que le corresponde es : ARE YOU.....? Por ejemplo :

I am a student, Are you a student ?

- Explicar a los estudiantes que es indispensable utilizar el determinante A - AN cuando señalamos una profesión. No utilizarlo con plurales.
- A cuando la siguiente palabra empieza con sonido de consonante.
AN cuando la siguiente palabra empieza con sonido de vocal.

He's A doctor.

HE's AN architect.

They're teachers.

- Continuar el ejercicio de formación de preguntas simples.
- Contestar las siguientes preguntas utilizando las láminas.

- He's not a student.....
- Contestar las preguntas con respuestas afirmativas y negativas en forma alternativa.

Is he a doctor ? Yes, he's a doctor.

Is Alice a nurse ? No, she isn't a nurse.

Are they teachers ? Yes, they're teachers.

- Realizar los siguientes ejercicios de sustitución utilizando un mapa político de América.

I'm	(a)	Mexican
		Colombian
		Ecuadorian
Carlos isn't		American
		Canadian
They aren't		Venezuelan
		Argentinian
		Chilean
She's	(a)	Peruvian
		Bolivian
They're		Paraguayan
		Uruguayan
		Brazilian

- Explicar que la utilización del determinante A - AN junto a un sustantivo gentilicio es opcional.

IV. ACTIVIDADES DE EVALUACION

- Contestar las siguientes preguntas :

Are you a student ?

Are you an ecuadorian ?

Is he an engineer ?

Is the girl a housewife ?

Are you a teacher ?

Is the doctor Brazilian ?

Are they mexicans ?

Is the teacher an american ?

V. ACTIVIDADES COMPLEMENTARIAS

- Aplicación del Post-test.



I. DATOS INFORMATIVOS

NOMBRE DEL EXPERIMENTADOR : Víctor Hugo Rivadeneira Q.
NOMBRE DE LA INSTITUCION : Colegios "Rafael Larrea - Francés".
CURSO : Tercero
FECHA : 28 de septiembre de 1987
HORA : Segunda
TIEMPO : 40 minutos
No. DE ALUMNOS : 10

II. ORGANIZACION DE LA CLASE

AREA : Idiomas
ASIGNATURA : Inglés
TEMA : Preguntas de Información :
WHAT, WERE, WHO.
MATERIAL DIDACTICO : Láminas, pizarrón, tiza, bo
rrador.
OBJETIVO GENERAL : Establecer diálogos.
OBJETIVO ESPECIFICO : Formar preguntas.
Contestar preguntas.
PROCEDIMIENTO : Audio-Lingual

III. PROCESO DIDACTICO DE LA CLASE

1. ACTIVIDADES DE PREPARACION O DE DIAGNOSTICO

- Solicitar a los estudiantes, contesten las siguientes preguntas :

What is your name ?

Where is your house ?

Where is your high school located ?

Who is your father ?

Who is your History Teacher ?

Who is your English Teacher ?

What is this ? (señalando objetos del aula)

What is that ?

2. ACTIVIDADES DE ADQUISICION Y ELABORACION

- a) Enunciación del tema :

PREGUNTAS DE INFORMACION CON WHAT, WHERE, WHO.

- b) Contenido Científico :

John is drinking milk.

Is John drinking milk ?

What is John drinking ?



Paul is studying in the library.

Is Paul studying in the library?

Where is Paul studying ?

Peter is working now.

Is Peter working now ?

Who is working now ?

- Cambiar las siguientes oraciones a preguntas, luego utilizarlas con las Palabras Interrogativas (WHAT) Utilizar el verbo auxiliar adecuado.

John is drinking tea.

Paul is drinking water.

Mary is repeating the exercises.

Mr. Pérez is learning a poem.

The students are studying the lesson.

- Cambiar las siguientes oraciones a preguntas, luego utilizar la Palabra Interrogativa WHERE.

Paul is living in Quito.

Nancy is eating at the restaurant.

They are playing tennis at the park.

She is practicing the lesson in class.

The teacher is reading in the classroom.

- Cambiar las siguientes oraciones a preguntas, luego utilizar la Palabra Interrogativa WHO.

Mary is listening to the teacher.

Mr. Estrella is my English Teacher.

Mr. Gómez is my father.

..... is your classmate.

The teacher is visiting Mary.

IV. ACTIVIDADES DE EVALUACION

- Utilizar una de las Palabras Interrogativas WHAT, WHERE o WHO para completar la pregunta y contestarla en forma individual.

..... you doing, listening or speaking ?

WHAT are you doing, listening or speaking ?

I'm speaking.

..... he doing, reading or writing ?

..... he reading, astronomy or history ?

..... they doing, dancing or talking ?

..... she singing, in the theater or in a club?

