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**MODALIDAD CLASICA**

**FACULTAD DE LENGUAS Y LINGUISTICA**

## **“The Factors That Have Influenced the Development of English Communication Skills of the Sixth Courses of the Public and Private day high Schools of Loja City”**

**A RESEARCH WORK FOR  
LICENCIATE'S DEGREE  
IN ENGLISH AS A  
FOREING LANGUAGE**

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CERTIFIES.

That this work has been  
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its parts and therefore  
authorizes its presentation.

*Magdalena Burneo de M. Mahaud*

~~Lic. Magdalena Burneo de M.~~

DEDICATED TO:

My parents and brothers, who helped me in every way in order to get my target.

Colón

## DEDICATION

I dedicate this work to god for He has been always with me and to let me be a professional, besides for the gift of intelligence he gave me from the very beginnings of my career.

To my parents and brothers, for the way they educated me, for the support they always offered me.

To my girlfriend-AYIA for she has been the person who helped me to conclude this job, for all those important moments of happiness she gave me they helped me to finish this thesis as the main goal of my career.

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Patricio

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because they authorized us to study here.

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who dedicated many hours and days of her wise assessorship.

## PRESENTATION

It is not fortuitous for us the elaboration of this thesis, in a moment in which the technology as well as the sciences of the man converge in the theory communication problem. In such a way that we might point out that it is one of the fundamental themes to which the sociology of knowledge has to evoke.

On the one hand, we attend to the development of new plannings in the linguistics field, which is considered as the most "exact" of the social sciences by the possibilities of mathematical formulations of its proposal, because, the prestige of numbers invade those sciences. At the same time, the modern cybernetics repeats the structures of the human model.

Psychiatry also uses the programatic of human communication in interpersonal situations, in order to establish an objective diagnostic of the pathology in the behaviour structures of psychoneurotics and psychotics.

The dynamic of groups, starting from the analysis of grupal communication, it infers the structural elements of the same group and it uses them according to the specific objectives in which it is introduced, they could be the learning process, the resolution of conflicts in institutional or student psychology, or a specific investigation about aspect and funtions of teachers.

In this way the communication theory has been proposed by us -two egressed students of English speciality- in order to serve of unifier field in English teaching offering so a common problematic as well as a language. So, it would not scape our scope of learning field, because this is a process by which the relations among people gain more importance.

No matter to know how much the person who teaches us know, but how He teaches us is very important. It must occur that there exists a proper manipulation of one of his aspects: the interpersonal communication.

All human process has an internal and external aspect, the communication and learning. The transmission of messages do not emerge just from the emitted words or from the learned concepts. Behind the external conflict exists internal conflicts in the student, in the course and in the high school. Not only the observable conflicts are real. If learning and communication are and equal process, we can not forget the conscious and unconscious aspects coming to action.

A communication does not only have an informational or cognitive aspect. There exists an emotional aspect that colour the information and can be contradictory with its content. It is the communication style. The relative weight we give to the contradictions inherent to the communication proces is that we think that not only it is



important that the teacher knows the elements that take part of this process, but also those that determine the failure of the semic act.

At the classroom level, it is necessary that the teacher must be up to date about the code handled by the student, and the building up of the code must be determined by the student experience. So from all possible messages, it is a teacher's duty to select the best material for his receptor, to adapt it to possibilities of their information level, and the degree of redundancy required by the student in order to verify a comprehension and a correct learning without any type of distortion.

If teaching goes beyond the student's capacity to understand the problem that we plan is not only that lack of assimilation of the total information, but what is worst the confusion and error in the total message.

But everybody who teaches is also the center of a communication way, not only is the feedback that exists between teacher-student, but also are essential the forms that the communication ways adopt in the group of students, intergroup systems that have like reference to mark the communication between teacher-student, affecting this is measure that the speaker must not handle his status according to the requirement of a professional task.

The teacher as well takes part of an intergroup

system with another professionals in the teaching field, in which the efficacy of a communication make a carry on to new learning processes to the self teacher. In turn, the teacher and the student are constituent parts of the high school where the systems and channels of communication are still wider.

For this reason, we have emphasized at the beginning of this presentation the importance of education in the educational field, in order to defect through a field work the behavioural problems in the student. As well, according to that exposed by us, it stresses the importance of communication theory, because it allows us the importance of communication theory, because it allows us the detect in a dynamic way the structure of the group as well as the personality of each one of the members of the group we are analyzing.

## INTRODUCTION

In Ecuador, The Educative field, when we refer to Educational Institutions of the intermediate level it is looked upon a learning process of the English Language by a period of a six years with two periods weekly, what means sixty class periods in a year; one hundred eighty class periods in the basic cycle and the same in the 4th to 6th academic cycles it shows a total of three hundred sixty class periods, however the students that study during all this time in the different high schools of our country seem they do not reach the adequate results, because it contrast with the University requirements, so we diagnose that students enter to Universities with low or non-knowledge of this language so universal.

The development of English communication by students that graduated from Public and Private day high schools of Loja city does not seem to have been studied or investigated by the professionals of our field, having revised the different jobs of pre-grade executed by those who had egressed from the educational Sciences Faculties, specialty of English, it is evident that they do not enter upon thematics of similar nature.

Our purpose in general are: to determine the level of knowledge and abilities that the students have acquired when finishing their secondary level studies; and, to investigate the reasons why the student does not develop

communication skills in spoken and written English when he finished his bachelor degree.

Specially we attempt: To classify the egressed students according to their knowledge and abilities acquired in spoken and written English communication according to the value scale determined by the Law of Intermediate Education (excellent, very good, good, passing and failing); to compare the levels of knowledge and abilities in English communication of the students that have completed their high school studies in public high schools with those of private high schools of Loja City; to determine how to fall into English learning the methods, the printed material (texts), and the use of English by the teacher in teaching this subject.

The supposed basic underlying of work nucleus: say that a significant percentage of students that egress from Public as well as Private day high schools show low abilities and little knowledge of spoken and written English as a second language; the reduced or non-ability of spoken and written English by the students that egress from Public and Private high schools have a close relation to the use of traditional methods of teaching; heterogeneity of printed material or lack of it as support strategy in English teaching, and the generalized use of Spanish by the teacher as a basic mechanism for English teaching.

Following the scheme of the scientific method.,

our methodology of the research goes over the four following steps.

1.- Initial Documentary, after we had approved the research project, we went to look for data that allow us to elaborate the bibliographical revision. These data were of two types; some that existed before beginning to work, separated and incompleted. They were not enough to get clear conclusions, but these helped us giving information obtained from other people and also a persepction of the barrers in which they had problems and the limits that they do not surpass, This contributed to evidence the worth of the research.

2.- Original Contribution Data, we designed structured interviews for vice-rectors, and surveys questionnaire for English teachers and the students of six courses, then we went to search in to data that allowed us to see verified our hypotheses. As it is known those data did not exist, and we built them, those data were found out and joined by ourselves, it is called field work. To these data we called "primary" (essential), in contrast with those gathered in the initial documentary which are called "secondary" (complementary).

3.- Data Treatment, the primary data were strictly studied in order to find out the conclusions that they emit. We got these results with mathematical procedures and by an adequate treatment. Also, we used the

ordainer which allows us a fast, exact and standard tabulation and the data analysis was made through statistical procedures.

4.- Interpretation of Results, from the phase before was obtained some results that tend to give an answer to the problem that we have planned, confirming so our hypothesis.

The chapters were summarized in a bibliographical revision with antecedents of the job, the scholar outputs, nature, characteristics, the politics of promotion in the middle level; the English programs of the high school, objectives and goal in English teaching, the use of English Language in the classroom as a strategy in the development of communication skills; the printed material: nature and characteristics of the material, types of printed material for English teaching.

The determination of population and sample implied the size, characteristics of population and sample of the job. The design of instruments and data gathering included and interview for eight vice-rectors and surveys questionnaire applied to fifty eight students of the sixth courses corresponding to Public and Private day High schools of Loja city.

The application of instruments and data gathering included the organization and purification data, its

classification according to the project, tabulation, the nature of its statement is of descriptive type, and is characterized to be of empirical reference. In this way we had an indicator frame, the second hypothesis had as indicators:

- The use of traditional methods,
- The use of the Spanish by the teacher in the classroom, and
- Heterogeneity of printed material or lack of this as support strategy.

The elaboration of the correspondent conclusions leave a clearness about the obtained data and the tests made were congruent with the problem, the objectives and the formulated hypotheses.

The boundaries of the research we made with excessive costs, because we are from another province, and the low contributions of teachers who we had asked their trusty criteria; also, the epistemological and methodological factors were the difficulties that we had to get over, thanks to the right assessories of our advisor.

## CHAPTER Nº 1

### SELECTED LITERATURE

" Communication skills in English remain a complicated problems all human sciences into day. Still, they are underquestionably of great importance to education. This is where communication can be analized and also the subjects' behaviorial problems as well as the structural patterns of the educated in a group and top of their personality can also be detected".

David K. Berlo, The communication Process,  
Solapa, Contraportada.

### BIBLIOGRAPHICAL REVISION/

#### 1.1. ANTECEDENTS OF THE RESEARCH WORK.

Both the Technical Particular University, its open University and The National University of Loja we have observed that the development of communication skills in English by the students corresponding to the sixth courses of public and private dayly high schools in Loja city remains a theme that has not been treated or investigated by competent teachers in English. We can see that there are two features in this job: the novelty and the originality. Our originality will be deeper expression,



because it is something not defined, it is a delightful secret of our idea, in a suggestive ideality of our individuality, a capture of a personal possession. Our originality has a relationship with the pristine, first of all, our internal attitude, a way of confront with the problems that exist currently in the English teaching-learning process, says Johames Pfeiffer.<sup>1</sup>

Our originality is not supported in the communication theme that had been planned in many strange investigations, but in the way to go pushing, each one with our effort, the development of communication skills in English toward the lighth, and susceptible to open ways to new items of knowledge and fidelity to the ninety epoch, iniciating year a decade, to the spirit of our time.

## 1.2. THE STUDENTS' ACADEMIC ACHIEVEMENT.

### 1.2.1 Nature and Characteristics of academic achievement.

According to Rioduero Pedagogy Dictionaries<sup>2</sup>, achievement is the result of an independent process where a work is done by a student or a course. All the types of intelectual achievements, including the academic stem from all the students' enviroments being this endogenous, or

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<sup>1</sup> Johames Pfeiffer, La Poesía, En Guillermo de la Torre, Historia de las Literaturas de Vanguardia, t. 1 pp. 36.

<sup>2</sup> Bjorn Kaluza, Herder Lexicon Padagogik, p. 192.

both.

The opinion about the academic achievement in general assesses the state of knowledge or students ability to refer the contents of English to sixth course. To achieve major objetivity, they are kept constant, inside the group in reference, the controlable conditionings, the grade of difficulty, number of task, time of solution and utilization of information sources, and aids for tasks solutions.

The scores are oriented according to the level of the grade of average achievement, while in the verbal judgement different conditions of achievement and student's effort to perform are taken into account. On the school scores it is not possible to reach the maximun degree of objetivity.

The begining or the achievement has lasting influences on the educational situation, because with this the schools become also instancias of opinion about the achievement of the students, depending on the social future of the students.

#### 1.2.2. The politics of Promotion at the Middle Level.

According to the Education and Culture Laws<sup>3</sup>, the evaluation at the middle level will allow a quantitative

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<sup>3</sup> Poder Ejecutivo, Ley de Educación y Cultura, p. 92.

and qualitative appreciation of the student educational progress. Therefore, it must be systematic, permanent and scientific, it will use instruments technically elaborated.

According to the last rule given by the Education and Culture Minister and which are the standing, the quarterly test that represented the 50% and in some cases the 100% of the quarterly grade, with the new system these test can not mean more than the 25% of the students total grade; it is to say, that the quarterly test had arrived to equal oral or written lesson, or a investigation work ordered like a consult. For that reason, the current quarterly tests have not transcendence as it did before.

The evaluation, according to the introduced innovations had named: evaluation-accreditation, bearing in mind that is not the quarterly test which decides the students' grade, but this goes on winning credits or winning scores through a series of task. lessons or tests of each quarter.

The students of the middle level will have three grades on each of the subjects of the study plan, one by each quarter. The quarterly score will be the arithmetic mean of the given values in the test, homework, lessons, investigations, The schedules of quarterly grades corresponding to area or subject will contain the partial grades, the test grade and their respective average.

The area Directors and the Provincial Supervision will verify the enforcement of this law. The secretary will not receive the schedules that will not contain the annotated grades, having to write down just the definite grades.

The grading scales go from 1 to 20 and will have the following equivalences: 20 - 19 excellent; 18 - 16 very good; 15 - 14 good; 13 - 12 regular; and under 11 failing.

The quarterly tests will be written, oral or practic; according to the characteristics of the subjects and they will be adapted to the following norms:

- a) They will be accumulative that is, the tests of the first quarter will contain the subject given in the same quarter; the tests of the second quarter, its subject and the first, too; the tests of the third quarter, the subject developed during the school year.
- b) There will be a test for each area or subject of the study plan.
- c) It will be made during the last week of class of each quarter, according to the established calendar, with a maximun of three daily tests.
- d) There will have a duration of sixty minutes; and

- e) The elaboration of the evaluation instrument will be the responsibility of the respective teacher, estimating duly the duration time of the test.

For his application it will require the approval of the Board of the teachers.

