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Universidad Técnica Particular de Loja

UNIVERSIDAD ABIERTA

Facultad de Lenguas y Lingüística

**The importance of becoming
a skilled Teacher of English
as a foreign language**

A RESEARCH WORK FOR

**Licentiate's Degree in English
as a foreign language**

GUAYAQUIL - ECUADOR

1989



UNIVERSIDAD TECNICA PARTICULAR DE LOJA

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THE IMPORTANCE OF BECOMING
A SKILLED TEACHER
OF ENGLISH AS A FOREIGN LANGUAGE

A RESEARCH WORK FOR
LICENTIATE'S DEGREE
IN ENGLISH AS A FOREIGN LANGUAGE

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2017

THE IMPORTANCE OF
BECOMING A SKILLED TEACHER
OF ENGLISH AS A FOREIGN LANGUAGE

PROF. GENOVEVA ZAVALA DE MAYER

Universidad Tecnica Particular de Loja

Universidad Abierta

TO MY DAUGHTERS



N O T I C E

The present research work has been read critically in detail for writing accuracy in content, form, grammar style and graphic conventions.

Since the typescript has been accepted as correct, the writer has been given authority to present it as a requirement for Licentiate's Degree in English as a Foreign Language.


Lic. Victoria Gertrudis Vera
Research Advisor

ABOUT THE AUTHOR

Genoveva Zavala Vincenzini de Mayer is an English teacher formed in the Open University. Since 1967, she has been teaching English as a foreign language in different educational institutions and academies. In 1964 she went to the United States for a one-year scholarship under the American Field Service Program, and graduated from High-School in Jeffersonville, Indiana. She re-entered a local school, 15 years later, in order to obtain the Ecuadorian Diploma of "Bachiller en Comercio y Administracion". She took the undergraduate courses of the Open University, and obtained the degree of "Profesor de Segunda Enseñanza" in 1984. She started working at the German School of Guayaquil in 1980, and in January of 1986, she was appointed Rectora for the period of two years, being re-elected in 1988. She holds this position at the present time. She is now expecting to obtain her licentiate's degree in English as a foreign language.

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I wish to thank the schools: Colegio Nacional 29 de Mayo, Colegio Nacional Vicente Rocafuerte, Colegio Nacional Dolores Sucre, Unidad Educativa Bilingue Jefferson and Colegio Tecnico Binacional Aleman Humboldt of Guayaquil, for their permission to let my eye fall into their English classes.

I am grateful to my family for providing constant and moral support and tolerating endlessly my hours of work outside our home.

Finally, my many thanks to the people of the Open University and to my Advisor, Lic. Victor Salinas, who continuously encouraged me; without their technical advice and strong influence, this work would not have materialized.

Guayaquil, July, 1989

P R E F A C E

The learning of one language in childhood is an inevitable process; but the learning of a second language is a totally different situation since it deals directly with the level of accomplishment and the facilities the student receives. Millions of people around the world try to learn a foreign language, but very few succeed in mastering it.

Most of this success is based on the ability of the teacher to become a strong bond between the student and the new language. But this success doesn't come natural neither there are no further technical devices in game.

Improvisation is the worst mistake a teacher can make. For that reason, it is extremely necessary to have a critical professional eye working continuously within the teaching team. Supervision does not mean destroying the teacher's self confidence, means getting more mature to accept the errors discovered by peers or superiors, and learning to reconstruct our own professional development.



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INTRODUCTION

In this brief Introduction, I shall give an outline of the aim and nature of this work, its theoretical background, the way English classes are being carried out in Guayaquil, and the recommendations I would suggest for improving them.

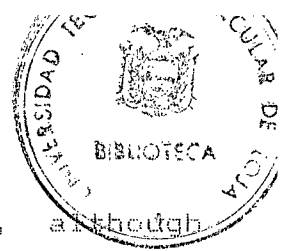
First, however, I should like to offer a few general thoughts on language learning and, in particular, the teachers' performance.

Most organized language learning takes place in the classroom. What is taught in the classroom is what the student will use in common life.

Often teachers don't realize the importance of their job and classes start to be useless or meaningless. In this unfortunate gap is where this work may help to bridge.

The first two chapters contain theoretical information on the most accepted principles on language teaching.

Chapter three deals with the survey on the actual methods used in the observed schools, and the minor requirements of the Ministry of Education as to English is concerned.



In Chapter four, I have tried to do an honest, although short, research on the actual estate of the English classes, and, also, the final result of the students in passing or failing the course.

And, finally, I make some recommendations on what I believe may benefit the students as well as the teachers in their specific purpose of teaching and learning a new language.

CHAPTER I

THE NEED OF FOLLOWING A TECHNICAL CONCEIVED METHOD IN TEACHING A FOREIGN LANGUAGE

I.1 What is a method?

When we think of methods we imagine a coherent system of ideas, built up with the contribution of successive generations of authorities and on the basis of scientific facts. But the truth is that what has happened is something quite different. Methodologists, linguistics according to their needs for changes in the class procedures have produced relatively in brief intervals a sequence of "methods" or "approaches", and immediately the proponent educators of each have tended to deny the validity of all that preceded. So language teaching instead of being an established scientific discipline, is an important feature of several of these methods and approaches mentioned before. It also gives us the idea that these methods may and most definitely have great errors which according to the educational trend of the moment, are more or less commonly accepted by everybody.

There is, therefore, the idea of self evidence of the need of an axomatic outline with which to relate the basic elements in any teaching situation: the teacher,

objectives of the instruction. It is like forming an equation; it is the forming of a method. The teacher then will adapt the techniques of certain method in vogue, but if he is responsible enough he should use the techniques which he feels more suitable to his own personality and to what he feels to be appropriate for a particular class, having regard to the age of the students, their situation, and their educational needs.

1.2 Programming a new method

Any method stops being efficient when it is applied inflexibly, according to set procedures, in every situation.

It has become an even better experience to take back a method left out before, elaborate it and refashion it, so that the best part is not lost but serves the purposes of the present. This is what we do in our school. We take the direct method, which is out of fashion now for considering grammar facts too superficially, and we elaborate grammar drills and exercises for each of the supposed situation in which the direct speech is needed. For example: Dialog to be acted and memorized: (1)

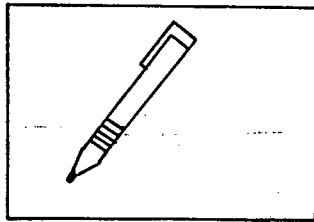


- Have you got my English book?
- No, I haven't got it. Perhaps it is on the table in the kitchen.
- No, it isn't.
- Is it in your school-bag?
- No, it isn't.
- Oh! What's this in your cupboard?
- Oh! My English book. Thank you, Mom. "

Grammar Exercises:

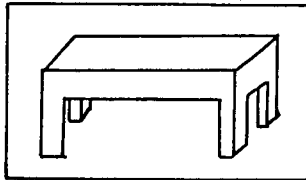
1. Cross the correct answer:

Example: What's this?



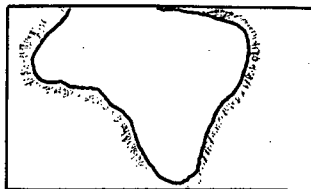
- a) It's a pen.
- b) It's a pencil.
- c) This is a box.
- d) This is bird.

1.- Is this a desk? a) No, it isn't .



- b) Yes, it is.
- c) It's a table.
- d) It's a chair.

2.- Is this a map? a) Yes, it is.



- b) No, it isn't.
- c) It's a book.
- d) It isn't a school-bag.

So while science has advanced by appoximations in which each new stage results from an improvement, not a rejection, of what has gone before, language-teaching

methods have followed the pendulum of fashion from one extreme to the other, much of the field of language method has become a matter of opinion rather than of fact.

Nevertheless, it is important that the teacher and the technical body of the school plan the method which is going to be followed in the period ahead in order to obtain a clear result from the objectives.

1.3 What do we know about the methodology in teaching a second language.

Great linguists have built up methods and trends with a great amount of enthusiastic followers like: Gougin, De Sauzé, Berlits, West, Kaulfers, Ogden, Fries, etc., but in the general run, they have developed no coherent body of doctrine; indeed their dominant ideas are to a considerable extent mutually exclusive.