..... they studying, in the kitchen or in the bedroom?

..... be doing, sleeping or studying ?

..... is working, Paul or Peter ?



V. ACTIVIDADES COMPLEMENTARIAS

- Aplicación del Post - test,



I. DATOS INFORMATIVOS

NOMBRE DEL EXPERIMENTADOR : Víctor Hugo Rivadeneira Q.
NOMBRE DE LA INSTITUCION : Colegios "Rafale Larrea-
Francés".
CURSO : Tercero
FECHA : 28 de septiembre de 1987
HORA : Segunda
TIEMPO : 40 minutos
No. DE ALUMNOS : 10

II. ORGANIZACION DE LA CLASE

AREA : Idiomas
ASIGNATURA : Inglés
TEMA : Preguntas de Información :
WHAT, WHERE, WHO.
PROCEDIMIENTO : Gognoscitivo.
MATERIAL DIDACTICO : Figuras, pizarrón, tiza,
borrador.
OBJETIVO GENERAL : Establecer diálogos.
OBJETIVO ESPECIFICO : Formar preguntas,
Contestar preguntas.

III. PROCESO DIDACTICO DE LA CLASE

1. ACTIVIDADES DE PREPARACION O DE DIAGNOSTICO

a) Exploración de las experiencias de los estudiantes.

- Solicitar a los estudiantes que contesten las siguientes preguntas de información :

What is your name ?

Where is your house ?

What is your last name ?

Where is your high school located ?

Who is your father ?

Who is your English Teacher ?

What is this ? (señalando objetos del aula)

What is that ?

2. ACTIVIDADES DE ADQUISICION Y ELABORACION

a) Enunciación del tema :

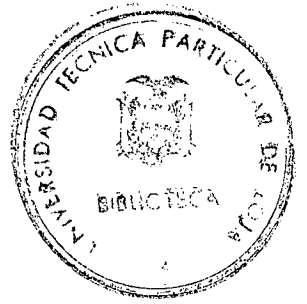
PREGUNTAS DE INFORMACION : WHAT, WHERE, WHO.

b) Contenido Científico :

- Formar preguntas YES/NO, para lo cual utilizaremos los verbos auxiliares IS o ARE.

He is speaking.

Is he speaking ?



The boys are reading. Are the boys reading ?

- Anteponer la Palabra Interrogativa a la pregunta.

WHAT is he speaking ?

WHERE is he speaking ?

WHO is he speaking ?

- WHAT : tiene como respuesta cosas o acciones.
- WHERE : lugar
- WHO : personas

- Ejercitar oralmente. Corregir la pronunciación.

What is he doing, reading or writing ?

He is reading.

Where is she singing, in a theater or in a club ?

She is singing in a theater.

Who are they speaking, the man or the teacher ?

They are speaking to the teacher.

IV. ACTIVIDADES DE EVALUACION

- Realizar el anterior ejercicio oralmente, individual.

V. ACTIVIDADES COMPLEMENTARIAS

- Aplicación del Post - test.

PRUEBAS DE EVALUACION
=====



PARA LA EVALUACION
==== == =====

PRETEST

COLEGIO : PRIMER CURSO DEL CICLO BASICO
NOMBRE :

A. COMPLETE LA SIGUIENTE SERIE

Ejemplo : eight,^{nine}....., ten

six, , eight, nine.

twelve,....., fourteen, figteen.

....., fifteen, sixteen.

five,....., seven eight.

....., three, four.

B. REPRESENTE EL NUMERO CARDINAL EN FORMA ESCRITA

Ejemplo : 4 : four

8 :

5 :

7 :

11 :

1 :

C. SUBRAYE LA PALABRA CORRECTA

Ejemplo : 1st. (fist - first - fisth)

14th (four - fourth - fourteenth)

12th (twelven - twelfth -twelventh)

18th (eighteenth - eigteen - eighteen)

20th (twentyteen - twentith - twenteenth)

15th (fife - fiveteen - fifteenth)

D. ESCRIBA EN INGLES LA CIFRA INDICADA

Ejemplo : 9th : ninth

13th :

16th :

20th :

17th :

11th :

POST TEST

COLEGIO : PRIMER CURSO DE CICLO BASICO
NOMBRE :

A. COMPLETE LA SIGUIENTE SERIE

Ejemplo : eight,.....^{nine}....., ten.

one,....., three, four.

nine,ten,....., twelve.

seventeen, eighteen,, twenty.

....., fourteen, fifteen, sixteen.

five, six, seven,.....