The correction and scoring of the tests will be adapted to the following norms:

- a) They will be scored immediately after their application.
- b) The corrected quarterly tests will be returned to the students, in this opportunity they will make the necessary observation and explanation.
- c) Each one of the teachers will submit the schedule grades of his subject and summary of the obtained grades in terms of percentage to the course board.
- d) The guide teacher will deliver to the secretary office the schedule of grades approved by the course board and the certificate of the same, inside the 24 work day hours, posterior to the realization date of the board.
- e) Having printed the grades in the secretariat, they can not be altered. In case of error in computation or

appreciation, the rector, at teacher's request, will authorize the grade correction, the same that will be registered in the observation file in at least three days, starting from the delivery of the corrected test to the students, leaving constance of the office number; and

- f) The board of Directors will authorize to secretariat the grade registers, with posteriority to the fixed terms in the law, previous to the study of the case.

The course board will meet within three weekdays immediately after the quarterly administration of the test. The days in which the Course Boards will meet will be considered work days.

Supported in Sorenson<sup>4</sup>, we must do five or if we want six fundamental marginal notes to the actual system of the traditional use of grades.

- 1.- The grade has to meet two totally clear objectives:
  - a) To show the student what he can not learn; and
  - b) To determine what the teacher can not teach.
- 2.- For the students, grades sometimes become the unique purpose; in the principal purpose of the education, instead of being the only way. The student that

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<sup>4</sup> Herbert Sorenson, La Psicología en la Educación, p. 535.

studies only for a grade usually lose interest in what he really learns. He looks at his teacher, trying to win his favour, or he develops tactics tending to give himself the best possible grades. Therefore he is accustomed to asking "Will this grade be for us", and he just prepares the lesson if the answer is negative; some times some very capable students take simple courses in order to get a high grade when it will be more useful that they take courses of superior level. In fact, from this point of view we can say that the grading system paying attention to the grade like if it were a desirable or undesirable etiquette, leads in indirect way to the deceit. Adopting a system that simply will deviate the attention put in the conquer of high grades toward the delight that the learning gives, the student would not have any incentive to cheat on the test, it might clearly advised that the fraud put him out of his principal educational task.

- 3.- On account the biggest differences in capacity, the competence that motivates the grades is very disloyal, and this type of rivalry does not prove healthy for the student's emotional life, being dull, mediocre or smart. If the teacher scores their test assignments on the achievement, the dull students could not obtain high grades, those which ever will correspond to the smart students, for whom the grades do not mean an incentive because they can merit them without too much effort; on the other hand, the encouraged by the grades

that they will receive. Nor it is advisable to give them to the so low students for learning, but diligent, higher scores that justify his achievement, because they do not express his real utilization and sometimes irritate the excellent students and their parents.

4.- The teacher differ in his evaluation , and for that reason in the scoring of his students' work. For example, a teacher will reprove a test, that the other one will consider it enough good, that things happened in all the subjects, since English or History, even subjects supposedly objective such as Mathematics and Physics. Also it is possible that the teacher of the fifth course puts high grades with easier but in the next year the teacher of the sixth course being more strict and score it with less generosity.

5.- The traditional grades provoke antagonisms among teachers, parents and students. This is continue scoring of the students' work assignments the habit of using bulletins creates more discouragement in the teaching than in any other setting. In the scholar grades engaged are the parents and the students, so that the bulletin can provoke hostility easily. The teacher then, can or will think that the grades sometimes enrange all of them. The grades break so the development of a lovable reaction dedicated to the growing and development of the student.



6.- The task of scoring the students' assignments needs an excessive quantity of time. One of the most frequent unjustified complaint from the teachers refers to many hours that must be destined to bureaucratic details; and the register of the students' scores and the preparation of bulletins are piled up to this charge that put them away from the truly teaching activities.

### 1.3. THE HIGH SCHOOLS ENGLISH PROGRAMS.

María de Ibarrola<sup>5</sup>, says that the study program is a description of a whole of teaching-learning activities, structured in such way that these motivate the students to get a series of predetermined learning objectives.

The program implies selecting the learning objectives (it is the academic behaviours and contents that the students must master); the optimum sequence that the programs must go reaching; the pedagogical activities, the teaching methods and the pedagogical resources that will be considered efficient for that, and the testing techniques that will be used to evaluate the students' learning.

The study programs fulfill the following functions:

- a) Selection, among the great amount of knowledge about a

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<sup>5</sup> María de Ibarrola, "Como elaborar Programas de Estudio", en Raquel Glazman, Diseño de Estudio, pp. 471-472.

specific subject, those that had been proved to be necessary for its learning discarding what is it a mere opinion, desire or individual experience about that.

- b) Facilitate the teaching and learning because, as their name suggests, are action programs that recommend the adequate sequence to reach the learning and they dictate the activities, the methods, the resources and the adequate material to reach it in a better way. Teaching and learning are oriented according to the study programs because they answer the joined experiences of the subject experts, teachers and pedagogy specialists.
- c) The programs give the student better autonomy of study and they ensure their freedom to learn. When the student has a study program, he is not yet forced to depend on the information given daily by the teacher because he has an objectively valid guide that beforehand gives him a vision of everything that he will have to learn during the semester, it affords him effective forms to do so and allows him to organize his study and adapting the program to his own necessities and resources.
- d) They allow a fair evaluation of the student learning because the tests, instead of constituting a "surprise", these are separated directly from the program that the student had already known.

- e) They facilitate the evaluation of the teaching function of the institution -indispensable requisite to make teaching an objective activity- establishing previous points of comparison according to the results that must be reached.
- f) They orient the teaching with similar objectives for all the students even the subject is imparted by different teachers in different educational institutions.

For the above reasons, the programs constitute a work guide, very useful for teachers and students. However, when a study program is elaborated, it must always try to be characterized by its flexibility so that the teacher as well as the students can substitute the pedagogical activities for the recommended resources and the specific themes, and also achieve in all the possible ways the same objectives.

#### 1.3.1. Objectives and Goals of the English Teaching.

Objectives of the sixth course: The student will be able to:

1. Know in context the new phonological, morphological and syntactic structures basic for the comprehension of graduated readings.

2. Apply in this course the treated structures in graduated readings.

NOTE: The readings are according to their speciality.

According to Bennett<sup>6</sup>, in the primary school the objectives will be to use the language and use it by itself, because the students do not have a right criterion about its utility, always that the environmental circumstances will be agreeable and implies activity. The purpose of the teaching may be functional in a situation of bilingualism or anywhere around; the purpose may be also psychologycal, that is to say, to approve the more convenient age for English learning.

Both the teacher and course organizer must approve the student motivations, they have to be sure that the subject which is taught does not have superflous linguistic elements. It is essential to realize a careful selection of the linguistic content, situations and themes of presentation.

The specialist teacher has to be prepared to make certain number of tasks, related to his function as teacher. The nearness to this goal will depend on the high or low homogeneity of the class interest. We will consider it very important to requiere such capacity of an specialist.

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<sup>6</sup> W. A. Bennett, Las lenguas y su Enseñanza, p. 37.

It is not in contradiction with the final of goal of any language course: to get a level of the spoken language in English, comprehension, reading and writing comparable to a native speaker. In some practices, above all, in the reading speed, it must be included to arrive at or approximate the native speakers' level of proficiency.

These two goals are not contradictory. Every English teacher will have to achieve the second goal through the teaching process. So a teacher will have to restrict the number of idiomatic skills and also he has to limit the number of lexical and grammatical elements of the course for a mayor effectivity.

### 1.3.2. The Medular Aspects that the programs Emphasize.

#### 1.3.2.1. Two-word Verbs.

##### 1.1. verb + Preposition

Look at: We look at him.

##### 1.2. Separable Verbs. (Verb + Particle)

Call back, fill out, give back.....

##### 1.3. Inseparable Verbs (Verb + Preposition)

Look at, talk to, listen to, ask for...

##### 1.4. Pronunciation review of phonemes: /t/; /d/.

#### 1.3.2.2. Noun Modifiers

- 2.1. Adjectives as noun modifiers.
- 2.2. Noun used as noun modifiers
- 2.3. Prepositions.
- 2.4. Prepositional Expressions.
  - stand up, - sit down, - come in....
- 2.5. One as noun substitute.

#### 1.3.2.3. Adverbs of purpose.

- 3.1. In order to. ( to + verb )
- 3.2. For + Noun phrase.
- 3.3. Why - question with Why.
- 3.4. Adverbs of mean.
  - By + Noun phrase. He came by bus.
- 3.5. Adverbs of instrument.
  - With + Noun phrase. He opened the door with a key.
- 3.6. Pronunciation review of the phonemes: /s/ and /z/. as in ice and eyes.

#### 1.3.2.4. Reading.

- 4.1. Graded readings.
  - 4.1.1. Themes to be read will include:
    - 1) Short stories.
      - a) Fictional, and
      - b) Non - fictional.
    - 2) Everyday dialogues.
- 4.2. Oral Drills.

### 1.3.2.5. Comparisons.

#### 5.1. Expressions of comparisons.

The same as, different from, like, the same.... as, as....as.

#### 5.2. Comparisons of quality.

more than, - er than, less....than.  
fewer....than.

#### 5.3. Superlative forms.

The most...., the ....-est.

#### 5.4. Irregular Comparisons.

##### 5.4.1. Adjectives.

good, bad, little.

### 1.3.2.6. Included Clauses.

#### 6.1. Include statements.

I know (that) John speaks English.

Verbs used to introduced the included clause.

Know, think, believe, imagine, guess, suppose, hear....

#### 6.2. Relative Clauses.

##### 6.2.1. NF + Include Wh- clause.

Relative pronoun used as subject of relative clause.

##### 6.2.2. Noun phrase + clause.

Relative pronoun used as subject.

I know the student who sees Mary.

The student that sees Mary is my friend.

6.2.3. Noun phrase + clause.

Relative pronoun used as object.

The student that Mary sees...

I know the student that Mary sees.

The student that Mary sees is my friend.

6.3. Clauses with when

6.4. Pronunciation review of the phonemes: /b/,  
/v/ and /f/

According with the program above, we can conclude saying that the programs are oriented mainly toward grammar study instead to be oriented to develop in the student a major knowledge of reading or if it is possible they have to give to the students a good training in order to get a communication either in oral or written way, because according with the inquiries that is what the students want to learn.

#### 1.4. METHODS AND TECHNIQUES OF TEACHING.

##### 1.4.1. Nature and types of methods for English teaching.

Method, in the higher philosophic sense, says Mariano Moraleda<sup>7</sup>, is, as it know a kind of itinerary that

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<sup>7</sup> Mariano Moraleda, Psicología Evolutiva, p. 51.



follows the human mind to fall down with the truth. When we analyze the communication, agree to understand the inference of the methods, the nature of the arguments, says David K. Berlo<sup>9</sup>.

The criterion to accept an affirmation of an act (observation) is its true, its realization. The criterion of acceptance of an inference is its validity. The validity of an argument and the truth of an observation are independent concepts. The conclusion of an argument may be valid or it may be false, however not standing in the way, the conclusion must be admitted because the validity of an argument does not rest upon the truth of its parts. It supports only in the inside consistency of the relation among the parts.

We have not any interest in accepting or codifying false conclusions, even if these are highly esteemed. We want to communicate highly esteemed arguments with true conclusions. In this case it takes root in the importance of the deductive inference, if we have the observations (premises) and a conclusion that has been deduced with validity at the beginning of the premises we can have the security that the conclusions are also true, even though we had not verified it yet.

The English Techniques of the teaching are divided

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<sup>9</sup> David K. Berlo, Op. cit., p 181.

by Imídeo Nérici<sup>7</sup>, into two, direct and indirect:

#### 1.4.1.1. Indirect Technique:

It can be said, that the indirect technique belongs to the past time. Today's Pedagogy discards this procedure as out of date. Even though it is largely diffused technique in our high schools. It is justified for the grammar translation and for the version teaching.

#### 1.4.1.2. Direct Technique:

It is the most recommendable technique for English teaching.

It consist in "teaching English through English"; the teaching is carried out in English itself being studied.

The direct technique attempts to vanish the habits imposed by Spanish, so that the students may acquire those English habits.

The results, according to the direct technique, are not immediate, because the teacher, at the beginning, has the impression that his pupils are not learning, but if the technique is well applied the future results will be

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<sup>7</sup> Imídeo Nérici, Hacia una Didáctica General Dinámica, pp. 301 y ss.

regarding.

Nevertheless, the teacher must know when it is time to use Spanish to help advance teaching, since, sometimes insists in the direct technique will be a loss of time and the results would be negative.

According to Charles Handschin<sup>10</sup>, the direct technique must prevail in the following principles.

- 1.- A great deal of attention to the pronunciation teaching, specially on the firts months.
- 2.- Oral presentation of the texts, before teaching reading.
- 3.- Teach the grammar intuitively, having the pupil to reach the rules that must be learned through a diversity of examples.
- 4.- The written works must be based on the material that was assimilated by the students.
- 5.- Translations should not be made at the beginning of English learning, This must be carried out when we are in more advanced learning stage and in the lowest possible grade. So, avoid translating.

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<sup>10</sup> Charles Handschin, Methodos of teaching Modern Foreign Languages, pp. 215-216.

6.- Concretize and objectify the teaching materials at the best by using real-life situations and other educational facilities, based on today's reality and needs.

All and each one of the methods of the English teaching must spread out with preference to comprehension of the spoken English its way of speaking to the reading and grammar knowledge.

The English teaching comprises three situations: The pronunciation, vocabulary and the sentence structure.

The pronunciation requires patience and extensive exercises, principally of audition and with the reinforcement in those sounds that are own of English. Recommended, too, that the student listen or through records, recorded tapes, radio or TV.

For a good imitation to take place, the teacher and the other persons that speak English in studies must do it in a clear way at the beginning. The pronunciation besides being clear or precise, must be paused, because speaking English first must be appreciated and then executed.

A good method would be that through which the student is following in his book the things that the teacher is pronouncing, so that the visual symbols are associated to the pronunciation. The new words of each

text or each lesson must not be too many, so that the same words may be repeated as many times as necessary during the teaching sessions.