What we could say is that teaching a second language is both an art and a science. That is to say, it has been largely intuitive, dependent on the personal skill and conviction of the teacher, and hence particularly subject to facts and abrupt about faces. Because it is inevitable the element of human nature and behavior, precisely the element that is most difficult to treat with scientific vigor, is so prominent in language

teaching that it can probably never be made entirely in scientific terms. So to the extent that it remains an art, it permits the individual teacher to exercise such personal gifts as she may be endowed with; and, to the extent that it can be related to a science or sciences and thus itself become an applied science, it can be developed in a coherent way, be given continuity, and be taught.

The basic elements in any teaching situation are the teacher, the subject matter, the learner, and the aims of instruction. These elements are related to each other in a way very similar to the terms of an equation. As in any equation, the value of the first element, the teacher, should vary as different values are assigned to the other terms.

Anyway, the method of language teaching should be based on at least three cornerstones:

- a) What is known about the nature of the language.
- b) What is known about the nature of the learner.
- c) The aims of instruction. (1)

The science which analyzes the nature of language in general as well as that of particular language is linguistics. The science that has deeply studied the processes of human learning is psychology. And the aims of instructions are not scientifically determined but depend on the needs felt by the society and the humanistic disciplines can, however, throw some light on individual at a given moment; a number of scientific facts of these needs.

Personally I consider that these three cornerstones are definitely the true ones as for elements involved is concerned, but if we take the activity of teaching mainly as a humanistic activity, I would prefer to change the order of the three and put the aims of instruction first, followed by the nature of the learner and afterwards the nature of the language to be taught. The nature of a language can easily be studied through linguistics, which treats most directly with the problems of the language. Diachronic synchronic or descriptive linguistics deals with the development of languages, written languages, and the genetic relation among them. This science was developed in order to provide a rigorous method for analyzing living languages. Living tongues are in continuous changes so spoken languages are constantly studied by descriptive linguistics. The U.S. have provided the world of the



most reknown descriptive linguists, as Bloomfield, who brought this study to the category of a science after his publicaton of Language in 1933, the University of Michigan with Fries and his Teaching and Learning English as a Foreign Language in 1945, also raised the value of this new science.

It is clear that linguists are not the only and last word in answering all the questions regarding teaching a language, neither that language learning is a mere appendage of descriptive linguistics. There is a mistaken trend that even a change in terms is necessary, "applied linguistics" for "language teaching", which is totally unacceptable. What becomes real and certain is that the profession of teaching a second language or a foreign language is coming of age and will perhaps make better progress in the near future than it has in the past.

Psychologists and teachers haven't been together very long yet as to form a strong relation. Let us say that from 1925 until 1940 the Reading Approach was on style, and the responsables for its popularity -West and his followers from the Brittish Commonwealth, and the American and Canadian Committees o Modern Languages in North America- were determined to reduce the role of guesswork in language teaching. For doing this, they

invited many psychologists to participate in their work of using experimental evidence in class. Great amount of literature was published on this respect during those years (1). But with the advent of linguistically oriented language teaching, this literature was neglected.

These psychologists concluded that an ability to read was the only foreign language skill likely to be achieved in schools. Critics of the Reading Approach pointed out more than once that the evidence gathered clearly did not support the recommendations made in the name of the Committees (2). Psychologists remain neutral.

There were more reasons for doubting that psychology had a great deal of help to offer foreign language teachers, reasons arising from the state of the science in general and from its methods of developing a learning theory in particular. Psychologists at this point, were divided in schools, each of which disputed the validity of their rival's analysis of mental and behavioural processes. We will see more of this specific differences of schools when dealing with Chapter II of this work.

1. This material was analyzed in some detail by Coleman and Fife (1933-49).

2. The Committees' formal report was made by Coleman (1929). The lack of correlation between recommendations and data was pointed out by Mercier (1930), Carroll (1955) and others.

And finally the aims of instruction are very important too, they deal with the methods to be used. If the results do not coincide with the objectives, at least partially, the teacher has been unsuccessful. The teacher should have a clear idea as what he wants to accomplish and should choose his or her techniques and materials accordingly. The very definite needs of the students is what should determine these aims. In a school, like ours, where two foreign languages are taught at the same time, the aims are basically in forcing the student to distinguish well enough the difference in sounds and structure in the two languages in order to avoid mispronouncing or misspelling. These needs may not be the same as in a fully bilingual (English-Spanish) school, where the student is more exposed to one foreign language at the time and his mind is not forced to distinguish constantly and choose constantly from the three linguistic possibilities current in our school: mother tongue, English and German.

In general, teachers have the most difficulty in drawing up a generally accepted statement of objectives according to his needs. They have argued long enough in what aim is the most important one: speaking knowledge, reading knowledge, or both; native like speaking habits or reasonable intelligibility; practical language skills or understanding of how language works; literature to be

taught alone or as the insights of a new culture. There are many questions to be answered on this respect. The reason why these questions can not be answered is mainly because there are a great variety of purposes in teaching languages and, nevertheless the needs for English is felt around the world today, the reasons for teaching it, are particularly diverse and pressing. For example, in the United States English is taught to enable immigrants' children to study in American schools, and for adult immigrants to function effectively in a new society, also to put foreign students in a position to cope with university levels, etc. In other countries, English is being taught for other equally valid reasons. So if needs are different, so the methods should be different. Teachers must be constantly reminded that there is not such thing as the perfect method.

CHAPTER II

THE ABILITIES TO BE DEVELOPED IN THE STUDENT

Every time the student is exposed to a new language, whatever procedure is being used - conversation, story, dialogue, etc.- the steps should be as follows:

1. Students should be led to understand the material. This may be done through pictures; paraphrases; pantomime; dramatization; through a brief explanation. This is called "cognition".
2. They should be led to repeat the material the teacher models as often as necessary -in groups, smaller groups or individuals.
3. They should be led to practice the material in many ways. Ex.:

- | <u>Teachers</u> | <u>Individual Students</u> |
|---------------------------------------|---|
| 1) Do you eat breakfast at 8 o'clock? | Yes, I do. |
| 2) Do you eat breakfast at 7 or at 8? | At eight. |
| 3) Do you eat breakfast at 7 or at 8? | I eat breakfast at 8. |
| ("Complete sentence, please") | |
| 4) At what time do you eat breakfast? | At eight. -or-
I eat breakfast at 8. |

b) Fill in the blanks

- 1) I cook breakfast at _____ o'clock.



- 2) I wash my clothes at _____ o'clock.
- 3) I get up at _____ o'clock.
- 4) I come to school at _____ o'clock.

c) Change the preceeding sentences using "He" or "she"

4. They should be helped to choose from several alternatives. This is called "discrimination."
5. They should be encouraged to use the new material in communication according to ideas, wants or desires. This is called "production".

So the sequence of development language skills are: from listening, to speaking, to reading, to writing.

II.1 The development of listening and speaking

Correct pronunciation including intonation, wythm, stress and pause, is of primary importance in developing any of the communication arts. The sounds and melody of the language need constant attention and practice from the first day of the program.

In early stages this should be limited to the sounds in structural patterns or vocabulary.

Hearing, identification, discrimination and repetition are the key words to be remembered in teaching correct pronunciation and intonation.

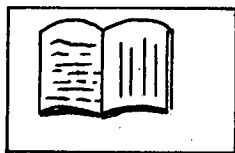
As the pupil listens, he gradually perceives some order in the noise: a regularity in the rise and fall of the voice and in the time for breathing. As he learns some of the arbitrary associations of the particular language (nouns, verbs, expressions) he begins to distinguish the phonic and syntactic patterning. He next passes to a stage where he recognizes familiar elements in the mass of speech but doesn't know exactly the whole stream of ideas, this is not comprehension yet.

It is only with a lot of practice, that now he can go to the next stage. He now recognizes crucial elements which determine the message. He recognizes the essential elements, but is not yet ready to remember what he has recognized. This goes to a filter in the memory of the student. Broadbent maintains that the human organizer has a limited capacity for absorbing information. (1)

Comprehension of speech requires the retaining of information from a whole sequence of sounds, not just from the last sound heard. Then he is able to retain information through recirculation, and still absorb more information from succeeding sequences. Ex. # 1.

1. D. E. Broadbent, "Perception and Communication", London and New York, 1958.

1) Listen

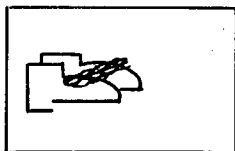


"Repeat"

This is a book.

This is a book.

2) Listen:

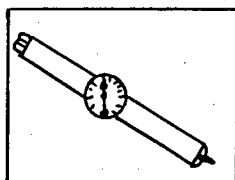


"Repeat"

These are shoes.

These are shoes.