B. REPRESENTE EL NUMERO CARDINAL EN CIFRAS

Ejemplo : Two : 2

fourteen :

twenty :

three :

eleven :

one :

C. ESCRIBA EN INGLES LA CIFRA INDICADA

Ejemplo : twelfth : 12th

..... : 9th
..... : 3rd
..... : 6th
..... : 1st
..... : 8th

D. SUBRAYE LA PALABRA CORRECTA

Ejemplo : 1st (fist, first, firth)

2nd (second, seconth, secoth)

4th (forth, fourth, furth)

7th (seveth, seventh, sevet)

10th (ten, teenth, tenth)

5th (fifth, fiveth, fiventh)

PRIMER CURSO DEL CICLO BASICO

MATERIAL DE TRABAJO

CARDINAL NUMBERS

=====

First Group : Naturals

Second Group : The TEENS

0	zero	13	thirteen
1	one	14	fourteen
2	two	15	fifteen
3	three	16	sixteen
4	four	17	seventeen
5	five	18	eighteen
6	six	19	nineteen
7	seven		
8	eight		
9	nine	20	twenty
10	ten		
11	eleven		
12	twelve		

ORDINAL NUMBERS

=====

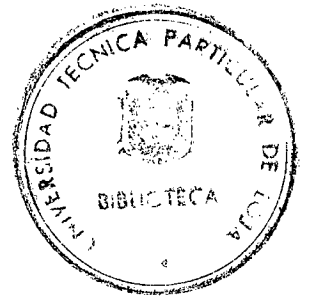
First Group : Irregular Ordinals

Second Group : Regular Ordinals

1st first

4th fourth

12th twelfth



2nd second

3rd third

5th fifth

6th sixth

7th seventh

8th eight

9th ninth

10th tenth

11th eleventh

13th thirteenth

14th fourteenth

15th fifteenth

16th sixteenth

17th seventeenth

18th eighteenth

19th nineteenth

20th twentieth

PRETEST

COLEGIO : SEGUNDO CURSO DE CICLO BASICO

NOMBRE :

A. SUBRAYE UNA PALABRA PARA COMPLETAR LA ORACION

Ejemplo : Mary is (Ecuador, Ecuadorian, Equatorian)

1. Alice is a (Mexican, Mexico, Méjico)
2. John is from (Perú, Peruvian, Peruan)
3. He is a (Colombian, Colombia, Colombier)
4. I am (Argentinian, Argentina, Argentin)
5. Peter is a (Venezuela, Venezuelier, Venezuelan)

B. LLENE LOS ESPACIOS CON A o AN CUANDO SEA NECESARIO

Ejemplo : Jorge is ^A..... doctor.

1. Carlos is boy.
2. Mary is nurse.
3. She is engineer.
4. The man are teachers.
5. He is student.

C. SUBRAYE UNA RESPUESTA A CADA PREGUNTA

Ejemplo : Is he a doctor ? (Yes, he is) (No, he is) (Yes, he isn't)

1. Is Mary a teacher ? (Yes, she isn't) (Yes, she is) (No, she is)

2. Is Peter a Mexican ? (No, they aren't) (No, he isn't) (Yes, he is)

POST TEST

COLEGIO : SEGUNDO CURSO DEL CICLO BASICO

NOMBRE : _____

A. SUBRAYE UNA PALABRA PARA COMPLETAR LA ORACION

Ejemplo : Alice is a (Mexico, Méjico, Mexican)

1. I am (Ecuador, Ecuadorian, Equatorian)
2. Juan is from (Brazil, Brasil, Brazilian)
3. Alice is (Aregentinian, Argentin, Argentina)
4. They are in (Bolivia, Bolivian, Bolivier)
5. He is a (Vnezuela, Vnzuelan, Venesuelan)

B. LLENE LOS ESPACIOS CON A O AN CUANDO SEA NECESARIO

Ejemplo : Jorge is^A..... engineer

1. Carlos is doctor
2. Mary and John are engineers.
3. They are dentists.
4. I am student.
5. The man is architect.

C. SUBRAYE LA RESPUESTA A CADA PREGUNTA

Ejemplo : Is he a doctor ? (Yes, he is) (No, he is) (Yes, he isn't)

1. Is he a clerk ? (Yes, he isn't) (No,he is) (No, he isn't)

2. Is Mrs. Albán a housewife ? (Yes, she is) (No, she is)

(Yes, she isn't)

3. Are they teacher ? (Yes, I am) (Yes, they aren't)

(Yes, they are)

4. Is your father Ecuadorian ? (Yes, he isn't) (Yes, he is)

(No, he isn't)

5. Are the students Mexicans ? (No, they are) (Yes, they are)

(No, they aren't)

D. CONTESTE LAS SIGUIENTES PREGUNTAS

1. Are you a secretary ?

2. Are you an Ecuadorian ?

3. Is Helen from Mexico ?

4. Is Fred a businessman ?

5. Are you a student ?

SEGUNDO CURSO DEL CICLO BASICO

MATERIAL DE TRABAJO

1. REALIZAR LOS SIGUIENTES EJERCICIOS DE SUSTITUCION

PREGUNTAS :

He's a	teacher	Is he a	teacher ?
	doctor		doctor ?
She's a	secretary	Is she a	secretary?
	clerk		clerk ?
Alice is a	housewife	Is Alice a	housewife ?
	engineer		engineer ?
John is a	businessman	Is John a	businessman ?
	architect		architect ?
	nurse		nurse ?
	dentist		dentist ?
	student		student ?