Proceed as follows: listen, listen, listen; listen and accompany with reading, listen and accompany with a reading and listen and accompany with a reading; read, read and read. Then if it can be possible to speak about grammar, but understands it well; after the new language had been felt and comprehended.

Says very well Ellis<sup>11</sup>: "It does not seem, spite of that, that a good psychological reasons exists to prevent the use of Spanish until it has achieved a considerable easy in the use of Spanish. Too much time, effort and a best comprehension are saved through a gradual transition for the use of the new vocabulary and of the new forms of expressions".

At the beginning of the English teaching we must not look forward to perfection, but animate the student to try to express in English. A method that yields excellent results in English teaching is the saturation, or surpassing the sound barrier, listening, listening and listening as in like manner work with everything that in any way, will be tied to Spanish.

The vocabulary must be learned, as much as possible

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<sup>11</sup> Ellis, Robert S., Psicología Educacional, p. 157.

by taking into account the objects to which it refers, authentic or represented by audiovisual materials to make the pronunciation yield optimum results, the records or tape recorded where the students can listen to the teacher as many times possible like recorders where the students can record his voice and compare it with those of his teacher, repeating the operation until a good level of pronunciation is reached. The films, folk music and movie representation in the study language are optimum auxiliaries and motivations.

A problem that worries the teacher is to know at what age the student can learn the English language. The most prudent answers seem to be those which are recommended at the beginning of this learning stage when the student has mastered Spanish satisfactorily.

Never before, because it will confuse a child with the possibility of undesirable interferences of a language into the other, thus perturbing the condominium of both languages with ties of correct expressions.

#### 1.4.1.3. New Ideas about English teaching.

Primarily, the language is a system of communication by which the sounds produced by the vocal cords of a person and received by the ears of the other. The symbols of the writing are secondary, when they do not keep direct relation with the represented sounds.

On accepting this concept of language it is easy to infer that the learners must be supplied initially with just models that illustrate primary examples of the same. and not with written representations, which are of secondary importance.

Here is the present tendency toward English teaching: audiolingual procedure, through which the student must listen first, then express himself, before beginning the contact with reading.

As can be seen, the didactic way for English learning must follow the following: listen-speak-read, write. This procedure is called audiolingual method.

Pierre Delattre, From the Colorado University (USA), indicates an interesting technique: the "audiolingual" for the English teaching; even though nothing prevents it from being adapted to the teaching of another language.

- 1.- Delattre says that the habits of a language are audiolingual and not visual, thus, there must be no need to read or write at the beginning of learning, because the vision of the letters or syllables must stimulate tied reflects to the source language.
- 2.- The relationship between sound and what they express must be established, so the sounds referring to such objects should be tape-recorded.

- 3.- A few vocabulary words should be learned so that pronunciation becomes better. To study a single phrase of twenty words a week and with five hours of class in the initial phase, and subsequently encreasing it is recommendable.
- 4.- In this way, everything that is taught could be assimilated by the student with the acquired vocabulary, he will be willing to express himself orally.
- 5.- A class imparted appropriately by the audiolingual method prepares the student for the following class, because he is in the condition to pay attention to the exercises of questions and answer based on the same material, leading him to express orally.
- 6.- For the teaching of the relations between graphic and the pronunciation cue-words in the first phases coresponding to the beginnig of the learning are introduced so that the orthography and the pronunciation of another word can be explained through them.

Thanks to those words, from which the students knows well the graphics and the pronunciation, he can produce others in front of the cue-words.



- 7.- In the lecture in loud voice, the teacher, to correct the pronunciation error, he will make the students refer to the corresponding cue-words, thus doing a self-correction work.
- 8.- The three initial phases for English teaching, which are studied successively are: reading, speaking and writing.
- 9.- Each week the students learn a phrase and fifty questions according to each of the phases. At the end of three weeks he is in able to master sixty words and one hundred and fifty questions more or less with their respective answers.
- 10.- Having finished the three first weeks, he begins the fourth which focus on writing the three initial phrases and the corresponding questions. In the fifth week here the student initiates "the beginner book", but the sequence continues the same oral presentation of the new lesson, followed by reinforcement of records and recorders. Then a series of questions based on the new vocabulary are asked by the class.
- 11.- Each lesson will be studied through five hours: in the first, the oral study of the text; the second, the study of the question related to the new vocabulary; in the next three hours, he uses again the text and the new exercises in the manner of a reading and

written work.

We are going to see another scheme of English learning, which keeps a great relation with the above concepts:

- 1.- The changing of the functional english vocabulary.
- 2.- Comprehention of the vocabulary through images and sounds sufficiently repeated in different situations. The vocabulary is learned and fixes inside a situation close to the reality and inside the context of the dialogue.
- 3.- The student repeats the words learned on the lesson until he master them functionally through the dialogue with the teacher and his classmates.
- 4.- Each class has to be sufficiently repeated before beginning the following class.
- 5.- In order to aprove the pronounciation, the student will record the learned lesson, then he will listen to it and will find his errors, correct them immediately through new recordings.
- 6.- Just later on, when the vocabulary is of his oral mastery, the student would get in contact with the written word through the dictation by the teacher.

7.- Having mastered the graphic of the vocabulary, the student passes to do the exercises on working.

8.- Those who desired to continue in the English study, now is the time appropriate for studying grammatical structures and literature.

#### 1.4.1.4. The English Language Laboratory.

The English Laboratory is a practice room, composed of a central booth for the teacher and also individual booths for the students. The laboratory is equipped with electronic instruments that allow the recording and audition of the students voice, in order to perform practices of pronunciation and expression, as well broadcast programmed tapes of language as if they were teachers, and, also the laboratories establish the direct communication between the teacher and all the students, either in group or separately.

It is opportune to make it clear that the English Laboratory is not designed for teaching new things, but, fundamentally, for practicing things that were treated earlier in class in contact with the teacher. In this way, The English Laboratory does not substitute the direct work for the teacher.

An English laboratory consists of three small rooms and a big one. A small room functions as a recording

center; another is designed for keeping the recording instruments; and the third one for keeping the tapes, records and other materials.

A big room is occupied by an average of 30 to 50 students and has a command table for the teacher, individual places for each one of the students, electronic system for the broadcast and distribution of the sounds that carry on the lessons to the student, electronic system of intercommunication that allows the teacher to talk and listen to the students individually.

The command table of the teacher has a control of tapes for the broadcast, a distributed board the monitor the programs to the students, and intercommunication control that allows the teacher to listen to the students in their pronunciation and their expression exercises, and also this control allows the teacher to talk with them.

#### 1.4.2. The use of English in the class as a strategy for developing skills in communication.

As we said before, the teaching of a language through the same language, the teaching is carried out in its own language that is being studied. The direct technique tries that the student acquires his own habits of English that he is studying, which allows him to think in English.

## 1.5. PRINTED MATERIAL.

### 1.5.1. Nature and Characteristics of the Material.

" It concerns the teacher's acquisition of a determined level or final behaviour in his students, says W. A. Bennett in the Language and its teaching". It is possible that the teacher prefers to use a book of arranged context in an quickly different way, with more material here and less there. In other words, the teacher can feel a marked preference to a better programmed book. Maybe a noiseproof classroom, better illumination, etc.

The textbook he uses perhaps reaches the required level by the text or the level that determines teacher's opinions that keep or had been acquired during his formation or his teaching experiences. We hope that the present job makes more English teachers ask themselves about the nature of those levels and their relationship with the command of the foreing language.

As to physical conditions, nothing can be done, but remind the teachers of knowing exactly what they want and why, if they know their priorities and express them joined to the responsible authorities, the teacher will achieve those improvements.

Few are the possibilities of the English teacher to find a textbook meeting his necessities. Nor is it probable

that the material of the course can be modified or reformed until the beginning of the course in large amount. What is more the printed material must suit today's real-life situation in which teaching and learning occur. Besides, textbook makers should include only materials that meet instructors' and recipients' needs, interests, attitudes and expectations. All this of course, will contribute to solving educational problems in the field of foreign language learning.

#### 1.5.2. The different types of Printed Material for English Teaching.

Diego González in his *Didactica General* includes three types of summary:

- 1.- Textbook or teaching book, which contains the subject that is going to be taught.
- 2.- Workbook, whose purpose is to stimulate and direct the students to create free work assignments. It presents problems, show experiences, provokes observations, induces to the formation of collections and to the realization of designs, exercises, etc.
- 3.- Book on "living together", it attempts to identify the student with the related scenes, which are always of educative nature, it also attempts to carry out a live teaching of love to the nature and the neighbor, etc.

4.- Programmed-instruction book, it focuses basically on programmed teaching. This type of book to some extent parallels the workbook. In spite of that, it has the student direct his attention, energies and effort toward the acquisition of new knowledge, skills or any other learning.

## SCHEME OF THE CHAPTER II

### 2.- DETERMINATION OF THE POPULATION AND SAMPLE

2.1.- Sample Size

2.1.- Characteristics of the population and sample  
of the job.



## CHAPTER II

### 2.- DETERMINATION OF THE POPULATION AND SAMPLE:

#### 2.1.- Sample Size.

The sample size is of 58 students, it is the 4,07% of the universe, but as we have an heterogeneous population that includes 751 students from the Public high - school and 671 students from Private high - School, we had stratified, taking samples like these: In a high school there were five parallels of students of the sixth courses and for each parallel, there is a standard number of students the average number of all student of each parallel and asking the total of students of each parallel. The middle arithmetic helps us to resolve satisfactorily this problem.

#### 2.2.- Characteristics of the population and sample of the job.

The population of our invention has one thousand four hundred thirty nine students, distributed in eight high-schools; four of official financing and four of private financing, where we have interviewed to eight Vice-rectors; to nine English teachers and to 1422 students of the sixth courses, where 58 answered the inquiry. Everybody are of middle level and obviously of sixth courses of the diversify cycle.

As it can be observed, the population referring to vice-rectors and English teachers represents the 100%; but the students of the sixth courses of Public day high-schools are 671, being its sample of 27 students, giving a total of 58 students that is the sample size of the job.

Vice-rectors Teachers and Financing	Vice- rectors	Teachers	Students		
			Public	Private	TOTAL
Population of sixth courses	8	9	751	671	1422
Sample			31	27	58

### SCHEME OF THE CHAPTER    III

#### 3.- DESIGN OF THE INSTRUMENTS AND DATA GATHERING.

##### 3.1.-        INTERVIEWS

3.1.1. Interview for vice-rectors.

##### 3.2.-        INQUIRIES.

3.2.1. Inquiry for English teachers.

3.2.2. Inquiry for the students of the sixth  
courses.

## CHAPTER III

3.- DESIGN OF INSTRUMENTS AND DATA GATHERING.

## 3.1. Interview.

It was a dialogue, a conversation, a direct relation based on the word between the interviewers, "two egressed students from the language Faculty of its English Speciality", and eight high school Vice-rectors, because they are the responsible of the academic function of the Educational Institutions.

In order to obtain the wanted results, we had to observe, the following criteria:

The kind of interview to be applied, was structured as follows:

We prepared before - hand a questionnaire of selected questions according with the objectives of our investigation, which model was the following:

UNIVERSIDAD TECNICA PARTICULAR DE LOJA

MODALIDAD CLASICA

FACULTAD DE LENGUAS

ENTREVISTA PARA VICERRECTORES DE LOS COLEGIOS

Colegio: .....

Nombre del Entrevistado: .....  
 Dignidad que representa: .....  
 Nombre del Entrevistador: .....  
 Lugar y Fecha de la entrevista: Loja,... de Enero de 1990.

#### MOTIVACION.

Señor Vicerrector, estamos realizando una investigación en Inglés, y para el efecto pensamos en el Colegio donde Ud. es autoridad por efectos de contextualización y porque ustedes dan mayor apertura a quienes como nosotros, que estamos obligados a acreditar este instrumento y técnica para investigar e insertar en la tesis criterios confiables.

El Tema de la Investigación es: DIAGNOSTICO DE LAS DESTREZAS DE COMUNICACION -EN INGLES- DE LOS ALUMNOS DEL SEXTO CURSO CORRESPONDIENTE A LOS COLEGIOS DIURNOS FISCALES Y PARTICULARES DE LA CIUDAD DE LOJA.

#### DATOS INFORMATIVOS.

Financiamiento del Colegio: Oficial ( ); Particular ( ).

Número de Alumnos del sexto curso: \_\_\_\_\_ .

Profesores de Inglés: .....

#### CUESTIONARIO

1.- Cree usted que las destrezas de comunicación, con la

- enseñanza del inglés, se desarrollan mejor o se atrofian? .....
- .....
- .....
- 2.- Qué habilidades adquiere el alumno de sexto curso con el proceso enseñanza - aprendizaje del inglés?.....
- .....
- .....
- 3.- Conoce Ud. las causas por las cuales el alumno de sexto curso no desarrolla habilidades y destrezas en la comunicación del Inglés hablado y escrito, díganos por lo menos dos:
- a).....
- b).....
- 4.- En que forma inciden en el aprendizaje del Inglés: los métodos?.....
- .....
- El material impreso o texto: .....
- .....
- El uso del inglés por parte del profesor en el proceso enseñanza aprendizaje de la asignatura? .....
- .....
- 5.- Caracterísenos los métodos para la enseñanza del inglés:.....
- Tradicionales:.....
- Innovados o modernos: .....
- .....
- 6.- Porqué el uso del español por parte del profesor que enseña Inglés en el aula? .....

- .....
- 7.- Porqué esa heterogeneidad del material impreso para la  
enseñanza del inglés? .....
- .....
- 8.- En qué practican los alumnos el inglés aprendido? ...  
.....