3) Listen



"Repeat"

This is a watch.

This is a watch.

Ex. # 2

Listen carefully. Circle the word with different sound.

- | | | | |
|----------|-------|-------|-------|
| 1. zoo | shoe | most | soup |
| 2. snow | wow | how | now |
| 3. beach | speak | great | eat |
| 4. hey | cage | Spain | have |
| 5. near | bear | beer | we're |

Ex. # 3

Listen and Repeat

I	II
eat	it
beet	bit
feet	fit
heat	hit
meet	mitt
seat	sit

- a) Say all the words in Column I.
- b) Say all the words in Column II.
- c) Say the words across.
- d) Give two words from either list and ask the students to "same" or "different".
- e) Give three words from either list and ask the students which two are the same.
- f) Give a word and ask the students to hold up one or two fingers.
- g) Say each word in Column I and ask them to repeat each.
- h) Do the same with Column II.
- i) Say the words across and ask them to say them in couples.
- j) Say the word and ask them to repeat, ask them to give the contrasting word.
- k) Turn your back to the students and repeat.
- l) Have one student turn his back and say the word, the rest should repeat or give the contrasting.

2) Rising intonation is used in:

- a) Inverted questions (those which do not begin with Wh. words)

Is it a pen?

Does he have his pen in his hand?

In longer statements the first high pitch is followed by the same high pitch.

- b) In a series

I have a pen, a pencil, and a ruler.

- c) In attached or tag questions.

You have a pen, don't you?

- d) In direct address and in introductions.

Miss Smith, this is my brother John.

Intonation is taught through the imitation of the teacher's pronunciation. Students should be helped to gain increasing awareness that English has phrase time rhythm, and that no separate sounds are used.

For longer utterance, the teacher should divide it. Ex.

I see // Mr. Jones // every day // at school



After repetition the teacher should go on with the drills of longer exercises and then, finally, with the reading of a whole paragraph or story.

II.2 The developing of reading and writing

The main problem of teaching reading English even to native speakers, is that in English the same written letter may represent different sounds, what is called in linguistics, a poor "fit". Nevertheless there are sufficient corresponding sounds that can be used by the teacher in teaching reading.

There are also other problems relating to reading, which can be simplified as follows:

1. Reading is a complex process requiring the knowledge of separate skills. Each of these skills will have to be developed in a psychologically sound, graded sequence. The age and the level of literacy in English as well as in the student's own language is what determines the actions taken by the teacher. Teachers should then:

- a) Sit together and talk about the different levels of the individual students.
- b) Set up committees to prepare and adapt different texts and materials.

- c) Establish class libraries with a wide range of books.
- d) Place or separate from the regular groups, those students who need special help or even specially trained teachers for intensive instruction.

Current research also seems to indicate that there are some advantages in teaching reading to students who already know how to read in their native language. Since reading is language-related, native speakers of other languages can be taught more easily to read the other tongue. Problems arise, of course, when the orthography of the native tongue is not similar to English.

In any case, teachers of a foreign language should not lose sight of the fact that it will take several years for their pupils to catch up with the native English speakers. Native speakers of English start their process already with a knowledge of the structure system, of pronunciation, and with enough speaking vocabulary. The foreign language learners, on the other hand, have to acquire the basic pronunciation, structure system, and vocabulary before they can begin to read.

"For the question of how to teach reading, it is important to emphasize that language learning is a cumulative process and that reading is language related. We cannot skip entirely or teach inadequately any of the features of

pronunciation, word form, word sequence, and vocabulary which constitute the signals of English." (1)

For example, native-language reading fluent readers to look ahead to the next word, which is more difficult to do in a foreign language because the reader should get sure that he has understood the word just passed before he goes on to the next. Students need to practice much in reading "meaningful mouthfuls", never producing orally a new segment until they have identified the word grouping to which it belongs. That is why it is important to take some time before and kind of briefly set the scene, talk itself.

He will also ensure the students to have a great deal of practicing in reading after him or after a model before they essay the reading on their own.

Sometimes it is underestimated the tendency of building up reading habits, as to say aloud with ease before we can really enjoy reading. In reading a native language one also passes through long years of this practice in elementary school. If students are encouraged to compete in groups in acting or dramatizing a reading passage, they

1. Mary Finocchiaro, *Teaching English as a Second Language*, Harper & Row Pub., N.Y., 1969, p. 137.

will enjoy for the most, reading back the same passage again and again without boring.

There are different stages in reading since the one with no words included but with pictures up to the level in which the student can read with complete understanding without any help from the teacher.

We can consider the following premises as a resumé of teaching reading:

- 1.) Understanding and speaking comes before reading.
- 2.) Reading takes a prudential time for creating habits.
- 3.) In reading, even in a native tongue we sub-vocalize the sound, when we read fast it means that we come out with the sound without stumbling.
- 4.) The teacher should always read aloud first. He should do it as if he were speaking so that they understand that the words are spoken language.
- 5.) Many words in English are multi-referential, like PEN & GET. It's important that they know the word in the context of the piece, and also that they are capable of understanding by correlating.
- 6.) Difficult reading should be avoided. The teacher should clarify all difficulties of pronunciation, structure, vocabulary or culture passage.
- 7.) Reading aloud should be done only by able readers.

- 8.) Materials should cover a wide range of writing styles - dialogues, informal and formal narrative passages, poems, songs, plays, etc.
- 9.) The themes should be of interest to the student.

There are then some basic skills that should be encouraged according to the different types of pupils.

ROMAN ALPHABET

PUPILS
READING
NATIVE
LANGUAGE

- Discrimination between letters
- Distinguish one-syllable words (fat, sad, rat, bag)
- Recognition of stroke/circle words:
 - a) short vowels: HOP, RAT
 - b) long vowels: HOPE, RATE
 - c) diagraphs: SEE, ROOM, TRAIN
 - d) silent vowels: BOAT, READ
- Recognize: Initial, inter-vocalic, final consonants, consonant blends, consonant and clusters, etc.
- Recognize meaning in contexts.
- Recognize contractions, prefixes, suffixes, roots, compound words, division of words into syllables.
- Recognize cultural and social environment.

ILLITERATES OR
NO LEFT/RIGHT
READING

- Develop eye movements and recognition of letters.
- Then start with the skills of literate pupils.

There are certain skills which can increase comprehension:

SKILLS

1. Recognize main idea of the paragraph.
2. Recognize relationships among facts of the reading.
3. Grasp sequence of ideas/actions and predict the outcomes.
4. Make conclusions.

ACTIVITIES

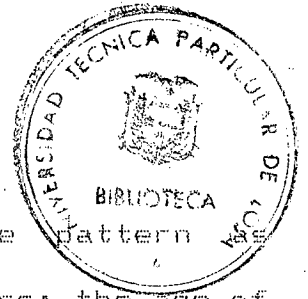
1. WHO - WHAT - WHERE - WHEN
2. "Find the word/words which tells _____"
3. Rearranging sentences which are not in correct order.

In general, the idea of reading is, as all positive human activities, a way of becoming a more useful and comprehensive person.

- Comprehend others' ideas.
 - Apply the information and attitudes gained from reading in our own lives.
- WHAT WE GET FROM READING
- Learn to use tools of research: dictionaries, encyclopedias, books, etc.
 - Organize and express our own thoughts and feelings.

WRITING

First comes all the possible marks the student makes on a paper or board after they understand and have the will to produce.



The process of writing follows the same pattern learning to read, depending on various factors: the age of student, how well they can write in their own language; and the differences of correspondence from language to the other. These considerations lead us to the point that "the ability to express one's ideas in written form in a second language and to do so with reasonable and coherence is no mean achievement, since many native speakers of English never truly master this skill." (1)

So we should have in mind the following statements in order not to form vain ideas about our objectives in teaching how to write in a foreign language:

1. Children (Up to third grade), illiterates, and students with a different writing systems should learn to print capital letters first and then small letters before Cursive writing.
2. The letter to be taught need not to follow the alphabet. The sequence may depend on different points, for example, letters with strokes (A, E, L, M, N, etc.) may go first than the ones with curves (O, P, B, R, etc.).