2. FORMAR ORACIONES NEGATIVAS

I'm not (a)	Mexican
	Colombian
	Argentinian
He's not (a)	Venezuelan
	Canadian
They aren't	Chilean
	Peruvian
	Brazilian

3. CONTESTAR LAS SIGUIENTES PREGUNTAS

Are you student?

Are you an Ecuadorian?

Is he an engineer?

Are they doctors?

Is the girl a housewife?

Are you a teacher?

Is the teacher chilean?

Is the doctor Brazilian?

Are you a student?

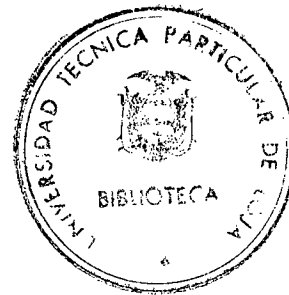
Are the boys architects?

Is your father Ecuadorian?

Are you an Argentinian?

Are you a Mexican?

Is your teacher an American



C. CAMBIE LAS SIGUIENTES ORACIONES A PREGUNTAS YES/NO, LUEGO UTILICE LA PALABRA INTERROGATIVA WHO

Ejemplo : Peter is wroking now.

Is Peter working now

Who is working now.

1. Mary is listening to the teacher.
2. Mr. Estrella is my English Teacher.
3. Mr. González is my classmate.
4. Mr. Estrella is my father.
5. The teacher is visiting Mary.

D. USE UNA DE LAS PALABRAS INTERROGATIVAS WHAT, WHERE, O WHO PARA COMPLETAR LA PREGUNTA, LUEGO CONTESTELA EN FORMA INDIVIDUAL.

Ejemplo :^{WHAT} are you doing, listening or speaking ?

I am speaking.

1. is he doing, reading or writing ?
2. is he reading astronomy or history ?
3. they doing, dancing or talking ?
4. is she sinsing in the theater or in the club ?
5. is he doing, sleeping or studying ?
6. are they studying, in the Kitchen or in the bedroom ?
7. is working, Paul or Peter ?

TERCER CURSO DEL CICLO BASICO

MATERIAL DE TRABAJO

- A. CAMBIE LAS SIGUIENTES ORACIONES A PREGUNTAS YES/NO, LUEGO UTILICE LA PALABRA INTERROGATIVA WHAT.

Ejemplo : John is drinking milk.

Is John drinking milk ?

What is John drinking ?

1. John is drinking tea.
2. Paul is drinking water.
3. Mary is repeating the exercises.
4. Mr. Pérez is learning a poem.
5. The students are studying the lesson.

- B. CAMBIE LAS SIGUIENTES ORACIONES A PREGUNTAS YES/NO, LUEGO UTILICE LA PALABRA INTERROGATIVA WHERE.

Ejemplo : Paul is studying in the library.

Is Paul studying in the library ?

Where is Paul studying?

1. Paul is living in Quito.
2. Nancy is eating at the restaurant.
3. They are playing tennis at the park.
4. She is practicing the lesson in class.
5. The teacher is reading in the classroom.



C. LLENE LOS ESPACIOS CON LA PALABRA INTERROGATIVA ADECUADA (WHAT, WHERE, WHO)

Ejemplo :^{WHAT}..... is he doing, reading or writing ?

1. is he doing, dancing or talking ?
2. are they working, at the university or at school?
3. are the boys living ?
4. is your teacher ?
5. is he reading French ?

D. DADA LA INFORMACION SUBRAYADA EN LAS SIGUIENTES ORACIONES, FORMULE LA PREGUNTA CON LA PALABRA INTERROGATIVA CORRESPONDIENTE

Ejemplo : The boys are reading a book. What are the boys doing?
.....

1. Mr. Pérez is learning a poem.
2. Paul and Nancy are living in Quito.
3. The teacher is visiting Mary
4. He is reading the lesson in class.
5. They are writing the exercises.

POST TEST

COLEGIO : TERCER CURSO DEL CICLO BASICO

NOMBRE :

A. ESCOJA LA PALABRA CORRECTA PARA COMPLETAR LA PREGUNTA (WHAT, WHERE, WHO)

Ejemplo :^{WHO}..... is your father ?