GRACIAS POR SU GENEROSA COLABORACION

3.2. Inquiries.

It is one of techniques of investigation, that we have applied to a sample of the teachers that werethe number of nine, and fifty eight students. We gave the enquiries to nine English teachers of the sixth courses of private and public daily high schools of Loja city as well we acquired in the same way to fifty eight students who filled up freely the enquiries, after to be given directly to them.

3.2.1.- Inquiries for teachers.

UNIVERSIDAD TECNICA PARTICULAR DE LOJA  
LANGUAGE AND LINGUISTIC FACULTY  
INQUIRY FOR ENGLISH TEACHERS.

High school: .....

Place and date: .....

- To determine the negative and possitive factors that have influenced in the teaching-apprenticeship process of English during during the six years of study in the second level.

INTRUCTION:

After have carefully read each one of the questions, we solicitude you to answer with precision and according to the reality that requires the following questionnaire.

CONTENT:

- What kind of method (s) do you use for english teaching?
  - Inductive Method .....
  - Deductive Method .....
  - Translation Method .....
  - Audiolingual Method .....
  - Communicative Method .....
  - Natural Method .....
- According to the question above, why do you use the method or methods that you chose.?  
.....  
.....
- Are the english study programs adequated for a good teaching-apprenticeship process. Why?  
.....  
.....



- .....
- Do the English study programs enable to the students to communicate each other in this language, Why?  
.....  
.....
  - Is there in your high school the adequated material for English teaching? Make a list of the material that exists.  
.....  
.....  
.....
  - According with your answer to the questions above, which will be your opinion of what must do or not about it?  
.....  
.....  
.....
  - Are the students that egress from the high school able the communicate in English either in oral.... or written way .....? According with your answer what do you think that difficults or facilitates this communication?  
.....  
.....  
.....
  - Do you think that english teaching must be generalized in the schools. Why?.....  
.....  
.....

- Do you think that must be increased the number of English hours in the High School? If your answer is yes, how many hours do you think?

.....  
.....  
.....

- Are the texts that you use adequated for guaranty the apprenticeship of this language. Why?

.....  
.....  
.....

THANK YOU.

3.2.2.- Inquiry for Students.

UNIVERSIDAD TECNICA PARTICULAR DE LOJA  
FACULTAD DE LENGUAS Y LINGUISTICA  
ENCUESTA PARA ALUMNOS.

Colegio: .....  
Especialización: .....  
Lugar y fecha: .....

OBJETIVOS:

Determinar los factores positivos y negativos que han influenciado en el proceso enseñanza-aprendizaje del inglés durante los seis años de estudio.

## INSTRUCCIONES:

Después de haber leído detenidamente todas y cada una de las preguntas solicitamos se digne responderlas con precisión y de acuerdo a la realidad que amerita el siguiente cuestionario:

## CONTENIDO:

1.- Marque con una (x) la respuesta correcta.

Estudió Inglés en la escuela? Si..... No .....

Asistió a algún curso de Inglés antes de ingresar al Colegio?

Si ..... No .....

Existe en su colegio una aula especial para la enseñanza de este idioma? Si ..... No .....

Piensa que debería generalizarse la enseñanza del Inglés en la escuela? Si ..... No .....

2.- Responda si o no a las siguientes preguntas.

- Generalmente el profesor hace uso del español en la clase para:

Hacer una explicación más clara? .....

Hacerse comprender mejor? .....

De haber otros motivos dignese hacernos conocer cuantos y cuales.

.....  
 .....

- Qué le gustaría que le enseñen en Inglés en su colegio?

A leer .....  
 A escribir .....  
 A traducir .....  
 A entender .....  
     A hablar para comunicarse .....  
 Otros? .....  
     .....

3.- En que condición le gustaría que le enseñen en su colegio?

Con el uso de una aula adecuada? .....  
 Usando grabadoras? .....  
 En Laboratorios? .....  
 Con el uso de textos? .....  
 Con el uso de materialo didáctico? .....  
 Existe en su colegio el material antes anotado? .....

4.- Qué sugiere que se debería incrementar en su colegio para la enseñanza de este idioma?

Número de clases? .....  
 Cambiar los programas? .....  
 Que los profesores empleen mejores métodos? .....  
 Profesores capacitados para la enseñanza del inglés?  
 .....  
 Otros? .....  
 .....

5.- Con sus propias palabras responda las siguientes preguntas:

- Esta ud. de acuerdo con el método de enseñanza empleado por su profesor? Si la respuesta es afirmativa o negativa, explique el porqué.

.....  
.....  
- Cree Ud. que los resultados obtenidos durante los  
seis años de estudios de este idioma, son  
suficientes para comunicarse en forma oral y  
escrita? Porque.

.....  
.....  
Gracias por su Colaboración.

.....  
firma

## CHAPTER E IV

### APLICATION OF INSTRUMENTS AND DATA GATHERING

#### 4.1. ORGANIZE AND PURIFY DATA.

4.1.1. Analyses of the interviews.

4.1.2. Analyses of teachers' inquires.

4.1.3. Analyses of inquires of students of public  
daily high schools of Loja city.

4.1.3.1. Objectives.

4.1.4. Analyses of the inquires of students of  
private daily high schools of Loja city.

#### 4.2. ANALYZING THE RESULTS.

#### 4.3. CONCLUSIONS.

## CHAPTER E IV

## APPLICATION OF INSTRUMENTS AND DATA GATHERING

## 4.1. ORGANIZE AND PURIFY DATA.

## 4.1.1.- Analyses of the interviews.

As we explained it before, the interviews were applied to eight vice-rectors of eight public and private day high schools of Loja city, and the results are:

1.- Do you think that the communication skills in English teaching, are developed better or they decrease?

- For me this makes better the communication, because the students generally is taught, and this is always positive. I think they develop better, because it permits a communication, interchange, and also they permit to keep the practice standard up. With English teaching, the intercommunication is facilitated, because it permits an understanding between a culture that has more direct relation with our culture. Generally a communication is developed better. They develop better (3). They develop 100% better, because the skills help to the realtion, communication among people of different languages. They develop better, because in any way it can decrease a communication skill when we refer to teaching and principally if it

is another language.

2.- What skills do the students of the sixth courses acquire in English teaching apprenticeship process?.

- In our field, the student learns much grammar, he just acquires skills in assimilate grammatical rules (2). To keep the teaching had been an exit, to keep a small dialogue in spite of this is a slow habit in our field. They are given an opening to continue in high specialization studies, or through courses they can get with better facility a job. They develop a way communication, they can acquire a better culture. A training to communicate in an elemental way in English subject, knowing the english grammatical rules. Sincerely in our field little are the acquisitions of the students, because the programs are not very well designed specially when we refer to English subject (2).

3.- Do you know the reasons for which the students of sixth courses do not develop oral and written communication skills?, at least tell us two.

- a.- Because the teacher does not speak a fluid English. A traditional teaching, where English does not have the adequate importance. Schools, and high schools do not have the adequate didactic material. The lack of laboratories (3). The lack of didactic material for



English teaching in the high schools. The lack of more consecutive schedule.

b.- Improvisation of no specialized teachers. The lack of an adequate classroom and the little use importance when this material exists. For the assignment of this subject are not looked for elements correctly prepared, falling down in the improvisation. To have an environment that helps the practice. The limited number of periods that are given daily (2). Because the material that is used is not structured correctly to capacitate the student (2).

4.- In what way fall in English learning: the methods?.

- They are generally adequate, because the root since the same principle of the language are used the inductive and deductive methods. The methods fall in a direct way and its use is inadequate, so the teacher has to use a better method to incentive the students (2). This is fundamental, because well as teachers as students guide it by the better didactic way for learning. This is one of the elements of the teaching-learning process. The methodology applied by the teacher is the better way to introduce into the student with his knowledge, therefore if the adequate method is not chosen, the teacher will not fulfill with the proposed objectives. In a direct way, because using good methods or techniques I think there will

not exist any problem (2).

\* THE PRINTED MATERIAL OF TEXT:

- They help in part, specially the printed material> It is convenient, because it is applied according with the field, and what is essential for the student is a good method, and the experience of a good didactic material. These are important materials, so the student can follow the teaching of the teacher, and detect on time writing and pronunciation errors (2). They are dispensable for any subject so the student can assimilate. Every thing that is didactic material falls favorably in the teaching learning process (2). It is not possible to work in a free way with the use of texts, because there exist cases that some students are not able to acquire them eventhough it could be a good idea to work in this way.

\* THE USE OF ENGLISH BY THE TEACHER IN TEACHING LEARNING-PROCESS OF THIS SUBJECT.

- It helps to a better communication. It desorients the students, English has to be used in the majority of the cases, because this is a motivation and gives security to himself. The english teacher must have a mastery of Spanish in order to effect grammatical comparisons and in this way the student can master his own language and then the target language. The teacher

tries the better way of teaching; according with the level of knowledge of the student, would be advisable a less participation of the teacher with the Spanish Language in English teaching. This falls very much, because if we try to learn another language, the teacher must try in all possible ways to give the students the adequate environment so we have that the teacher has to use English faster (3).

5.- Characterize us the method for English teaching:

#### TRADITIONALS:

Inductive, deductive, mixed, dialogues, comparative, expositive, analytical, of application, descriptive, of translation.

#### INNOVATED OR MODERNS:

Translation, dialogue, because it is necessary, deductive, inductive, investigative, descriptive, analitical, synthetical, do not exist.

6.- Why the use of the Spanish by the english teacher in the classroom?

- Because the teacher sometimes is not a specialist in the subject, it is noted with the deficiency of the student and the attraction in the own language. It is possible that the teacher makes limitations, he is not prepared adequately and correctly to dictate a

class. The use of Spanish is vital, because the students could understand better English, without separating from his own language facilitating so the interpretation and translation. Because the students are not able to understand English (3). Just because there is not an adequate didactic material in order to work in the English language. To make easy to understand better, because lamentably a student of a high school is not able to understand everything in English, and it is due to there is not sequency of programs and schedules.

7.- Why that heterogeneity of the printed material in English teaching?

- Because the teaching is the same for everybody if it is according to the teacher planning, it must be a constant insisting that they response to the reality of this field and not textual transcription of books. Up to date the material is an effective auxiliar when exists innovations didactically structured. The lack of an homogeneous criteriom of the Educational Ministry, because it is worried only in give the contents of programs and some methodological recomendations without specfying the necessities, and interest of English area to take more useful this subject in the students' practice. By the different methods that the teacher uses and also because there is not unification in the study programs (3). Because

it is very good, it is an insentivation that motivates the student to learn with more security.

8.- In what do the students practice the learned English?

- Orally or relation between teacher-student because there is not laboratory. This is very limited, specially this type of practice by the defects that there are in teaching when nobody has fixed goals in the area. They can use perfectly the audio-visuals and the lack of this a recorder as well as recorded tapes as training tapes recorded by himself. Only in their evaluations. Developing programmations of the University, or generally when they discontinue their studies they do not apply it. In dialogues that are prepared in class when the students finish their baccalaureate each one in their University classes.

#### 4.1.2. Analyses for teacher inquiries.

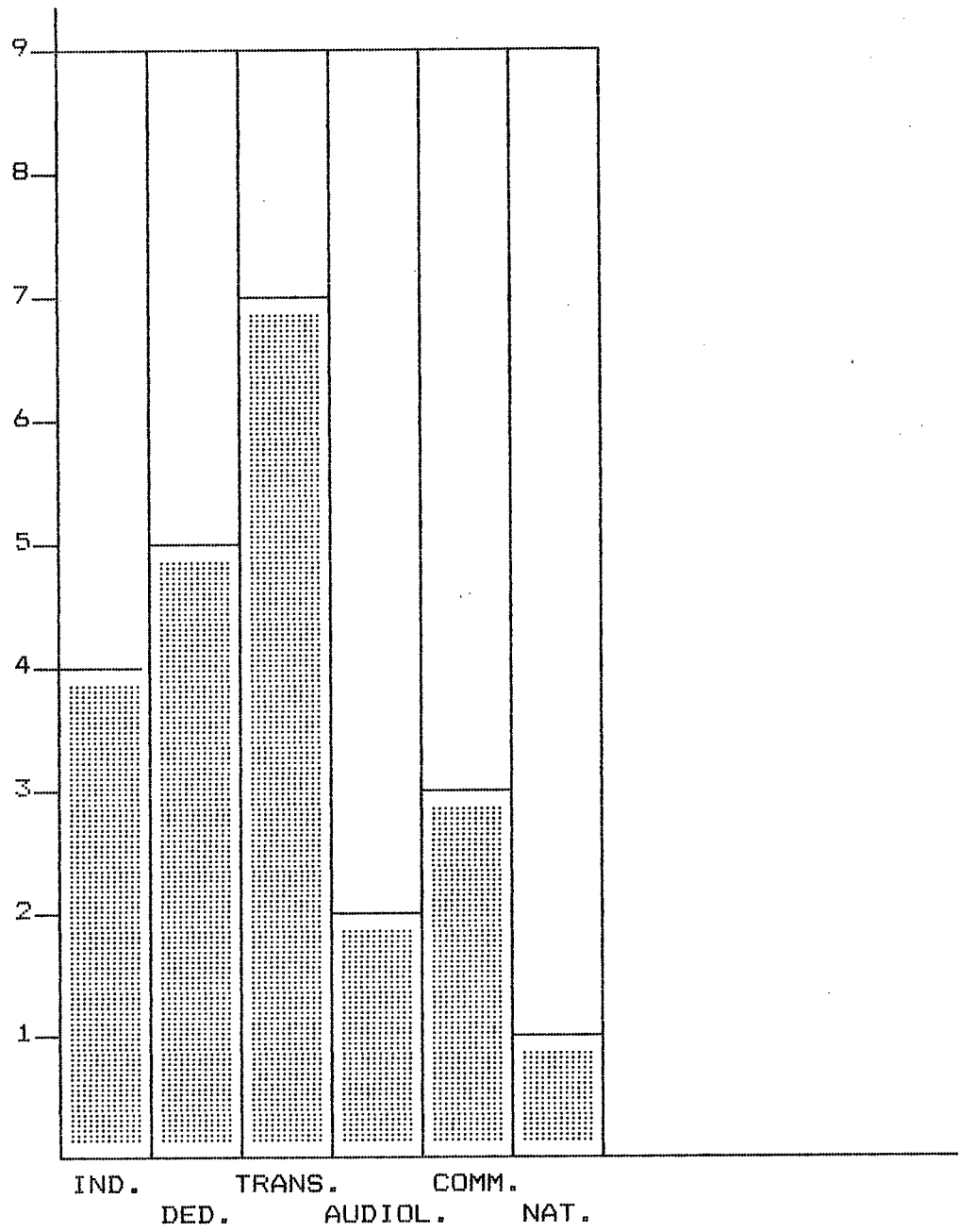
1.- What kind of method (s) do you use for English Teaching?