1. Marianne Celce-Murcia & Lois McIntosh, Teaching English as a Second or Foreign Language, p. 187, Newbury House Publishers Inc., Mass., 1979

3. They can make the letters of the alphabet not only by writing, but, for example, by picking up broken pieces of paper as lines; based on the teacher's model or directions.
4. After primary (fourth graders), little writing can be done in class except by students who cannot write at all. Class time should be devoted primarily to listening, speaking and reading.
5. Written patterns can be taught then, together with structural frames to be copied in their notebooks, dictation and oral comprehension exercises. But in general this should be little and better at the end of the class.
6. Writing exercises should be done for reinforcing listening, speaking and reading abilities, and to give practice in structures and vocabulary.
7. Punctuation marks should be one or two at a time. Two different ways of reinforcing their use are:
 - a) Give dictations in which the punctuation marks are given.
 - b) Write a "proof reading" paragraph.



8. They should learn spelling by:

- a) Recurring patterns: HAT, FAT; HATE, FATE.
- b) Meaning changed by inflections or marks:
BOYS, BOY'S, BOYS'; IT, IT'S, ITS.
- c) Change of the i: HAPPY, HAPPILY, HAPPIER.
- d) Usually i comes before e, except after c.

(See Chart 1)

9. Use colour chalk or other devices for similar sounds and different spellings. Examples:

GIVE	RED	COAT
GUESS	READ	TICK
		KITE

And for different sounds with same spellings:

THICK	READ (base)	TO
THERE	READ (past)	TWO
		TOO

10. All writings, whether done in class or at home, should be corrected as quickly as possible.

There are certain skills that the student should develop after his first letters are learned:

WRITING
SKILLS

COPYING: "He speaks English well"

"He speaks English well"

WRITE FULL PATTERNS: "He is a doctor"

"She is a teacher"

COMBINE SENTENCES: "He is a doctor and a
teacher, too."

TRANSFORM OR CONVERT SENTENCES:

a) "The sky is blue" b) Is the sky blue?

c) Yes, it is. d) No, it isn't. It's gray

ADD NEW ELEMENTS TO SENTENCES:

a) The class is interesting.

b) The English class is interesting.

II.3 Teaching Creative Writing Skills

It is important to make sure what we want to get from the students since there is a range of objectives to be chosen in this activity, depending highly on the level of the students. For example:

1. To learn to name what to say.
2. To learn how to sequence what is said.
3. To learn how to express what is said.

The teacher should, therefore, check the following after the work is completed:

1. Orthographic and punctuation devices.
2. If what the student writes is grammatical.
3. If what is written is contextually appropriate, and that the selection of vocabulary is correct.

For all this, it is necessary that the teacher carries a set of symbols characterizing the different types of errors and to familiarize the students with them at the beginning of the course.

In order not to depress students it is sensible to concentrate on a limited set of errors.

ERROR CLASSIFICATION CHART (1)

Spelling and Punctuation

- Error in spelling, punctuation or capitalization
(circle error)
- Grammatical error (underline)

Grammaticalness:

- a Error in use (or omission) of article
- t Error in tense
- aux Error in use of Auxiliary
- ag Error in agreement
- tr Inappropriate sentence connector
- w.o. Incorrect word order.

Lexico/Semantic error

 Lexical/semantic error (underline)

^ Insert a word or phrase

X Delete this word or phrase

Stylistic/Rhetorical error:

< > Incomplete sentence

{ } Rewrite as a series of shorter sentences

Col. Colloquial: too informal for the context

Lit. Literary: too formal for the context

Reg. Not appropriate for the written register used

Aud. Not appropriate for the audience addressed

Organizational error:

?I Inadequate introduction

?C Inadequate conclusion

¶ Begin a new paragraph

TR Inadequate transition or connection between paragraphs

Error in content:

D Inadequate development of a proposition or argument

?[] Unclear proposition or argument

X[] Proposition or argument inaccurate

As for the suggestion given alone I personally follow a shorter and simpler scheme for correcting compositions; although I am now aware that a more specified method may, in the long run, be more convenient for the student's benefit. I hereby introduce the stamp I use in class.

GRAMMAR:	Firma:
CONTENT:	
VOCABULARY:	/ Fecha:

WRITING EXERCISES:

If we consider the different levels among the students, we may suggest these exercises:

-Rewrite the paragraph looking at a picture. Ex.:

"The dog is under the table. He is eating a bone"

-Substitute major parts of the sentences
PRE-COMPOSITION making the necessary changes. Ex.:

"He is drinking milk....."

-Combining sentences into one. Ex.:

"The doctor has a number in his hand"

"It is of a telephone"

"The doctor has a telephone number in his hand"

GUIDED
COMPOSITION

-Situational compositions. Ex.: "Write a composition following the circumstances given below:

You are the secretary of a basketball team. You have been asked by the Captain to write a letter to a member of the team thanking him or her for the very polite way in which he/she told him he had been replaced by a younger member."

-Letter chains. Students are asked to write and reply to letter sent by other students who are taking the roles of other characters.

-Text-based activities involving the discussion or refutation of an argument. At advanced stages, this might involve utilization of stylistic features characteristic of the passage under discussion.



INDEPENDENT
WRITING

RESEARCH
PAPERS

Reports in which the intention is to convey information accurately and clearly: Methods of approach, organization of footnotes and bibliographical data.

CREATIVE
WRITING

- a) Personal diaries
- b) Original essays, short stories or poems.

This resúme of the classification of the writing levels have been taken from three different opinions given in the books by Miriam Celce-Murcia/Lois McIntosh and the Mary Finochiaro's, "Teaching English as a Second Language."

There are other broader classifications in which we could include Bloom's different levels of acquiring the knowledge like:

<u>Writing levels</u>	<u>Knowledge levels</u>
1. Copying	- Understanding
2. Reproduction	- Application
3. Recombination	- Analizing/Sintizing

4. Guided and Free writing - Production

The important issue in all this technique of teaching writing, in my point of view, is motivation for writing in a foreign language which implies also a higher level of mind/thought improvement.

There are some sub-items in which there is controversy and has not yet been reached a common rule. For example, the fact of how much writing is possible to teach in a general foreign language course.

Also the fact if an absolute standard of accuracy should be required in foreign-language writing exercises. Some teachers believe that students should be given relative merits and some that there should be a standard accuracy in writing which could be accepted by the target language original speakers.

What is certainly obvious is that writing consists of something more than mere accuracy.

If a teacher takes only or mainly accuracy in mind, it could happen that a very good composition, with good idiomatic flavor, where structural patterns are varied, where lexical items have been chosen correctly; but with misspelled words or accent marks left out or errors in

capitalization have been committed, is given a low grade. And viceversa, when poor compositions in content and structure present almost a perfect spelling, a high grade is given.

On the other hand if little accuracy is demanded, students tend to reduce their effort in getting better in all the aspects of the language.

The answer to this problem may be a set of rewarding grades for each of the parts, as we mentioned before.

CHAPTER III



THE METHODS FOLLOWED BY TEACHERS OF ENGLISH IN GUAYAQUIL

III.1 Research work on State and Private schools and their methods.

Most of the schools observed work with a modern and technically conceived method, depending on the possibilities of the schools to get books printed abroad.

Colegio Nacional 28 de Mayo work with American English Series by the English Section of the Department of Education of Puerto Rico.

This method gives them the possibilities of textbooks of general English as for the Ciclo Basico courses, as well as, the Secretarial Courses in Ciclo Diversificado.

The particular point, that was discovered in this series, is that they go from the assumption that the great majority of the teachers, as well as the students are not native speakers of English, and that their life and culture are relatively different.

Colegio Nacional Vicente Rocafuerte and Dolores Sucre work with "English for Today" from McGraw Hill Book Co. This series has two books and presents a complete course in English as a foreign language. This method is a Grammar method in which the student masters a carefully graded set of sentence patterns with a limited vocabulary. In these classes is where I found the most problems.

Colegio Bilingue Jefferson uses "True Story No. 1 to 6" from Oxford Junio Readers for Reading and "Language Structure and Use No. 1 to 10" from McGraw Hill Book Co. This specific method separates the subject "English" into two or three other minor subjects like: "Reading", "Spelling", "Structure", etc., this is the most efficient program I observed within the four schools. It gives the teacher the opportunity to work on each very thoroughly.

It also gives the students the chance to recover from a bad grade in any of them. The negative point about this method is that it is set for native speakers of English and so it doesn't look graded enough for our schools. It also means an extra amount of money for buying a book for each minor English subject.

Finally, Colegio Aleman Humboldt uses a direct method, with dialogues of suggested practical situations. The method also makes an emphasis in Grammar, although in a very subtle way. This method is planned for a six-years term. The difficulties, I personally found since I myself teach with this method, is that after Book Two, the Grammar exercises start becoming intricated and not easy to follow since Grammar is apparently a second objective.