1. is John drinking ?
2. is your teacher working ?
3. is your father ?
4. is this ?
5. are they studying the lesson ?

B. TRANSFORME LAS SIGUIENTES ORACIONES A PREGUNTAS YES/NO, UTILIZAN DO LOS AUXILIARES IS O ARE.

Ejemplo : He is playing. Is he playing ?
..... ?

1. He is drinking water.
2. They are learning the lesson.
3. Nancy is eating at a restaurant.
4. She is practicing the vocabulary.
5. The boys are playing tennis.



- 3. We doing.
- 4. You a student.
- 5. Mary a teacher.

D. DADA LA INFORMACION SUBRAYADA EN LAS SIGUIENTES ORACIONES, FORMULE LA PREGUNTA CON LA PALABRA INTERROGATIVA CORRESPONDIENTE. (WHAT, WHERE, WHO).

Ejemplo : The boys are reading. WHAT are the boys reading?
.....

- 1. The students are studying.
- 2. You are living in Quito.
- 3. He is speaking English.
- 4. John is eating a sandwich.
- 5. They are visiting Helen.

PRETEST

COLEGIO : TERCER CURSO DEL CICLO BASICO

NOMBRE :

A. ESCOJA LA PALABRA CORRECTA PARA COMPLETAR LA PREGUNTA (WHAT, WHERE, WHO)

Ejemplo :^{WHO}.....is your father?

1. is your name ?
2. is your English Teacher ?
3. is this ?
4. is your mother ?
5. is your high school located ?

B. TRANSFORME A PREGUNTAS YES/NO, UTILIZANDO LOS VERBOS AUXILIARES IS O ARE.

Ejemplo : He is playing. Is he playing ?

1. She is writing.
2. They are working
3. Mary is a student.
4. We are studying.
5. He is reading.

C. LLENE LOS ESPACIOS UTILIZANDO LOS VERBOS AUXILIARES IS O ARE

Ejemplo : They ^{are} speaking.

1. She singing
2. He listening.



HYPOTHETIC PRESENTATION
=====

HYPOTHETIC PRESENTATION OF THE PROBLEM

The application of the cognoscitive Teacher-Student procedure produces better results in the learning of English the application of the Audio-Lingual or mechanical porcedure.

LOGICAL HYPOTHESES

- a) The correct application of Generative Transformational Grammar leads to the accomplishment of teaching with cognoscitive objectives.
- b) The heterogeneity of the teaching-learning methods of english prevents the accomplishments of the cognoscitive objectives.
- c) The ignorance if theory, methodology and application of the cognoscitive teaching techniques make the teacher/student work in the English Language.
- d) The cognoscitive process is produced through preestablished reasoning and didactic models concerning the learning of the English Language.

VARIABLES

- X1 : Mechanical or Audio-Lingual
- X2 : Cognoscitive Procedure
- Y : Results

MATRIX MODEL

X	X1	X2
RESULTS	1	2

MATRIX MODEL

(1-2)

LOGICAL MODEL

To satisfy the General Hypothesis, using the ADEVA statistical test which determines significant difference of about 95% between the results obtained by the application of the audio-lingual and the cognocitive procedure.

MATHEMATICAL MODEL

$$H_0 : X_1 - X_2 = 0$$

$$H_1 : X_1 - X_2 \neq 0$$

MEANINGS

H₀ : No significant difference between the procedures used on the results.

H₁ : There is a significant difference between the groups (X₁ y X₂) por la application of a result.

STATISTICAL MODEL

ADEVA

DEPENDABILITY LIMITS

The rejection region was calculated with a "t"

S T A T I S T I C
= = = = = = = = =

4	CURSOS PARA METODO A	TOTAL DE ALUMNOS	107
4	CURSOS PARA METODO B	TOTAL DE ALUMNOS	119

CALIFICACIONES DE LOS ALUMNOS CON EL METODO A

15	13	13	16	18	12	14	13	10	17	14	14
12	18	15	13	14	14	14	13	11	15	16	13
15	13	12	16	17	15	11	18	19	16	17	13
8	9	13	15	14	11	13	14	13	17	12	15
15	15	5	20	13	7	15	12	14	8	11	10
19	6	17	8	15	19	16	14	13	16	15	12
11	8	13	6	4	14	17	19	18	8	10	17
12	17	13	17	8	10	19	13	7	18	13	14
11	10	19	7	14	12	9	16	15	12	15	

CALIFICACIONES DE LOS ALUMNOS DEL GRUPO B

13	6	20	14	17	7	10	20	14	18	20	17
18	19	19	18	18	18	19	18	16	20	19	16
16	16	14	19	10	17	14	19	17	20	18	19
18	18	16	9	19	16	17	7	19	20	19	14
17	16	15	11	13	18	13	16	15	18	17	16
14	19	16	15	14	19	16	19	19	20	18	15
14	17	13	19	13	13	14	15	11	18	20	15
15	18	15	18	20	15	18	15	7	14	19	14
16	14	15	20	17	17	17	18	5	13	14	13
15	20	17	16	20	18	16	18	20	17	12	

PRUEBA DE HIPOTESIS

MODELO LOGICO

El método "A" es superior al método "B". Al 95% de probabilidades con el estadístico de media de proporciones.