Alternatives Methods	f Si	%	f No	%	Total	%
Inductive	4	44,44	5	55,56	9	100
Deductive	5	55,56	4	44,44	9	100
Translation	7	77,77	2	22,23	9	100
Audio-lingual	2	23,23	7	77,77	9	100
Communicative	3	33,33	6	66,67	9	100

Natural	1	11,11	8	88,89	9	100
TOTAL	22	40,74	32	59,26	9	100

ANALYSIS OF TEACHERS ENQUIRIES

\* FIRST QUESTIONS



□ NEGATIVE ANSWERS

▤ POSITIVE ANSWERS

The predominating method, is the translation method, with a 77,77% the following is the deductive method with a 55,56% ; but what is the worst, a 59,26% of the inquiries say that they do not use those methods, and only 40,74% say that they use them.

2.- According to the question above, why do you use the method (s) that you chose?

- Because these methods help the students to understand english in a better way, and also because they are traditional in the teaching of this subject as well they have to understand better to the students, because they are more practical. In our high-schools there is not material for english teaching and this is a problem. Because I consider them practical and as well they facilitate the learning for students. Because they are more appropriate for a good activity of teaching-learning process, they join the better pedagogical conditions and they are joined better to our field. These methods are easy for the students. Because they can develop their minds to find out the meaning of words, sentences and readings, also it makes better the pronunciation.

3.- Are the English study programs adequate for a good teaching learning process. why?

	f	%
- Si //	2	22,23%
- No //////	7	77,77%



- FOR YES:

- In our zones all English teachers elaborated our own English programs because these had been adapted according to the necessities of students of our city with permission of Education Province Direction (2).

- FOR NO:

- Because the English programs have not been revised since they were done. Because these are incomplete, or because these do not refer to essential things. Because the programs are incomplete, or they do not complete the more important things in the student's mind. Due to their extention they could not be completed totally and they are not adapted to the level of our students that in the primary school they did not receive this subject. Because they are very extended. The English study programs of the Education Ministry are many times based in foreigner methods the same that do not agree neither with our social, nor economical reality. They are not adequate because the level of students is not the same in any school or high-school, the teacher has to do his own program.

4.- Do the English study programs enable to the students to communicate with each other in this language. Why?

	f	%
- NO	9	100

- Because their contents refer only to grammar. Because finished the bachelor's degree the students do not have the enough knowledge that allows them to communicate with each other. They are nor able to communicate because they are applicable to the student, just to teach structures, They are inadequate. They enable only in part. We do not have neither a laboratory nor an adequate environment. Because they set little time for communication. This is impossible, we have an adequate environment for the students, appropriated equipment, laboratories, workbooks, all of them adapted to our places. The students can't communicate with each other because they do not have the enough practice only two or three ours per week and each class period is forty five minutes long and for this reason I think that it is impossible that the students can talk in English very well.

5.- Is there in your high-school the adequate material for English teaching? Make a list of the material that exists.

- Si	/	f	1	%	11,11
- No	////////	f	8	%	89,19

- FOR YES:

- Laboratory with motion pictures, booths and headphones.

- FOR NO:

- Because there is not the adequate material for a good English teaching. The material exists, but is not used by the lack of a technical person. There is not material, only few dictionaries. Only blackboard, chalk and maybe English books, and my own books and magazines.

6.- According with your answer to the question above which will be your opinion of what must do or not about it?

- A better way for a good English teaching is increasing a special classroom with the necessary material for this purpose. To solicitate to the authorities that give us the suitable material for a good teaching of this language. The high-school has to buy the suitable material for students. I think it is very important. I think there exists the adequate material for a good learning, and we have to make use of this material in order to allow the students to know the new methods which can be easier to understand. The laboratory must be complete and has to have the suitable material for english teaching. The authorities have to furnish the high-school with better conditions for the development of this subject. Each high-school must have laboratories, and English department in which we could prepare workbooks according with the program process. We must unify the programs to get the material for a good teaching, we need a laboratory for audio and as well we have to apply good methods.

7.- Are the students that egress from the high-school able to comunicate in English either in oral.....or written way.....? . According with your answer what do you think that difficults or facilitates this communication?.

	f	%
- NO //////////////////////////////////	9	100

- Because the student do not have the opportunity the communicate in oral way because the envirotment is not adequate. They are not able to communicate in any way, because the high school programs are not so good to allow them to make these types of communication. The number of class periods for English teaching is limited in the High school, which does not permit the advance in the English programs. Because the teaching is not good, they not only can understand little things something that is not enough for them to say we can communicate in both ways. Lack of didactic material and a little or none interest for this subject they need to practice a little. Because we never finish the English annual programs and for this reason we do not finish the programs of the six years.

8.- Do you think that English teaching must be generalized in the schools, why?.

	f	%
- SI //////////////////////////////////	8	88,89
- NO /	1	11,11

- FOR YES:

Because this helps the student to understand faster this language and also because the students get the high school with some knowledge of English. This is a good idea, because if English teaching is generalized in the schools the students will begin their studies in the high school with some idea or knowledges about this subject> It must begin with children, because they have more facility to learn any language. This is one of the students greatest problem specially when he begins to study in the high school, the major part goes there without any knowledge of English. Because they will carry on bases to the high school, special in our city. They must know since their childhood the english language, because it is the most important language in the world. It is used in many countries, for that reason we must increase the English teaching in the high schools.

9.- Do you think the hours of English teaching in the high school should be increased? if your answer is yes, how many hours do you think?

	f	%
- YES //////////////	8	88,89
- NO /	1	11,11

- I think it is a good idea, and its increasing should be to ten hours per week. At least five hours per week. At least four hours weekly. They need five or six

hours per week or in another case by levels. One more, because the students as well have other important subjects.

10.- Are the texts that you use adequate for guaranty the learning of this language. Why?

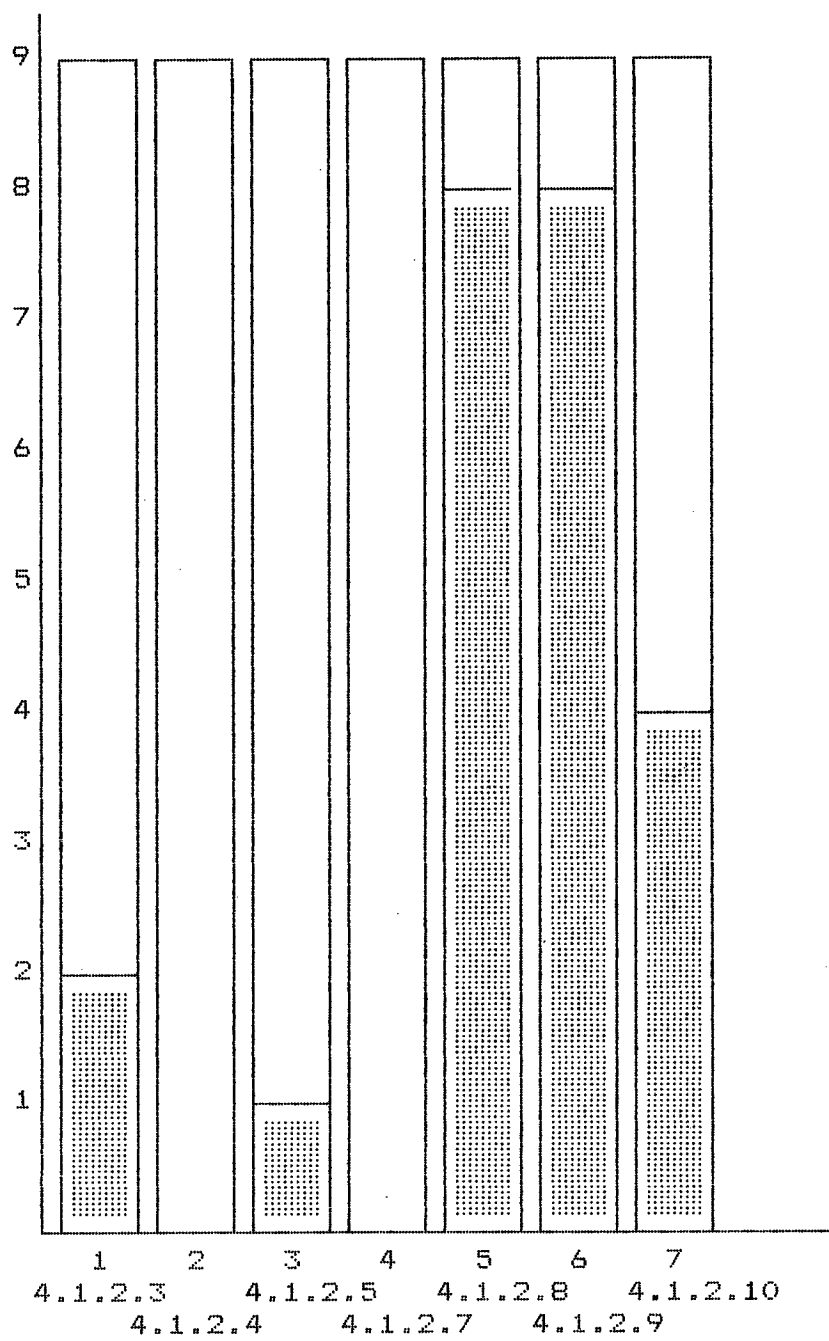
	f	%
- YES   ////	4	44,44
- NO    /////	5	55,56

- FOR YES:

Because it gives us all the principal material to work and also they make easier the teaching. Because I work with some important books in order to extract the more important things that really help the student to a good learning. Because these are authorized by the Educational Province Direction, and they are Robert Lado, Gustavo Estrella, Grammar Dickson.

- FOR NO:

They are not adequate for guaranty a good learning of this language. In our zone does not exist the efficient material. The students do not use texts due to its great price. I use an special book for the students, because they do not buy it. I use my own books and make my own program.



□ NEGATIVE ANSWERS

▤ POSITIVE ANSWERS





	Just makes daily use of Spanish?	Yes ////////////// ///////////////// ////////////////	31	100
6	Do you agree with the teaching method employed by the by the teacher?	Yes ////////////////////////////////////// /// No ///	28 3	90,32 9,68

If your answer is affirmative or negative tell us Why (question £ six).

OPINIONS:

- I disagree because in the high school the english subject is given in an incomplete way because the teacher from first to sixth courses must have a plannification for not repeating these classes in the other courses, because they always are repeated and for this reason we cannot learn english. No, because there exists few hours per week I propose that the didactic material like pictures, tapes recorder in English with translation must be given to the English teacher in order to increase the learning. No, because I think that the English taught in the High school does not allow us to talk with a native speaker. It does not serve us neither to translate a simple catalogue.
- Yes, because in this way, the student exercises himself, allowing him to catch subconsciously the employed

techniques. I agree with the method, because the teaching is theoretical and practical. Yes, because the teacher teaches the class making his explanation in Spanish and identification of this subject is more clear. Yes, I agree because I think that she understand us very much like students of physicomathematical speciality. Yes, because this teaching method seems for me very well employed, because it teaches us to study better. Yes, because with the method that the teacher uses we can do a clear assimilation, Yes, because we can understand without problem with the method that he uses. Yes, maybe because as we do not know another method we get close relation with the method employed by our teacher. Yes, I think it is very good, but I can establish that there are classmates who have big problems in pronunciation as well as in writing. Yes, because in this way we understand better and it is much better if the teacher sends us homeworks and lessons. Yes, because she understands us, she gives us the class with English words and then she explains them to us, for instance the different kind of sentences. Yes, because they teach us using a method of understanding it can be using Spanish in their classes and they make us to realize the exercises in English. Yes, because in my opinion we understand better, but we have to advance more in our chapters because what we wish is to be talking and understanding English. Because in all classes we go out with any doubt from the classroom. Yes, because the employed system so far seems to be very good, but we

could say that the lack of a special classroom does not allow us to have a good pronunciation. Yes, because When I began my studies in this high school they have used almost the same method during the six years of study, and I think that we became familiar with it. Yes I agree. Yes, because he helps the students to understand, being this very important to learn this language, Yes, this is positive because he makes us to understand very well. Yes, because this method is very good, and overall we learn it well and as well we translate English. Yes, because the method of dictate the sentences in Spanish having the students to translate into English makes us to exercise in writing, vocabulary and pronunciation of this language. Yes, because the teacher explains us in Spanish, he dictates theory and realizes exercise for a better understanding. Yes, because with the explanation the practice that is realized in class about the theme and then the respective tasks makes that the students agree without any class of doubts about the studies theme. Yes, because the method employed by him is understandable by the students. Yes, because the method employed by him fulfills with the disposed rules to a better understanding. Yes, because this method is very practical. Yes, because most of the time we have the opportunity to practice doing exercises in class, and this is very good because with the practice we get a lot, overall when we are learning another language. Yes, but I think that the method must be changed and it could

be through slides.