Two other difficulties arise when teaching with the Books: Learning English Modern Course, from Klett-Stuttgart, Learning English is a German textbook and, consequently, one cannot always find it in stock in the local market. Learning English facilitates the teaching of British everyday English which is not always the English our students will be in position of practicing.

The points this method emphasizes are:

- it gives a stronger basis for communicative English, rather than written.
- it gives a good possibility for working with audiovisual aids.
- it follows the traditional learning steps of: hearing/seeing, seeing/understanding/talking/reading and writing, and
- as it follows the general idea of the Direct method,

it provides with everyday situations for communication.

We follow the learning chart of:

1. Presentation (Poster or text).
2. Reproduction (Drills, reading, questions/answers, dialogues).
3. Production (Description, free transcript, transfer exercises, dialogues made by the students, etc.)

III.2 Reviewing the Official Program of English

The Official Program for the Subject called Foreign Language-English, establishes the Contents of: Oral Production, Reading, Writing, Grammar Structures and Vocabulary, for the three courses of "Ciclo Basico" - 7th, 8th and 9th grade.

In the introduction, they point the importance of the English language. This is based in three main considerations:

1. By studying a new language, the student helps himself in building up his self esteem and understands his original culture in a more objective way.

2. He learns to appreciate other national values, believes and ideologies.

3. He learns about modern scientific and technological advances from other cultures.

The General Objectives include the main objectives in any foreign language learning: Listening - comprehension, production of oral sounds, reading and writing.

Oral Production.-

1.1 Discrimination of sounds

1.2 Reproduction and production of sounds - words, sentences, paragraphs, dialogues, etc.

Reading.-

2.1 Phonetic value of the English Alphabet

2.2 Association of sounds and their written representation

2.3 Usage of different reading techniques

2.4 Comprehension of stories according to the textbook used in class.

Writing.-

3.1 Reproduction and production of sentences by: Copying, dictation, putting words in right sentence order, construction, combination and transformation of sentences.

Grammar Structures.

First Course

- 4.1 Be, simple present various types of sentences
- 4.2 Pronouns: personals, demonstrative, possessive
- 4.3 Adjectives: possessive, demonstrative, nominalization, indefinite
- 4.4 Adjectives and nouns as complements
- 4.5 Plurals: regular, irregular
- 4.6 Definite article
- 4.7 Possessive Case of nouns
- 4.8 Prepositions: in, on, at
- 4.9 Information questions
- 4.10 Nouns: Count and Uncount
- 4.11 There + Be - Present Tense
- 4.12 Basic Sentences - Transformation

Second Course

- 5.1 Present Progressive Tense
- 5.2 Basic Sentences - Transformation
- 5.3 Adverbials: Manner, place, time
- 5.4 Simple Present "do" verbs
- 5.5 Direct Object. Verbs
- 5.6 Information Questions: Who and What (Subject and Object)
- 5.7 Frequency adverbs: Be and Do verbs
- 5.8 Comparisons -er and more

Third Course

- 6.1 "Be" in the Simple Past
- 6.2 Basic sentences: transformation
- 6.3 Answers: affirmative, negative, combined
- 6.4 Information questions
- 6.5 "There Be" in the Simple Past
- 6.6 "Do Verbs" in the Simple Past
- 6.7 Direct and indirect object
- 6.7 Past Progressive
- 6.9 Future with "Going to"
- 6.10 Prepositions: in, on, under, over, by, behind, between, besides, among, with, without, to
- 6.11 Conjunctions: too, so, either, neither, or, and, but

Vocabulary

First Course

- 7.1 Basic Expressions: greetings, orders, introductions
- 7.2 The Classroom
- 7.3 The School
- 7.4 The House
- 7.5 The Family
- 7.6 Clothes
- 7.7 Occupations
- 7.8 Nationalities
- 7.9 Colors
- 7.10 Cardinal Numbers



Second Course

- 8.1 Meals
- 8.2 Daily activities
- 8.3 The Time Clock
- 8.4 Days of the week
- 8.5 Groceries
- 8.6 Movies
- 8.7 Ecuador
- 8.8 Ordinal numbers

Third Course

- 9.1 Sports
- 9.2 A Party
- 9.3 Holidays: national and international
- 9.4 Months of the Year
- 9.5 Seasons of the Year
- 9.6 Review of numbers

Methodology Recommended:

The audio-lingual presentation of the structures in basic sentences offers a satisfactory result in very numerous classes, as the majority of the classes in our state schools; so this is recommended for a good start.

The basic structural patterns should be repeated many times in order to acquire language habits. This means

that a person should use the patterns and not talk about them. Reading and writing can be easily done after the oral repetition of the structures has been mastered. (1)

III.3 Why should a school create its own balanced program.

We have observed that very definite factors like: number of students per class, number of hours per week for English, objectives set according to particular needs; are the limiting index for a well balanced program.

Referring to oral expresion the objectives of the year program should be very specific, since repetition and spontaneous use of the language are time-taking activities, and the 45 minute class is not enough for sufficient individual practice in larger classes. Besides the spontaneous use is more a mental estate than any other thing.

The teacher passes to become almost a simple spectator. It is little he can do, except for correcting pronunciation errors and repeating right ones. But the

1. Ministerio de Educacion y Cultura, Planes y Programas de Estudio -Nivel Medio- Ciclo Basico, Quito, 1984.

student should be allowed to let himself be transported to the new phonetic habits.

Reducing the objectives or at least being careful while selecting them, is a very important step.

The dosification of the vocabulary should be controlled. It is no use giving large amounts of new words if the student doesn't have the ability to use, transform or recall when necessary. When his ability is proved with a certain group of words, the next group should be presented.

Reading is considered a very important step in language learning. It is an instrument for knowledge, as well as a way of reinforcing the grammar and vocabulary structures of the new language. By reading a certain paragraph, the student doesn't only review morphemes and graphemes, but also develops his intellectual abilities. He follows the relation between the new idea and the previous context. In that way he is able to follow the chronological development of the idea of the writer.

Writing should be done observing the suggested techniques for this activity. That is why in the program should all these activities be very well specified.

C H A P T E R IV

FIELD RESEARCH OF THE INDICATORS FROM TEACHER'S OBSERVATION SHEET

I. Motivation

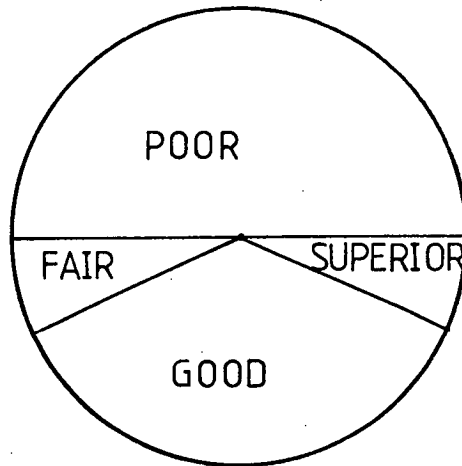
	f	%	A
1. Poor //////////////	6	50	180
2. Fair /	1	8.34	30
3. Good ////	4	33.33	120
4. Superior /	1	8.33	30
Total	12	100	360

$$A = \frac{f \cdot 360}{N}$$

$$\frac{6 \cdot 360}{12} = 180$$

$$\frac{1 \cdot 360}{12} = 30$$

$$\frac{4 \cdot 360}{12} = 120$$



II. Reviewing

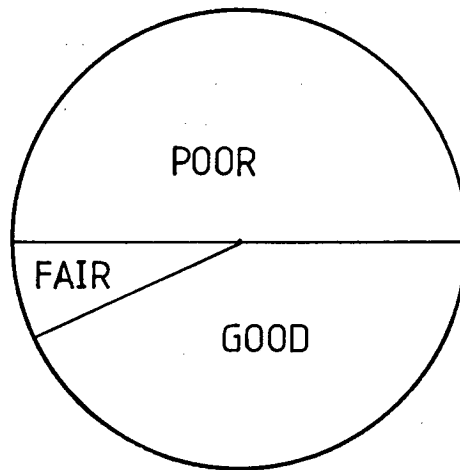
	f	%	A
1. Poor //////	6	50	180
2. Fair /	1	8.33	30
3. Good //////	4	41.67	150
4. Superior	0	0	0
Total	12	100	360