MODELO MATEMATICO

$$H_0: \bar{X}_A - \bar{X}_B = 0$$

$$H_1: \bar{X}_A - \bar{X}_B > 0$$

$$H_2: \bar{X}_A - \bar{X}_B < 0$$

NIVEL DE CONFIANZA 95%

$$\alpha: 0.05$$

$$R: -1.96 \leq Z \leq 1.96$$

MODELO ESTADISTICO

$$Z_{\bar{X}} = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{E_1^2}{n_1} + \frac{E_2^2}{n_2}}}$$

M E T O D O " A "

N	X_i	f_i	$X_i f_i$	$X_i^2 f_i$
1	20	1	20	400
2	19	6	114	2166
3	18	5	90	1620
4	17	9	153	2601
5	16	8	128	2048
6	15	13	195	2925
7	14	13	182	2548
8	13	17	221	2873
9	12	9	108	1296
10	11	6	66	726
11	10	5	50	500
12	9	2	18	162
13	8	6	48	384
14	7	3	21	147
15	6	2	12	72
16	5	1	5	25
17	4	1	4	16
		107	1435	20509

$$\bar{X} = \frac{\sum X_i f_i}{n} \Rightarrow \bar{X} = \frac{1435}{107}$$

$$\bar{X}_A = 13.41$$

$$E = \sqrt{\frac{\sum X^2}{n}} \Rightarrow \sum X^2 = \sum X_i^2 f_i - \frac{(\sum X_i f_i)^2}{n}$$

$$\sum X^2 = 20509 - \frac{(1435)^2}{107} \Rightarrow \sum X^2 = 20509 - 19245$$

$$\sum X^2 = 1264$$

$$E_A = \sqrt{\frac{1264}{107}} \Rightarrow E_A = 3.437$$

M E T O D O " B "
 = = = = =

N	X_i	f_i	$X_i f_i$	$X_i^2 f_i$
1	20	12	140	4800
2	19	16	304	5776
3	18	19	342	6156
4	17	13	221	3757
5	16	14	224	3584
6	15	13	195	2925
7	14	13	182	2548
8	13	8	104	1352
9	12	1	12	144
10	11	2	22	242
11	10	2	20	200
12	9	1	9	81
13	7	3	21	147
14	6	1	6	36
15	5	1	5	25
		$\sum 119$	$\sum 1807$	31773

$$\bar{X} = \frac{\sum X_i f_i}{n} \Rightarrow \bar{X} = \frac{1807}{119} \Rightarrow \boxed{\bar{X}_B = 15.18}$$

$$E = \sqrt{\frac{\sum X^2}{n}}$$

$$\sum X^2 = \sum X_i^2 f_i - \frac{(\sum X_i f_i)^2}{n}$$

$$\sum X^2 = 31773 - \frac{(1807)^2}{119}$$

$$\boxed{\sum X^2 = 4334}$$

$$\sum X^3 = 31773 - 27439$$

$$E_2 = \sqrt{\frac{4334}{119}}$$

$$E_2 = 6.03$$

$$Z_{\bar{X}} = \frac{\bar{X}_A - \bar{X}_B}{\sqrt{\frac{E_1^2}{n_1} + \frac{E_2^2}{n_2}}}$$

$$Z_{\bar{X}} = \frac{13.41 - 15.18}{\sqrt{\frac{3.437}{107} + \frac{6.03}{119}}}$$

$$Z_{\bar{X}} = \frac{-1.77}{\sqrt{0.07845}}$$

$$Z_{\bar{X}} = \frac{-1.77}{0.281}$$

$$Z_{\bar{X}} = 6.16$$

ANALISIS DE LA HIPOTESIS

-6.16 -1.96

Como la Z calculada es menor a -1.96 que es el límite inferior de la Hipótesis nula. Rechazamos esta y aceptamos la alternativa H2. Es decir H2 : $\mu_A > \mu_B$ 0.

CONCLUSION .- El método B rinde mejores resultados que el método A.