Nro. Questions	Alternatives and tabulation		f	%
7 What would you like to teach you in English in your high School?	-To read?	Yes ////////// //////////	20	64,52
		No //////////	11	35,48
	- To write?	Yes ////////// //////////	21	67,74
		No //////////	10	32,26
	- To trans- late?	Yes ////////// //////////	21	67,74
		No //////////	10	32,26
	- To commu- nicate?	Yes ////////// ////////////////	26	83,87
		No /////	5	16,13
	- To unders- tand?	Yes ////////// //////////	20	64,52
		No //////////	11	35,48
	- Others	Yes /////	5	16,15
		No ////////// ////////////////	26	83,87

Others:

- Techniques or words used in the different specialities.  
I would like that the high school must do a wider study of English because neither the teacher has time to teach this subject. To figure out a pronunciation a little exact or equal to the natives. In the same way as it is spoken like in countries where this language is of official use. A more practical English.



**Others:**

- Teachers can speak and teach correctly this language. That they give us readings and also that they teach us to translate, so we can communicate our idea in this essential language. To change the programs, because they do not get any goal. A classroom that facilitates us everything necessary for a good teaching-learning process. The equipment of laboratories and practice in class using English words. Adequate material, recorders, and special classrooms.

11.- Do you think that the obtained results during the six years of study of this language are enough to communicate either in oral or written way. Why?

Yes.

No: ////////////////////////////////////// 31 100%

**Answers:**

- No, because teaching have been not enough, the lack of time, because the classes are irregular, even it serves us to understand something. Really are general knowledge that allow us a minimum communication and almost anything to understand. No, because what we learn in the high school is generally little, therefore we cannot be able to talk or write in English correctly. No, because we are not in contact and we do not learn to talk or

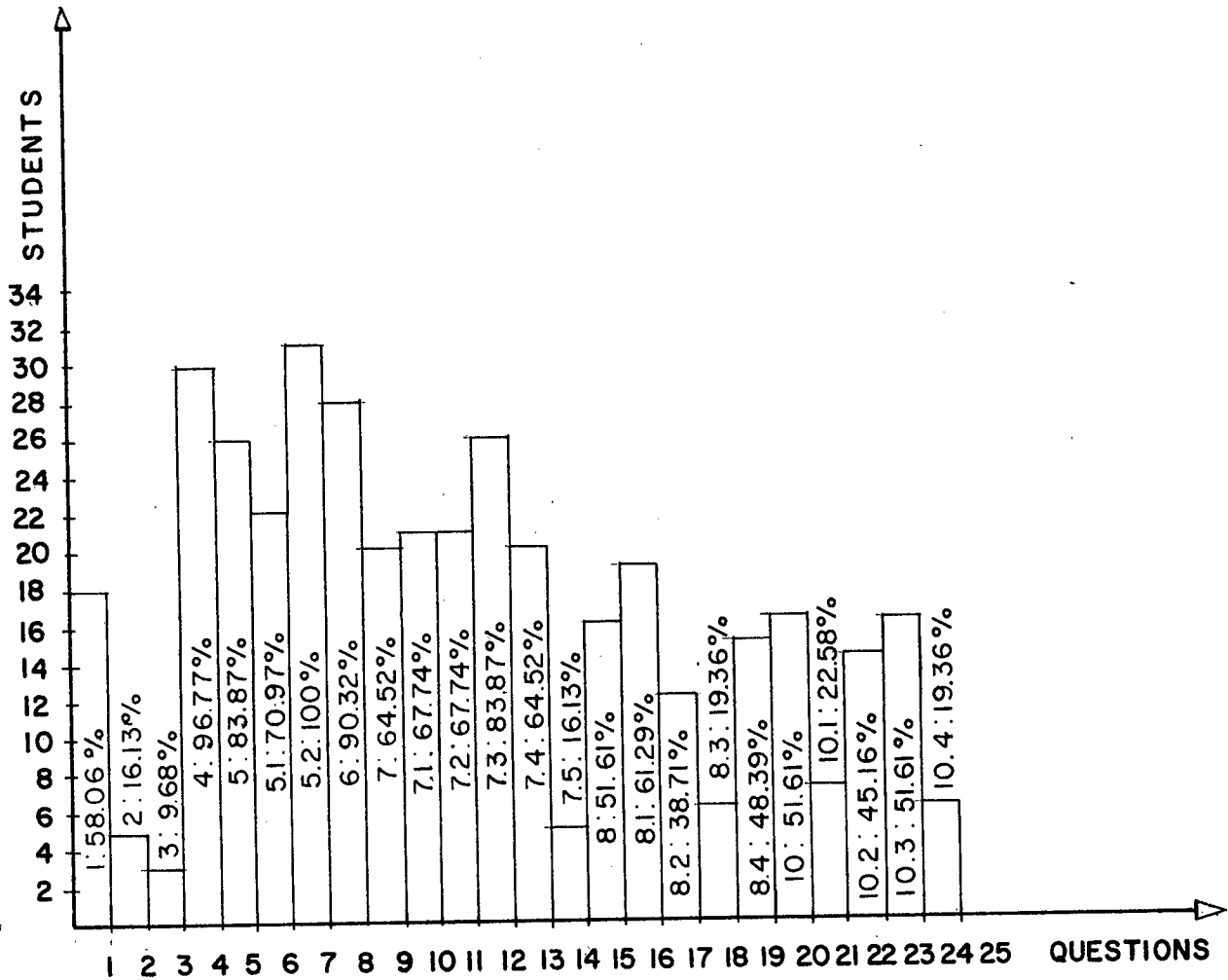
write in English. No, I don't think that the things that we learn in English serve us to communicate in English, because nobody taught us to talk in English just they taught us a theortycal way. No, because we did not obtain practices of reading and talking. No they are not enough because what we learn during the six years is not recently adequate and I think that we need to enable a little more. No, because we have not a practical teaching, we need to do dialogues and readings. No I don't think so because we do not have enough teaching, the imparted teaching in the high school is not enough to allow us to communicate if we want to communicate we must take courses of languages. No I don't think that the teaching that we obtained in the high school is enough to communicate, because what we learn is very little. No, because the learned things are very little and it does not serve us to communicate in any way in this language. No, because so far I have not learned almost nothing, and I must go out to other countries where English is spoken in order to surpass myself. No we almost do not learn anything when we do not have the enough periods of class. No, because this language is difficult and we must be very well enable to communicate either in oral or written way. No, because we do not advance to study all the needed to communicate in this language. No, because this time is not enough to communicate in this language we need to know more. No, because the English classes particularary in our high school are in the last periods of class and almost we

do not have the opportunity to receive the class irregularly, but in an irregular way which makes that the classes do not get sequence. No, I don't think that the six years of study are enough because the English language includes many themes. No, it could not be necessary in the Universities, because there we will need help to improve the understanding of this language. No, because we were not taught in order to communicate, we must learn basic things that do not serve us to communicate or at least to understand this language. No, because simply we learn almost nothing in every thing that is taught in the high school. No, because we never can graduate in the high school and have a big knowledge, because the study programs are not so good. No, because in our study we just were taught basic sentences and never a practical English. No, because nobody enables us to communicate in oral or written way. No, because nobody taught me duly. No because what was learned does not supply the knowledge to communicate. No, because I never gave the adequate importance to this subject, just now in this year I am learning something. No, because I think the study so far is not enough to communicate in those ways. No, because the classes had been irregular and we did not cover the necessary chapters. More or less to understand and communicate a little.



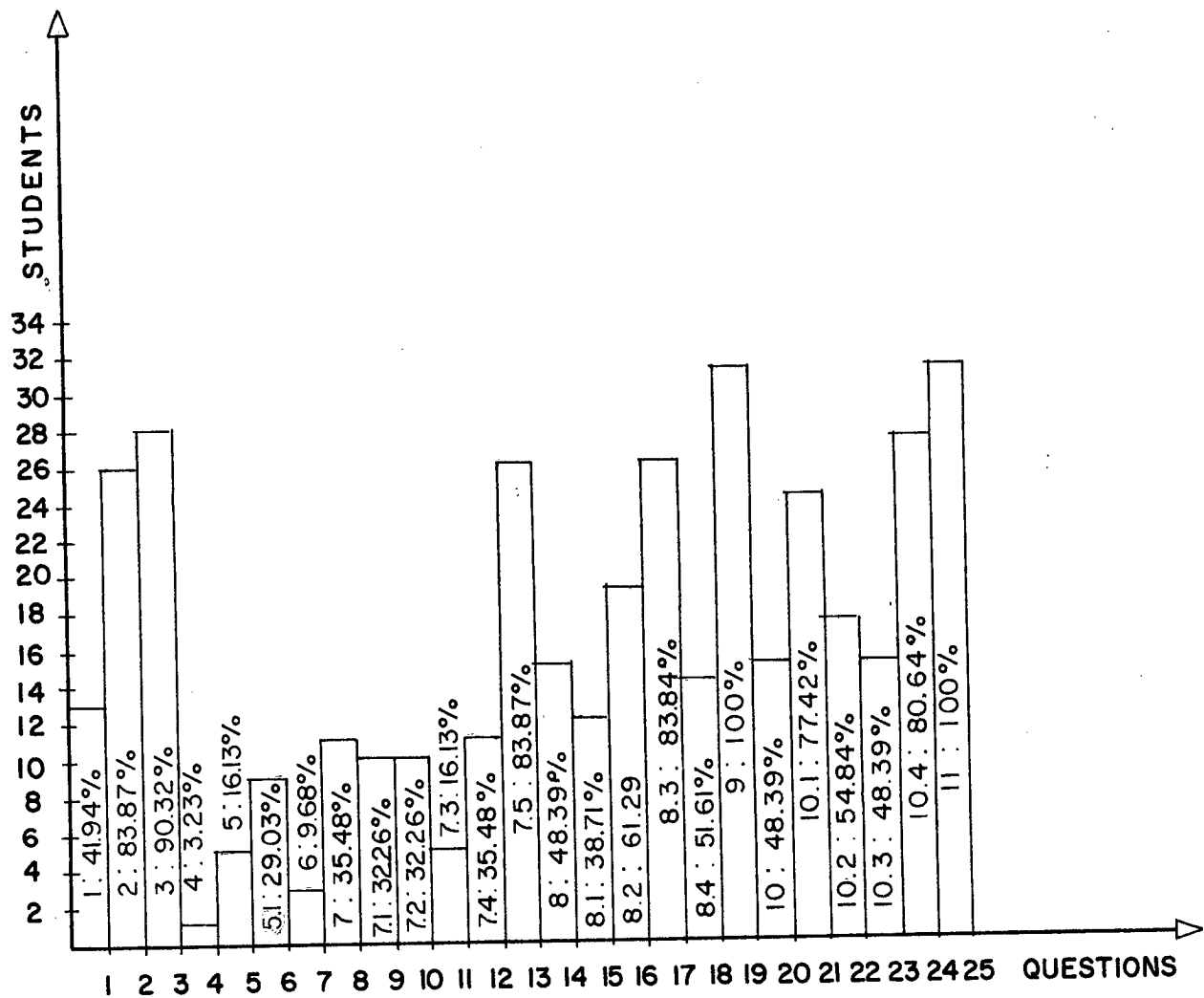
PUBLIC HIGH-SCHOOLS

STUDENTS	#	31
POSSITIVE		
ANSWERS	#	25



PUBLIC HIGH—SCHOOLS

STUDENTS	#	31
NEGATIVE		
ANSWERS	#	25



4.1.4.- Analyses of the inquiries of students of  
Private daily high schools of Loja city.

Nro. Questions	Alternatives and tabulation		f	%
1 Did you study English in the School?	Yes /////////////// No ////////////////		11 16	40,74 59,26
2 Did you take some English course before to study in the high school?	Yes // No //////////////////////////////////////		2 25	7,41 92,56
3 There exists in your high school a special classroom for English teaching?	Yes ////////////////////////////////////// ///// No		27	100
4 Do you think that must be generalized the English teaching in the school?	Yes ////////////////////////////////////// ///// No		27	100
5 Generally the teacher makes use of spanish for?	- Make a better explanation?	Yes /////////////// ///// No /////////////// ///	14 13	51,85 48,15
	Make understand better?	Yes /////////////// No /////////////// ////////////////	11 23	40,74 85,19
	Just makes daily use of Spanish?	Yes //// No /////////////// ////////////////	4 23	14,81 85,19
6 Do you agree with the teaching method employed by the by the teacher?	Yes ////////////////////////////////////// No //////		21 6	77,77 22,23

--	--	--	--

If your answer is affirmative or negative tell us why?  
(question 6 six).

#### OPINIONS:

- No because the teacher taught almost everything in English and he has to talk in Spanish so we can understand better. first of all he gives us the class in English and then he reads fastly and we cannot understand very well, because sometimes we do not know words. No, because his teaching methods is not clear. He teaches us verbal forms and this method is not correct because we could like that he teaches us more vocabulary as well frequent dialogues in English and this way it could be easier for us to understand this language preparing us to do any dialogue with out any difficulty. No, because the teacher speaks English fast and it is difficult to understand, even the method that he uses is important, because it makes us to introduce in this language and understand better; just a little suggestion that pronounce it more slowly in order to understand better. No, because his method is very advanced and also fast so we do not understand what is explained. No, because he teaches fastly and we have not time to assimilate the idea. No, because he does not make us to understand he talks fast and we do not understand.