$$A = \frac{f \cdot 360}{N}$$

$$\frac{6 \cdot 360}{12} = 180$$

$$\frac{1 \cdot 360}{12} = 30$$

$$\frac{4 \cdot 360}{12} = 150$$



III. Presentation of the theme

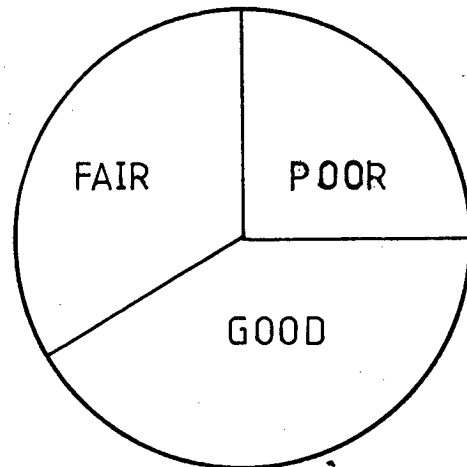
	f	%	A
1. Poor ///	3	25	90
2. Fair ////	4	33.33	120
3. Good /////	5	41.67	150
4. Superior	0	0	0
Total	12	100	360

$$A = \frac{f \cdot 360}{N}$$

$$\frac{3 \cdot 360}{12} = 90$$

$$\frac{4 \cdot 360}{12} = 120$$

$$\frac{5 \cdot 360}{12} = 150$$



IV Modeling the new material

	f	%	A
1. Poor ///	3	25	90
2. Fair /////	5	41.67	150
3. Good /	1	8.33	30
4. Superior ///	3	25	90
Total	12	100	360

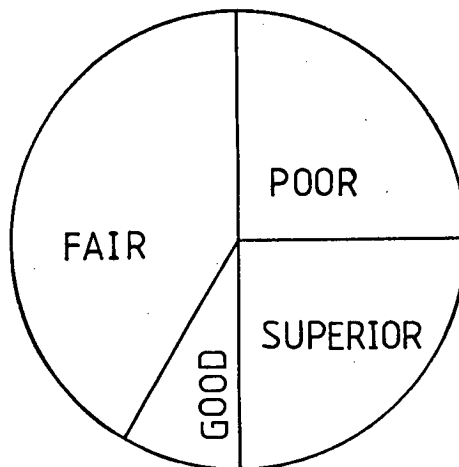
$$A = f \cdot \frac{360}{N}$$

$$3 \cdot \frac{360}{12} = 90$$

$$5 \cdot \frac{360}{12} = 150$$

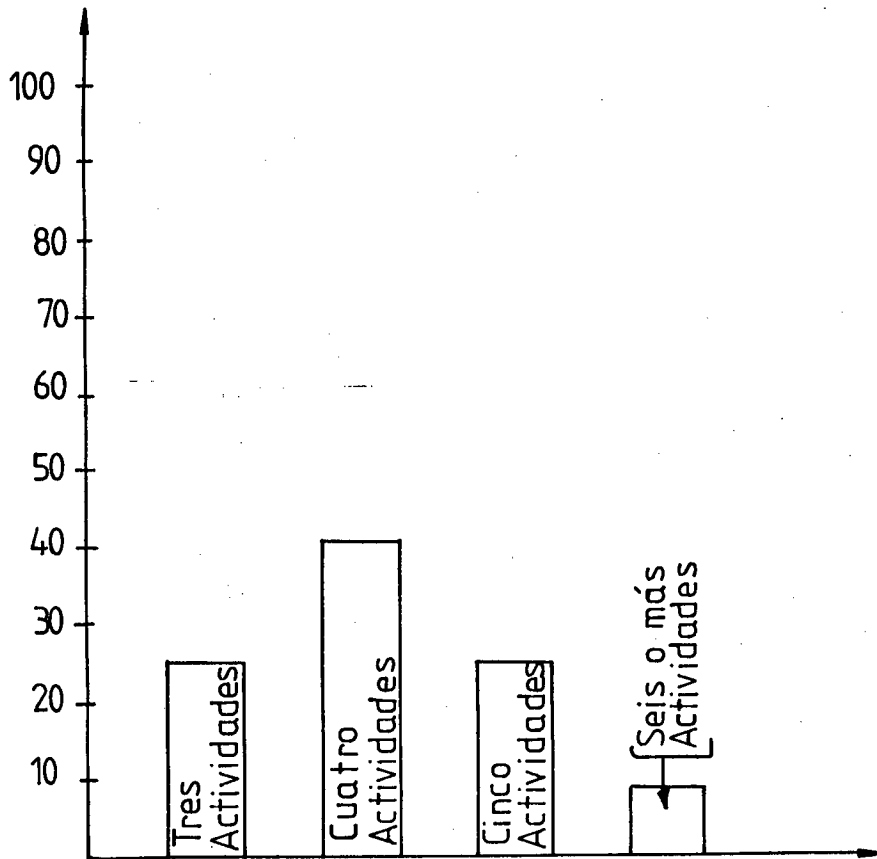
$$1 \cdot \frac{360}{12} = 30$$

$$3 \cdot \frac{360}{12} = 90$$



V. Variety of activities

	f	%
One	0	0
Two	0	0
Three ///	3	25
Four /////	5	41.67
Five ///	3	25
Six or more /	1	8.33
Total	12	100



VI. Use of techniques

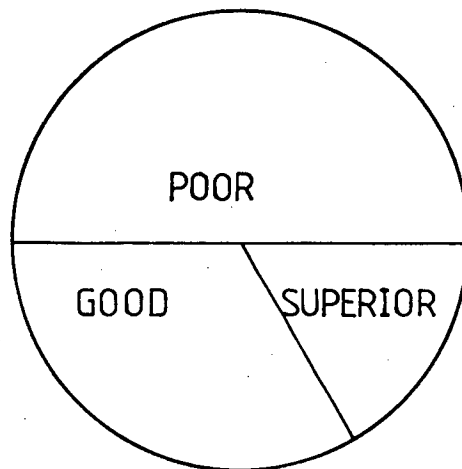
	f	%	A
1. Poor //	6	50	180
2. Fair	0	0	0
3. Good //	4	33.33	120
4. Superior //	2	16.67	60
Total	12	100	360

$$A = \frac{f \cdot 360}{N}$$

$$\frac{6 \cdot 360}{12} = 180$$

$$\frac{4 \cdot 360}{12} = 120$$

$$\frac{2 \cdot 360}{12} = 60$$



VII. Ability to maintain the interest

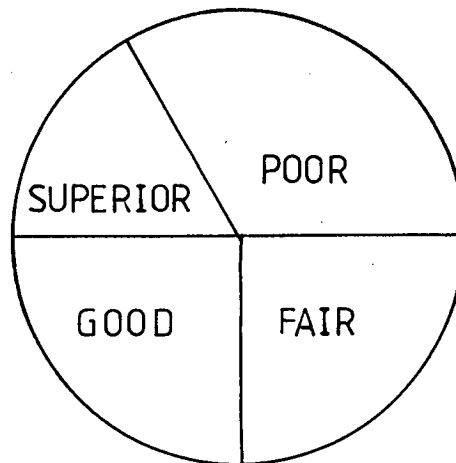
	f	%	A
1. Poor ////	4	33.33	120
2. Fair ///	3	25	90
3. Good ///	3	25	90
4. Superior //	2	16.67	60
Total	12	100	360

$$A = \frac{f}{N} \cdot 360$$

$$4 \cdot \frac{360}{12} = 120$$

$$3 \cdot \frac{360}{12} = 90$$

$$2 \cdot \frac{360}{12} = 60$$



VIII. Language command

	f	%	A
1. Poor /	1	8.33	30
2. Fair //	2	16.67	60
3. Good /////	5	41.67	150
4. Superior ////	4	33.33	120
Total	12	100	360

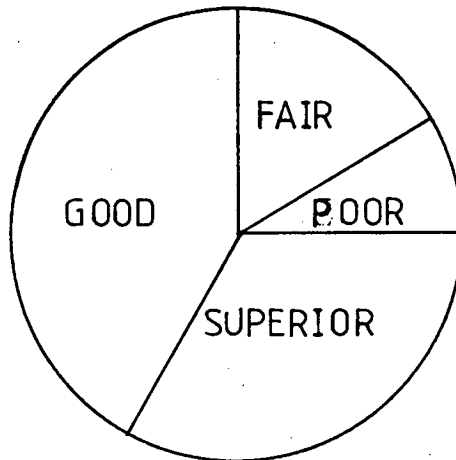
$$A = \frac{f \cdot 360}{N}$$

$$1 \cdot \frac{360}{12} = 30$$

$$2 \cdot \frac{360}{12} = 60$$

$$5 \cdot \frac{360}{12} = 150$$

$$4 \cdot \frac{360}{12} = 120$$



IX. Final Summary of the lesson

	f	%	A
1. Poor /////	5	41.66	150
2. Fair /	1	8.34	30
3. Good ///	3	25	90
4. Superior ///	3	25	90
Total	12	100	360