ANALYSIS AND DISCUSSION OF
=====

RESULTS
=====



ANALYSIS AND DISCUSSION OF RESULTS
=====

The compared investigation between the Audio-Lingual or Mechanicist approach and the Gognitive or Rational approach, determines that :

The teaching - learning process of a foreign language is referred to the deep knowledge in order to acquire and form attitudes in the pupils, because they participate actively in the educational process, keeping in mind that learning is considered as a mental process, and therefore, the student acquires knowledge.

Through the bibliographic analysis made, we can conclude that :
The teaching - learning process of a foreign language is not determined by any method, but that method, the teacher is who plays the important role in the educational process, because he must apply the method that he believes will help him achieve the proposed objectives.

Form the Audio-Lingual and Cognitive approaches, we can say that through the analysis of the investigation made at Mejia High School in the first and the second courses, we can demonstrate that the Cognitive approach gave better results, than the Audio Lingual approach.

We achieved the best results with the Cognitive approach, because the student identified himself positively in the application of it, for it gives the student the opportunity to demonstrate all his scientific through reasoning, and he is able to express all his restlessness, keeping in mind that, all these ideas will have enough value for acquiring a better knowledge.

By the use of the Cognitive approach, the student is obligated to participate, and in this way, he achieves better results for himself and for the teacher's.

In the third courses, the most acceptable approach was the Audio Lingual rather than the Cognitive approach. The difference in results among the mentioned courses about the application or the procedures must be kept in mind for later investigations such as: Motivation, use of didactic material, application of the steps pointed out in the class planning, the teacher's preparation and automotivation.

We must show that the results are based only in one experimental class. Therefore, it is advisable to mention that the new teaching techniques should be experimented as soon as possible at least in one unit of study because such application will give us a clear and precise idea about the correct and right technique to be used. This does not mean that the results already obtained in this

investigation were worthless, on the contrary, they are going to be analyzed by the students with the help of their teacher.

The teacher's responsibility is great, because he must be in contact with the generator system of information, such as : cultural, technical and professional information.

The teacher is the facilitator and the guide of the activities, since teaching is a permanent interaction between teacher and student.

Such activities influence on the educational field, therefore, they must always be positive.

The study of a foreign language implies that the student acquires a special interest over something specific, getting this, we can create the need of learning a new language; if the teacher profite this interest, it will permit new guided activities to the now language know ledge.

CONCLUSIONS
=====

AND
=====

RECOMMENDATIONS
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CONCLUSIONS AND RECOMMENDATIONS

=====

1. Saussure's scientific bases are the starting point to improve the linguistic science, because they gave light to many crucial aspects of the nature and structure of language.
2. The linguists of the Circle of Prague, see the language as a dynamic system of unclosed levels which can be studied from the syntagmatic and paradigmatic point of view. It differs from glosematics since it is purely formalistic excluding substance as well as phonetics and semantics.
3. The glosematic theory is suitable to synchronic states of language. Diachrony is not mentioned at all. It defines language as a semiotics on which Saussure was against; and it defines linguistics as a discipline that belongs to semiology. Glosematics is the final stage of a structural description in the grammatical scope.
4. Chomsky gives the contributions of generative transformational grammar to the advance of linguistics. It is a strong formulation, forcing to pay attention in problems in the whole

language and even in its minimal details.

5. Every man is born with the psychological and neurological capacity to speak, he learns only by listening to his fellows; Language is universally spoken being available to all the members of the human race; it changes through the time and space because of the geographical length.
6. Saussure establishes the principles of synchrony and diachrony emphasizing the systematic thought.
7. The established bases explicated by saussure, the so called postulates about the symbol, the properties of this, system, value, shape, etc. have shown to be the product of the new theoretical systems, methods of analysis and so on.
8. The analysis of meaning will lead us to systematize in its classes on phonemes, and letters in graphemes; while the analysis of meaning defines the system of the form (lexical and meaningful), and the relations of sense.
9. Before the idiomatic formation, our thought is nearly a mixed mass, only the linguistic symbols make us distinguish it clearly and constantly. In language, sounds and thought become reciprocal limited units because of its joining.

10. Language is formed in the society, so language appeared in the very moment men needed communication among the community.
11. Language itself is a combination of structures and structure is a system of units which has a solidary relation of phonemes which depend one on the other.
12. The taxonomic structure describes the psychological mechanisms of formation on the taxonomic classes which is the necessary beginning in the ability of a child to learn a language.
13. The taxonomic phonetics is related to the acoustic and perception of phonos, and the taxonomic phonetics to the description of the identified strokes with similarity (minimal pairs) or difference (variables).
14. A sentence representation focused to syntax, is formed principally by the deep and surface structures.
15. Passivation constitutes a basic process of the grammatical transformation that proves the evidence between two constructions basic phrase and derived phrase.
16. A transformation has to do with the chains having two identical noun syntagmes, one in the matrix sentence and the other in

the constituent sentence; this transformation is the one which introduce the construction of infinite sentences.