- Yes, because with this method we are going to learn much words and phrases in the English language because he explains in English then in Spanish to make us understand better the words or phrases that are needed to communicate. Yes, because the method employed by our teacher is correct, he makes that all students understand better the classes and also we learn more. Yes, because in this way we can understand or know the way how we can talk in English and so we become familiar with this language. Yes, because he does not restrict the teaching to the same vocabulary neither to the same kind of sentences for teaching. Yes, because the teacher uses English from the getting which is very good., because this factor gives us a stimulus in learning, as well he is objective and he knows verbally this language. Yes, because he teaches us and at the same time he makes to understand and learn the use, application and talking this language that day to day is generalizing in our country. Yes, because there is a better participation and he incentivates to the student to be active in class in order to learn a practical and then a theoretical English, so we can understand better and maybe we can practice it not only to get a grade but like general culture and a way of essential communication. Yes, because it is one of the best methods that she uses. Yes, because she makes us to understand but even sometimes she goes fast and it is not easy to understand. Yes, because he explains us either in English or Spanish giving us a more clear

vision and the difference that exists between these two languages. Yes, because he only uses Spanish for explaining to us better. Yes, because I understand his classes very well and I don't have problems. Yes, because we understand him, and if we do not understand the class we solicitate him repeat again the class we solicitate him repeat again the class all the necessary times to understand it. Yes, because he makes the English class more participative and tries that all the students act in class. yes, because he makes us to understand better some cases in English and specially in its pronunciation. Yes, because she makes us to understand better each day and on the blackboard she makes us to understand much better. Yes, because we understand him very well this language but in my case I do not like this language but in this year I understand it very well. Yes, because he first teaches us in English and what we don't understand, we ask him and he tells us the meaning of the questions, and with this method we will mastery English, because sometimes ourselves bear in mind the meaning of something that we don't know. Yes, because the method that uses our teacher is that in which the student has more dedication to the given theme and there exists a better comprehension and in that way we can attract and assimilate what the teacher is teaching and through efforts the same student can get close relation with the English language. Yes, because with this teaching method we understand better, for example: the teacher talks to

us in English almost everything and in this way we get close realtion with this language.

Nro. Questions	Alternatives and tabulation		f	%
7 What would you like to teach you in English in your high School?	-To read?	Yes ////////// //////////	24	88,89
		No ///	3	11,11
	- To write?	Yes ////////// //////////	23	85,15
		No ////	4	14,28
	- To trans- late?	Yes ////////// //////////	25	92,59
		No //	2	7,41
	- To commu- nicate?	Yes ////////// //////////	25	92,59
		No //	2	7,41
	- To unders- tand?	Yes////////// //////////	26	96,30
		No /	1	3,70
	- Others	Yes ////	4	14,82
		No ////////// //////////	23	85,18

#### OTHERS:

- More practicals. To practice daily the English language. To have opportunity to express the ideas. The teacher must try in the possible makes the students to understand.

8	In what conditions would you like to teach you in your high School?	- With the use of an adequate classroom?	Yes /////////////// ///////////////// No //	22 5	81,48 18,52
		- Using recorders?	Yes /////////////// ///////////////// No //	22 5	81,48 18,52
		- In laboratories?	Yes /////////////// ///////////////// No //	23 4	85,18 14,82
		- With the use of texts?	Yes ///// No /////////////// ////////////////	5 22	18,52 81,48
		- Using didactic material?	Yes ///// No /////////////// ////////	8 19	29,63 70,37
9	There exists in your high school the material mentioned before?	Yes No ////////////////////////////////////// ////////		27	100
10	What do you suggest that must be increased in in your high School for English teaching?	- Number of classes?	Yes /////////////// ////	14	51,85
			No /////////////// ///	13	48,15
		- To change the programs?	Yes ///	3	11,11
			No /////////////// ////////////////	24	88,89
		- That teachers employ better methods?	Yes ///// No /////////////// ////////	7 20	25,93 74,07
			Yes /////////////// //////// No ///// ////////	19 8	70,37 29,63
		- Others	Yes ///// No /////////////// ////////	6 21	22,22 77,78



## OTHERS:

- More practice. That must be applied inquiries of English language to the students. The class have to be more practicals. The teaching must be more practical and theoretical. That the teachers have more patience. The employment of English language has to be more practical.

12.- Do you think that the results obtained during the six years of study of this language are enough to communicate either in oral or written way. Why?

	f	%
Yes		
NO //////////////////////////////////////	27	100

## ANSWERS:

- I don't think that the obtained results during this time are enough to communicate in oral or writing way, because we just have a superficial teaching of this language. No, because during the six years of study of this language we did not obtain the basic knowledge to communicate in this ways. No they are not enough, because there not exists a continuity as it is needed, and what we know is like learned by heart and no as reasoning. No, because as it was explained before the high schools had forgot an adequated classroom for the study of this language however I have studied in books like BBC of London, but I need the singular help of a

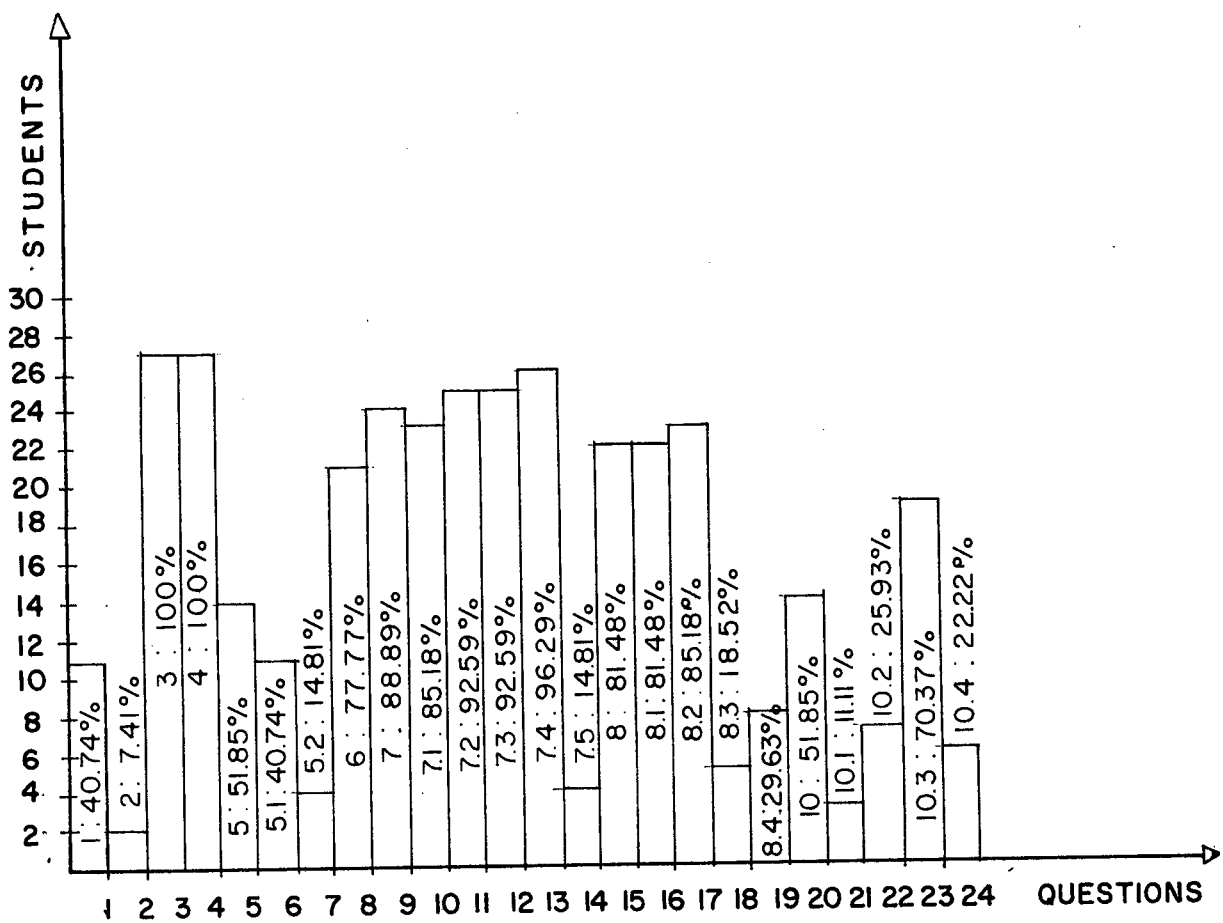
teacher. No, because there are some teachers that use different pronunciation, and this disturbs the students. No, because there are rules that we don't know, and we need more practice in its use. No, they are not enough, because we only obtained basic knowledges that do not allow us to communicate neither oral or written way. I think that the six years of study are not enough to be prepared to make a conversation, because in general the teacher does not apply the necessary techniques for teaching. The six years of study of English for me are not enough to be able to communicate orally, but I have learned very much, it is to say that our teachers, not everybody are able to give us this subject, but I learn it. I Think that what we have learned during the six years are not enough to have a dialogue or a simple conversation with another person that talks English, because we do not know enough this language for communicate through the same. They are not enough to communicate because we have not enough time, and also the teachers had not taught us this for communication. No, because I didn't dedicate the enough time to this subject, and I know little of it. I don't think that I can express all right, but maybe little in English. No I suggest that it must be done in written way, so we can think more about the subject, because if we give it in oral way, we have to do it fast, and without the necessary time that allows us to remember it. No because we have not acquired enough knowledge to understand and communicate with enough exactness. No,

they are not enough, and because the programs do not gathering each other and this makes to fall the study field. They are not enough. I don't think that I am in able to communicate, because I don't have the necessary knowledges to elavorate phrases or sentences that are inside of a conversation, and it could be necessary to increase the number of classes or maybe to take a course. No, I think that they are not enough only in limited dialogues, because there are few words and phrases that we know, but to have a deep dialogue they are not enough. No I think that I cannot have a good conversation, because I don't know English very well but I can talk a little such as a simple gretting to meet a person, etc. No, because the teacher did not teach us in oral way, but in written way leaving in us a deep empty in this aspect as well as in written way, because we don't know all the grammatical rules. No, because I have not learned very well and I did not like English during the six years of study in the high school. No, because in my high school is not exessive the teaching of this language. For me they are not enough to have a dialogue but it is true that we have learned something of English during the six years. I don't think that it could be necessary for me to communicate in English because I don't like this subject. No, we have not learn enough knowledges to communicate either in oral or written way, as well the english programs are not complete and it is necessary to study or follow in the Universuty if we want to get these skills. No, because the teaching

that we have obtained is not enough to communicate one to another, in spite of that we have a little knowledge of this subject and the problem takes root that is not practical. No, because we do not have enough time and also I don't like the study programs.

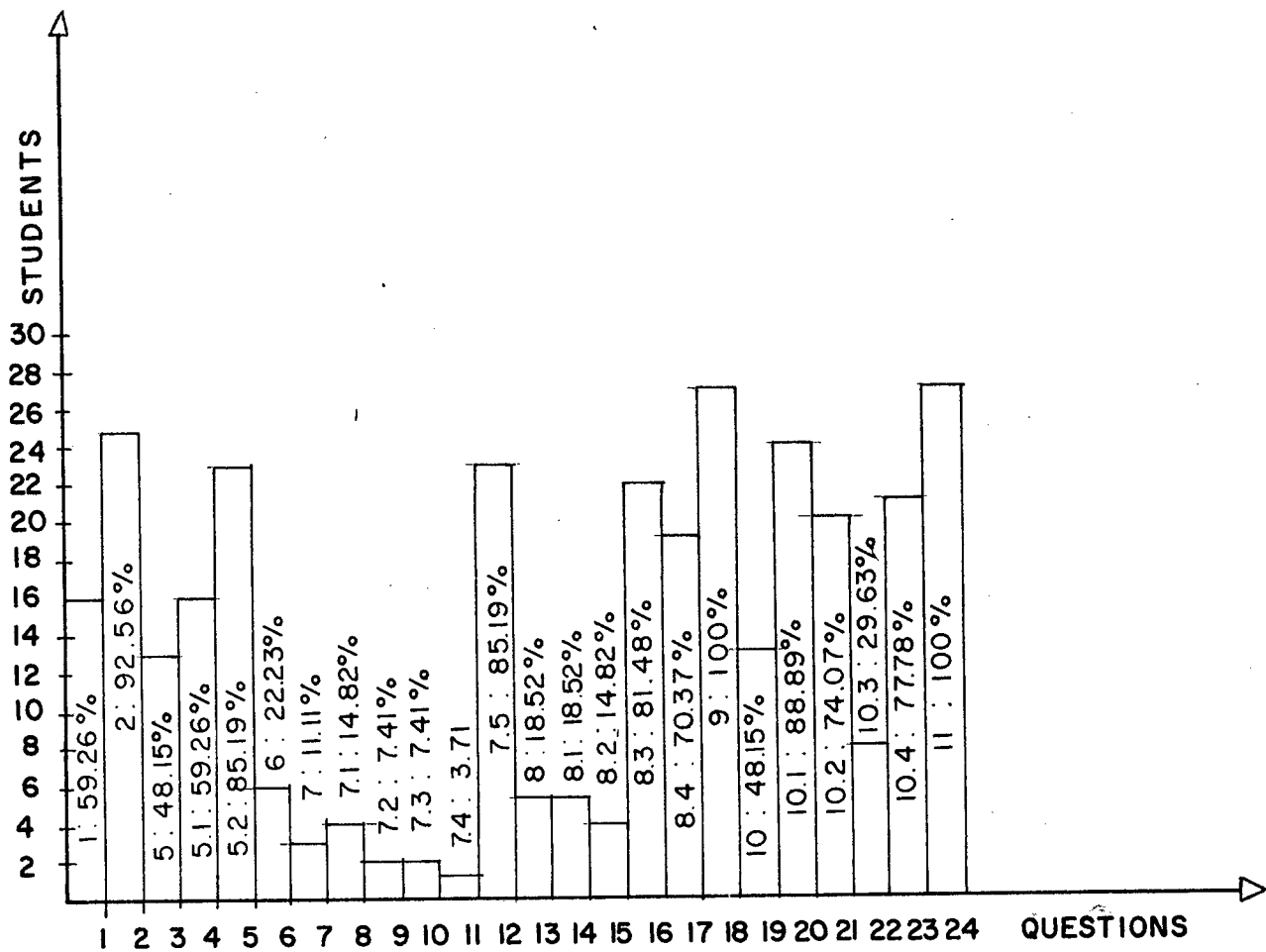
PRIVATE HIGH—SCHOOLS

STUDENTS	# 27
POSSITIVE	
ANSWERS	# 24



PRIVATE HIGH — SCHOOLS

STUDENTS	#	27
NEGATIVE		
ANSWERS	#	24



#### 4.2. Analysing the results.

The reasons by which there is not development of English communication skills of the students of the sixth courses corresponding to Public and Private day high schools of Loja city are:

According to vice-rectors they said that in this field the students learn much grammar and they assimilate the grammatical rules. The communication is not a habit of our field because the teacher does not talk English fluidly. We do not have the adequate didactic material. The lack of English laboratories. The lack of a more consecutive schedule. The teachers are not specialized. The lack of classrooms. The lack of an environment that help us to practice. The few number of periods that are given weekly.