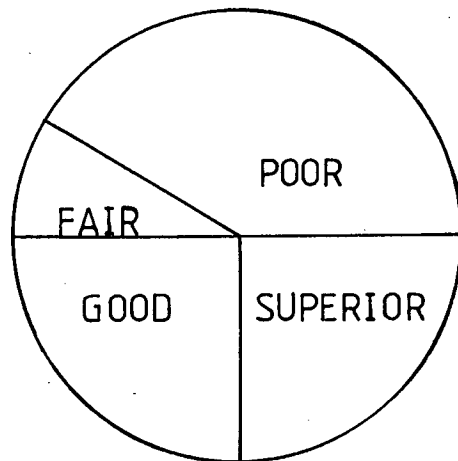
$$A = \frac{f \cdot 360}{N}$$

$$\frac{5 \cdot 360}{12} = 150$$

$$\frac{1 \cdot 360}{12} = 30$$

$$\frac{3 \cdot 360}{12} = 90$$

$$\frac{4 \cdot 360}{12} = 120$$





Indicator No. 1.- Motivation

As we can clearly see in the first chart of this chapter, there has been 50% of poor motivation in the classes observed. This important factor is often forgotten, and the teacher tends to underestimate these very important first minutes of the class.

Without a good motivation the class is actually not been started. We should remember that the student most probably, has had other classes before, and it is very hard to switch from one subject to another.

The student is in a certain way, receptive to our creativity. He waits for the teacher to come in and present an interesting theme to follow.

Finally, a poor start will probably bring a poor development of the class.

Indicator No. 2.- Reviewing past material

With this question we observed that the "Poor" phenomenon of Indicator No. 1 is repeated almost exactly with the same results. Fifty percent poor is also a result of a poor start, with no clear vision of the time activity to be carried out in the first minutes, the teacher tends to go vague and unprecise. It is also clear that in this question, as well as, in the preceding one, there are two major groups of classes: poor or good. There is very little in between -8.33%. So the more technical or professional a teacher is, the more advantage he is able to take from the first moments of the class.

Teachers tend to forget to review the structures from the last class. It is even advisable that he should review a little of the material of two or three classes back. For example in textbooks where "picture exercises" are included, it becomes an easy and nice activity.

One should just say:

"Let's open our book to p....

Take a close look at exercise

I will not repeat the directions, just tell No. 1, please.."

In this way the student is forced to remember the activities done before. We know that memorization is not everything, but it definitely plays an important roll in language learning.

Indicator No. 3.- Presentation of the theme

In this question the results were rather acceptable - Good 41.67 and Fair 33.33. I personally had the general idea that this point was very important in the teacher's mind, and this has been proved through the observed classes. When the teacher prepares his class, he thinks of the new theme and takes his time for preparing a certain linking element for presentation.

Indicator No. 4.- Modeling the new material

The results of the observation of this important aspects shows a certain capacity of teachers for not only starting a new material, but also to continuing handling it. Nevertheless, the statistics also show a high percentage in poor handling -25%. It is my personal opinion, that bad teachers show themselves a lot in this indicator.

Indicator No. 5.- Variety of activities.

This aspect of my observation class guide is crucial. The ability and the professional background of the teacher is shown clearly. One must not do so few activities as to let the class fall in a monotonous, boring response. On the contrary, the teacher should have written down the activities he is going to follow, in order to avoid blank moments or poor improvisation.

On the other hand it is not convenient to over do the activities, passing from one to other without mastering a little each. It should be clear for the students the exercise they are performing, and it should also be clear -tacit- that another type of activity is required. It is an indescriptive moment, but there is commonly shared feeling when another activity is needed.

Too many activities is as bad as few. One should count the 40 or 45 minutes and distribute the most correct time for each activity. It is normally accepted, the 5 to 10 minutes period for each, so at the end of the class there should be from 4 to 5 activities.

This is the result I obtained, 41,67% with four activities, and 25% with three and five. Of course, it depends on the theme and type of class one is giving.

It is reading class -literature- the activities tend to be less and longer each one. If it is a grammar class, the exercises can be changed more easily, depending on the specific element the teacher wants to exercise.

Indicator No. 6.- Use of techniques

The response to this questions was "shocking". Fifty percent of the classes presented "poor" use of teaching techniques. Once again badly trained teachers bring little or more technical devices for teaching a foreign language.

I discovered that teachers think that more they speak, the better the class is. It is totally opposite. The students are the ones to do the class. The teacher only guides them.

It is important that class gives the pupils the opportunity to use English actively, and this is not possible when the teacher doesn't know enough possibilities for choosing techniques.

I discovered that poor English classes were a terrible experience for the students, considering that not everyone likes English, and that in learning a new

language very often poor natural abilities come to the surface and that is something not liked by the students.

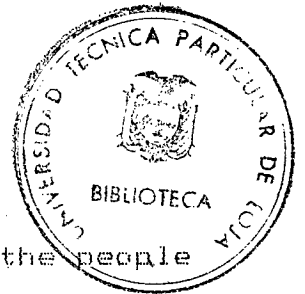
Indicator No. 7. - Ability to maintain the interest

In here, the Indicator shows 32.33% for Poor maintenance of the interest. Although 25% was for both, Fair and good. It is a logical consequence, a lack of good techniques, a weak development of the class with "repeated" activities, bring a bad result on the students.

Appreciation of the teacher. The only way they can react to a "bad" teacher is by not participating in class.

In my experience as a teacher, I have also observed that sometimes this "dying" classes, not necessarily can be blamed on the teachers. To be fair, students, specially teenagers, tend to pre-judge a teacher when he or she doesn't follow their present moment disposition of not likely to work.

It also occurs that a last-period class is a terrible barrier for the teacher to trespass. Kids are thinking in "going home" and they just don't pay too much attention.



For these reasons, it is very important that the people in charge of making the class schedules for the courses, should take all this into consideration, and should try to balance the time-table for not letting all English or Music, or Literature classes be always at the end of a day-work.

Indicator No. 8.- Language Command of the Teacher

We have learned that it is met technically accepted that a teacher should be a "perfect" speaker of the target language. It is sufficient that he is capable of handling the language to be taught, in a fair level of Grammar, Vocabulary and Pronunaciation.

This is the matter to be discussed in our next subtitle. We can only say that the majority of the teachers observed had a fair and acceptable level of English.

Indicator No. 9.- Final Summary of the lesson

In here, we have added the different elements of the the Class Observation Guide and have come with a final grade. Very sadly we discovered that this result was not all the good one expected.

It showed that 41.66% of the classes were of a rather poor level, very few fair 8.34, and an even percentage - 25% for Good and Superior classes.

I am sorry to say that the poorest classes were observed in the national state schools. Although I received a very pleasant surprise with a class given at Colegio Nacional 28 de Mayo. The classes observed in private schools were rather good. I went to a two-hours class at Colegio Bilingue Jefferson, a rather long period but necessary for their bilingual status, and the young teacher managed to maintain the interest and do a very good job with a reading passage, a short story, he had to teach. The group was very small, 12 students, and every activity seemed to have its proper time.

Another class that impressed me the most, although negatively this time, was a class given at Colegio Nacional Vicente Rocafuerte: A class of 70 kids, all "pressed" together and perplexed in front of the most disqualified teacher I've ever seen. She was teaching the "Do" verbs, and wrote a model sentence on the blackboard which she asked them to repeat about a hundred times, the same exact sentence. When she changed the pronoun for a "he", she committed a tremendous pronunciation mistake by saying the word

DOES as DOOS. (1) She then asked the 70 kids to pronounce endless the same word.

Although bad classes were mostly observed in state schools, we cannot say that all the classes in the two private schools had been good. At the German School we were able to see a teacher with a complete "desorganized" class. She jumped from one thing to the other and the poor students didn't even know what was going on.

English is a subject many times, underestimated, and schools tend to pay very little attention whom they hire for these classes. This together with the tremendous lack of good professional teachers of English bring, definitely, bad classes.