17. It is necessary to set the transformations by means of a structural schome and not only by means of terms of syntagmatic markers; this formulation or condition han been the reason for the transformational rules to be treated so formally.
18. The generative grammar is presented under two aspects : on one hand, it has syntagmatic rules, and on the other hand, it is enriched by the transformational rules derived from the transformational pattern.
19. After having held some studies (research), about psycho-linguistics related with comprehension - production, and the acquisition of a foreign language, it has been demonstrated that the didactical material and the feactures, to gother with the sensorial modality used by a professor to teach and drill, make largely easy the comprehension and understanding.
20. The grammar of Port Royal and later Humbolt's points of view (concepts), make the basis of the well known Cartesian Linguistics.

21. To be able to interpret a sentence, we must not use words as simple lexicon (vocabulary), but we have to take into account the context and the situation they are being used in.
22. Dialogue is the didactic tie, through which the learner involves the normal and natural use of the audio-lingual and cognitive skills.
23. The patterns of syntactic acknowledgements have as a first base the analysis, which facilitates the student's knowledge of word formation and its grammatical function in the sentence.
24. According to Chomsky : "The boy who is born, knows the formal principles, presumptuously, universal ones, that determine the grammatical structures of language", this is the rationalist hypothesis which is taken as a base for establishing a teaching technique of a foreign language called cognitive.
25. Language and thought permit the measuring of a person's external manifestations through the language.
26. In the teaching-learning process, it does not exist a unique, perfect and unchangeable procedure, consequently, it is



necessary the alive, personal and productive contact of the teacher, since in teaching special techniques that make the procedure effective is needed.

27. To teach is to cause learning; the teaching - learning process identifies the needed technique : The translation based in writing and reading, permits the learning only in dilligent students.

Avoiding translation and basing the meaning of words and sentences, the native language habits are substituted by foreign language habits.

The oral execution based in the auditive drill, permits the real experience in language through a controlled practice.

The knowledge of the rules and reasoning permit the understanding as a base of learning.

28. The teaching - learning techniques, use moder techniques to war their application : the imitation and memorization of pre-established basic sentences and oral production and receptive understanding are samples of the two approaches toward second language learning.

29. The receptor's age cause the application of a technique :
The child listents in a natural way and he repeats in an intuitive form, therefore, he can learn a foreign language simply through the word. Young people learn a foreign language when motivation is relatedwith their interests; old people learn a foreign language simply through the word. Young people learn a foreign language when motivation is relatedwith their interests; old people learn a second language because it completes their skills or their culture.
30. The implementation of a class presents us two kinds of organization : the traditional one, in which it is impossible to individualize and the modern one where its attention is prioritary.

In the present investigation, main attention was given not only to the individuality but also to the audio - lingual and cognitive approaches from which the following conclusions were obtained :

- a) The above mentioned approches put into practice, we observe that in the first and second courses we got a better output with the cognitive approach as an appli cation of the generative transformational grammar. We did not get the same resiltis in the third courses

because of the following pedagogical didactic factors :
motivation, use of didactic material, application of the
steps pointed out in class plannings, preparation of the
teacher, oautomotivation, etc.

This conclusion verifies the first hypothesis stated in
this Seminar.

- b) It was not possible to apply the mentioned procedures to
the same group of work because the specific naturity was
considered as a variable that this groups obtains when
teaching the same class with the other procedure.

This conclusion verifies the second hypothesis stated in
this Seminar.

- c) The third logical hypothesis stated in this Seminar, was
proved when we got different results in the profit of the
third courses, concluding that : one of the investigators
did not know the theory, methodology and application of
the Cognitive Approach.

This conclusion verifies the third hypothesis stated in
this Seminar.



d) The fourth logical hypothesis was verified as a null one because the experimenter of the Audio - Lingual Approach was plentiful in reasoning and didactic material previously established, from which we deduct that :

Exemplarity, responsibility, psychological help, capacity and dynamics of the teacher are valuable conditions in the teaching - learning process.

Initiative, experience, auto-expression, personal responsibility, a socialization conduct to the own criteria of self education.

- To make an analysis of judgement about an oral expressive behavior, it is necessary to take into account phonological and syntactical aspects and in this way, resolve the smallest problems that may appear in the study of language.
- It is advisable that the Audio- Lingual and Cognitive Approaches already experimented in this Seminar, are put into practice in such a period of time that uses at least, one unit of study; such application will give us a clear and precise idea for the adequate technique to be used when teaching a foreign language.

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