The negative effects that are obtained for the lack of development of English communication skills of the students of the sixth courses corresponding to public and private day high schools of loja city are:

Lack of an economical caudal by the salaries payed to the teachers that teach English. The waste of efforts of the technical equipment programers of the Educational and Cultural Ministry that designs the study programs. Low weariness of the technical resources and laboratories in the high schools. The students that enter to the first

academic year of a University, do not carry on the knowledges that require the future professionals of teaching.

#### 4.3. Conclusions.

If we understand by development the increasing of English communication skills in either physical, intellectual or moral order, as gradual sequency of coherent modification and perfectly order in the student of the sixth courses that is originated with the study since the kinder Garden finishing it in the high school making a jump in the six years of the school is not given in Ecuador.

Who assume the function of teaching must be in conditions to handle information about characteristics, conditional elements, internal resources and identity to try the communication, from the pedagogical point of view where the possibilities and limitations that the student as person has, are attended.



CHAPTER V

TESTING THE HYPOTHESES.

" The elements that support the supposed basic underlying are the prejudices, emotions, beliefs, the own and public existences of the man; belonging to a determined stratus, his profession of " Scientific-Social". Thomas Kuhm, la estructura de las revoluciones científicas, p. 72.

5.1. STATING THE HYPOTHESIS.

5.1.1. HYPOTHESIS No. 1

GENERAL FORMULATION:

A significant percentage of students that graduate from the public as well as Private high-schools, show serious difficulties in expresing himself orally and in writting in English as a foreing Language.

5.1.1.1. INITIAL MATRIX

Indicators in % High-schools, its economic support.		HABILITIES	KNOWLEDGE
Vice-rectors	PUBLIC	1	grammatical

Teachers	High-schools	none	xxxxxxxxxxxx
Students		none	none
Vice-rectors	PRIVATE	2	grammatical
Teachers	High-schools	none	xxxxxxxxxxxx
Students		none	none

### 1.- COMMUNICATION SKILLS!

Communication increases, when the student is possitive. They develop better when they allow a communication interchange, and keep the practice. With English teaching the intercommunication is easy, because it allows an understanding of a culture that has close relations with our. They assimilate grammatical rules, while they carry out dialogues that have a low use in the student's life; an opening to allow him to continue in the specialization studies or through courses he can get high level of culture in order to get a job.

2.- The skills develop 100%, because they help the communication among persons of different languages.

Whatever elementary way of communication, a trainning to communication, or acquiring a high culture. Frankly, in our today's real-life situation students have achieved little in this respect, for the instruction programs are not designed in such a way that they meet all

the academic requirements in the English-teaching field.

Here are the reasons for which the students of sixth courses do not develop skills in Speaking English.

- The teacher does not speak English fluently in class.
- Use of traditional teaching methods.
- Insufficient supply of teaching materials becomes evident in the classroom. If it cannot be used because it has not been suited to the student's needs.
- No appropriate teaching schedule few hours (2 hrs) a week for teaching.
- Teachers who took a teaching position are not qualified for this purpose.

#### 5.1.1.2. ANALYSIS AND CHARACTERIZATION OF VARIABLES!

The first hypothesis by its nature is descriptive is characterized to be Indirect Empiric Reference (IER) as a result the following indicator is established.

#### 5.1.1.3. INDICATOR.

High percentages of students that graduated from Public and Private day high-schools are placed particularly, are proven to communicate very poorly in written and Spoken English.

5.1.1.4. MATRIX OF OBSERVED FREQUENCIES!

High-schools categories	Public High-schools	Private High-schools
Failing	100%	100%
Passing		
Good		
Very Good		
Excellent		
TOTALS	100%	100%

The indicator is true, because teachers as well as students agree that they all have not chance to communicate orally in English, because the environment is not adequate for this purpose; nor the students are trained to communicate in any way; high-school programs are not good enough to allow them to do so; teachers say that the number of teaching sessions is limited in the high-school, which does not permit to advance in teaching the contents. Public and Private students are of the coinside opinnion that the teaching had been not enough because of class irregularity. Besides they said that knowledge imparted is limited and general. Students are not motivated to speak

English. Only teachers speak it. So, reading and Speaking are never emphasized in class.

#### 5.1.2. SECOND HYPOTHESIS.

##### 5.1.2.1. STATEMENT:

According to this second hypothesis which is of causal nature, it is necessary to identify the different variables that compose it. Under this consideration, the variables are of the following order:

5.1.2.2. The dependent variable (A) constitutes the problem that we are stating, and is related to the above hypothesis under analysis.

##### 5.1.2.3. INDEPENDENT VARIABLES.

On the other hand, the independent variables are three in number, whose statements are the following:

5.1.2.3.1. The use of traditional methods, variable (B) which is of (IER) type:

Respectively, the vice-rectors of the eight high-schools said that the teachers impart a traditional teaching; the inductive and deductive methods must not be

applied for this type of exigences. When we asked them to characterize the methods, their answers were clear, there exists a mixing, which was descriminated by us.

#### METHODS.

##### TRADITIONAL METHODS.

- Inductive
- Deductive
- Mixed
- Expositive
- Analytic
- Of application
- Descriptive
- Of translation

##### INNOVATE METHODS.

- Dialogues
- Creative
- Investigative
- Comparative
- Generalize inferences.
- Inductive inferences
- Deductive inferences.
- Direct teaching of the English language.

The resources of the tabulation to find the frequencies of the first question to teachers that tend to give us an information about the methods that they use, the answers expreses to us that the 77,77% of teachers teach by using the traditional method of translation, and they said that they teach with this method because it is practical and it helps the students to understand English better.

The 87,1% of the students from Public high-schools said that they agree with this method, because they are familiarized with this method, the subject is given first in English then in Spanish; the students said that the method

of dictating the sentences in Spanish and they translate them to English make the students exercise in writing, vocabulary, and pronunciation of this language.

The 77,77 % of the students from Private high-schools said that they agree with the teaching method used by teacher, because it stimulates them to be active and to participate in class.

5.1.2.3.2. The use of Spanish by the teacher in the classroom variable "C" is of (IER) type.

The vice-rectors said that the teacher is not specialized; he does not prepare himself to dictate the classes; because the students are not able to understand in English; because there is not the adequate didactic material in order to work in English.

The 83,87% of students from Public high-schools said that the teacher uses Spanish to make a better explanation; the 70,77% said that the teacher uses Spanish to make understand better, and the 100% said that the teacher uses Spanish daily.

But the 51,85% of students from Private high-schools said that the teacher uses Spanish to make a better explanation, The 40,74% that the teacher uses Spanish to make understand better, and the 81,19% said that the teacher makes a daily use of Spanish.

5.1.2.3.3. Heterogeneity of the printed material or lack of the samelike supporting strategy:

Variable (D') is also of (IER) type:

The vice-rectors said that there is not an homogeneous criterion in the Education and Culture Ministry, because they are always worried about establishing the program contents and some methodological recommendations without specifying the necessities, the interests of English area as well for student's practice.

The 55,56% of teachers said that the texts do not ensure proper English learning, because they use an especific texts.

Like the independent variables in reference, we have characterized them as of indirect empirical nature we immediately write down the corresponding indicators that allow us to test the value of each.

5.1.2.3.4. VARIABLE B.

Use of traditional methods:

Significant percentages of teachers of Public and Private high-schools teach with traditional methods like dictation and the conference in English



teaching.

High-schools	Public		Private		Total	
Traditional	High-Schools		High-Schools		-----	
Methods	f	%	f	%	f	%
Dictation	3	33,33	2	22,22	5	55,55
Conference	2	22,22	2	22,22	4	44,44
TOTAL	5	55,55	4	44,44	9	100

The 33,33% of Public teachers dictate the English contents, and the 22,22% in the Private high-schools do the same (dictate); and the same percentage of teachers from Private and Public high-schools are dictated to develop conferences.

5.1.2.5. VARIABLE C.

Use of Spanish by the teacher as mechanism for English teaching.

5.1.2.5.1. INDICATORS.

5.1.2.5.1.1. The teacher-student communication in the classroom is fundamentally in Spanish by the majority of English teachers, because they need to understand better.

5.1.2.5.1.2. Equally a significant percentage of students do not have opportunity to practice speaking English.

High-schools English Practice	Public High-schools		Private High-schools	
	SI %	NO %	SI %	NO %
English Courses	16,13	83,87	7,41	92,59
Do not communicate	1	100	-----	100

As can be observed, the students of High-schools, in a High percentage (83,87%) they have not taken English courses, and the 100% do not communicate. The students of private High-schools in a 92,59% have not taken courses, and as well the 100% do not communicate in English Language.

5.1.2.6. VARIABLE C.

Heterogeneity of printed material or lack of the same as support strategy in teaching English.

5.1.2.6.1. The absence of continuity in the use of printed material evidencing it in the precense of diverse textbooks and their content and form in different high-schools.

The texts authorized by the ministry are: Robert Lado, Gustavo Estrella, Grammar Dickson. To these. we add a

bibliography for the student.

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5.1.2.6.2. A high percentage of English teachers in the middle level of the high schools of Loja city do not use printed material as support in English teaching.

Use of printed aterial	Yes		No		Total	
	f	%	f	%	f	%
Adequate material	1	11,11	8	88,88	9	33,33
Adequate texts	4	44,44	5	55,56	9	33,33
Programs	2	22,22	7	77,77	9	33,33
TOTAL	7	25,93	20	74,07	27	100%

The use of inadequate programs is made by the 77,77%, and 88,89% think that there is not adequate material in high-schools, and 55,56% of teachers use adequate texts, because they buy them.

## CHAPTER Nº VI

## CONCLUSIONS.

Sixth courses students of Public and Private day high schools of Loja city have not developed their communication skills in English, it is the Ministry of Education and Culture that excludes this important aspect from the English teaching program, because if they bear in mind the development that must be applied to the changes in composition and complexity, English teaching will be authorized by analyzing and classifying the contents for pre-primary, primary and intermediate level allowing the interruption that there exists from the kindergarden to the high school, leaving the school without English teaching.

The level of knowledge and abilities acquired by the student when he finished high school is so low, specially English, language with which he has to communicate orally, because teachers do not bear in mind if the students want to get it, he only will get it; listening, reading, speaking and writing in English. That's to say each student has to employ about 10 or 11 weekly hours speaking and not 2 class periods that are assigned in the plans and programs, which are restricted in the high school because they are placed last in the daily jobs.

The reasons for which the students do not develop

skills in the spoken and written English communication when he finishes his bachelor degree are in the same institutions, due to the following factors: the classrooms are not equipped adequately, lack of pedagogical orientation, disarranged curriculums; as well the reasons are in the teacher, there exist a great percentage that are not professionals in this field, lack of English contents, lack of didactical and pedagogical preparation where only translation is the unique methodological resource, it is the same as we proved with the research, lack of an efficient planning of the course and classes; also, the principal reasons found in the student would be laziness they do not know how to study, lack of interest, because the high school does not offer the adequate material, the student is not adapted to talk in English, and the insufficiency in his personal study.

## RECOMMENDATIONS

We propose to the Ministry of Education and Culture plan the English teaching at all levels with an increase of three class hours a week, because the human development shows some tendencies applicable to its principal aspects: It goes from hegemonic to heterogeneous, he has a cephalic caudal direction, he is continuous and gradual, he is regressive, he tends to be constant, the different structures and organs of the body are developed in different speeds, in general terms the development tends to be a positive correlation between the different characteristics, and not to a compensation.

That the Provincial Directions of Education give the responsibility of English teaching to a professional in this career, so they with professional ethics review the grammatical contents and unify them.

That the English teacher Associations make a summary, by texts, that have the unified contents that are going to be dictated; exercises of work made to stimulate and direct the students in free and creative works, it has to present problems that show our experiences that it provokes observations of our environment, it has to introduce the formulation of collections and to the realization of the signs, exercises, etc.; that it starts of vivencies that try to identify the students with the related scenes, that must be always of educative nature.

To make use of the direct technique for English teaching, because it consists in the teaching of the English language through the English given by the teacher, in order to get out the habits planted by the Spanish language, so the students can acquire the necessary habits of the mentioned language that he is studying, which will facilitate a close relation with the English language.

To adopt by innovated methodology the inferences with generalization types, the same that requires of logical rules and regulations with principles of an inductive logic; other types of inferences would be the inductive that differs from the deductive, because the conclusions in these are true while in the inductive logic they can be considered true or false. To deduce we start from the general toward the specific, and to induce is to go from the specific toward the general.



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