1. Read as in F O O D.

IV.2. Proficiency test for teachers of English

The test we passed to the teachers was a proficiency test given to applicants at Benedict Schools of Languages. (1)

It has three major parts: Grammar, Reading Comprehension and Composition. Due to the lack of time we only gave the Grammar Part, and very unfortunately not to all the teachers we had observed in their classes. Since the test was available for the researcher long after the classes had been observed, it was very hard to find the teachers again. It was possible to find nine out of twelve teachers. The results, nevertheless were quite interesting.

The items with more errors came with 6 wrong answers out of 9. The items were:

Item No. 6 (Verb Tenses)

Have the guests arrived yet?

No, but I'm sure they will _____ by the time you get dressed.

- arrive
- be arriving
- have been arriving
- have arrived

1. See model of the test - Appendix

The correct answer was: - arrive, since the progressive forms are not accepted with "short" action verb, and the perfect form doesn't match with "will".

The other items were No. 38, 39 and 40. The two first ones of verb tenses and # 40 conjunction.

Item No. 38

What should I do?

You _____ the doctor right away.

- would rather
- are used
- had better
- look forward to

The correct answer is "would rather", and teachers didn't quite understand the right response due to the change of the auxiliary.

Item No. 39

Where is your sister?

She hasn't been _____ all day.

- seen
- seeing
- saw
- sees

In this item the correct response was "seen" and, in my concept are rather easy sentences. Nevertheless, they couldn't do it.

Item No. 40

Some people never worry _____ their children.

- in
- from
- of
- about

This question is about preposition usage, and also seem too easy to be answered. But the error I think was due to misunderstanding of the question.

The rest of the items ranked from 4 to 1 out of 9 tests. The oral performance of each individual teacher was a lot better, although it was very little conversation between the researcher and the teachers.

IV.3. Survey on the students' final grades

The results of this investigation showed that in general, very few students don't approve the course due to failure in passing English.

First we would like to point that the Ecuadorian system of oblying a student to repeat the year when not approving even "one" subject, is totally anti-pedagogical. In no part of the world this happens. We think on the millions of sucres spent in one student's education. Either if this is paid directly by the state or by his parents. A student who had not been able to

complete a minimum grade of 12 out of 20 points, in one subject, should repeat the same 10 or 11 subjects again in the next year. What a very unfortunate statement.

The Ecuadorian educational system should be revised for the sake of millions of youngsters. In spite of not considering this survey quite demonstrative of the actual stage of things, it was very interesting to discover that a low percentage of students flunk because of English.

I mentioned that this survey was not of my total acceptance, because it is true. Further investigation should have been carried for a better and more concise picture.

For example, the teacher I observed at Colegio Nacional 28 de Mayo was, in my opinion, a very good teacher, nevertheless this school presents a rather high number of failures in English. The only answer I have is that:

1. Other teachers of the same school don't do a very good job, and
2. The thinking of a year not necessarily means a bad teacher. It is a strong element, but not the only element.

Another consideration that the Chart No. 3.1 shows is that one school presented zero in the number of thinking students of Ciclo Basico due to English. This is logically and technically almost impossible. We are not the ones to be called to judge a certain school performance. But it is hard to believe that this happens. This school is a totally bilingual school and English is a compound subject with one final grade, but in the time-table the students have other specific subjects under the word English. For example: Grammar, Spelling and Reading. (1) The school secretary adds the three grades the students get in these subjects and takes a medium grade out of them. This is the final English grade. I think this system is very good in the didactic part but referring to evaluation is a complete fraud.

In their plan, they have ten hours of English per week and there is only one grade for all these hours. Other subjects have three or two hours weekly.

In my concept, this school results to be an easy school to study in, because their requirements for passing a year not necessarily show their strong schedule charge on the English subject. There should be a more balanced way for evaluation.

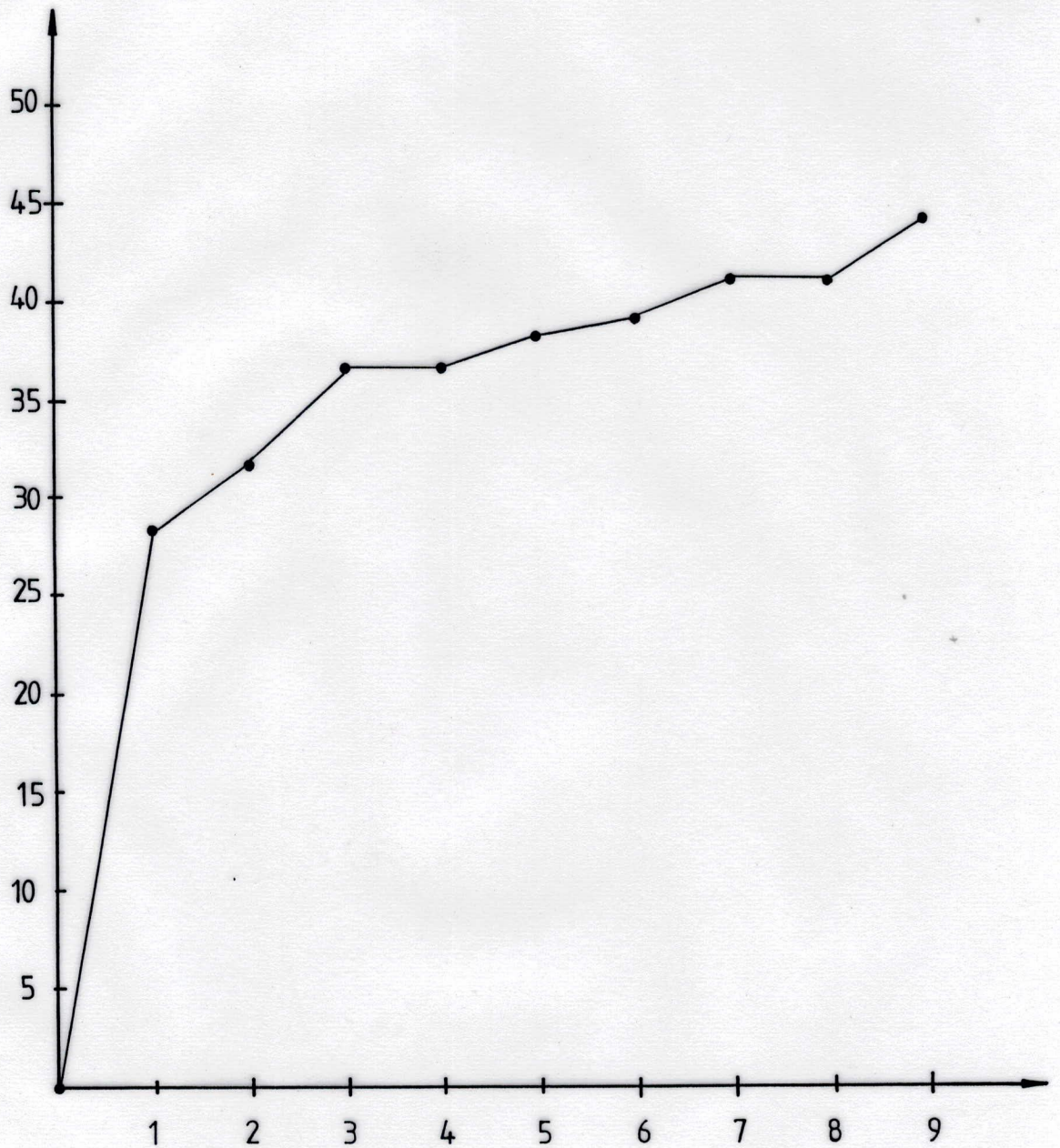
1. See Chart 4.1

Table 1.2 Calculation of the Standard Deviation for teachers' Placement Test

Examinee N ^o	Scores X	Deviation X	X ²
1	44	6,89	1936
2	41	3,89	1681
3	41	3,89	1681
4	39	1,89	1521
5	38	- 0,89	1444
6	36	- 1,11	1296
7	36	- 1,11	1296
8	32	- 5,11	1024
9	27	- 10,11	729
9	334 $\bar{X} = 37,11$		111.556

Maßstab Geprüft g. Maßstab	Klasse	Gezeichnet COLEGIO ALEMAN HUMBOLDT	Datum Blatt-Nr. 81

12a Cuadro Estadístico de la tabla 1.2



	Maßstab	Klasse	Gezeichnet	Datum
	Geprüft	<i>Geprüft</i>	COLEGIO ALEMÁN HUMBOLDT	Blatt-Nr. 82

3.1 Cuadro de Pérdidas de Año por Inglés - Ciclo Básico - Año Lectivo 1988-89

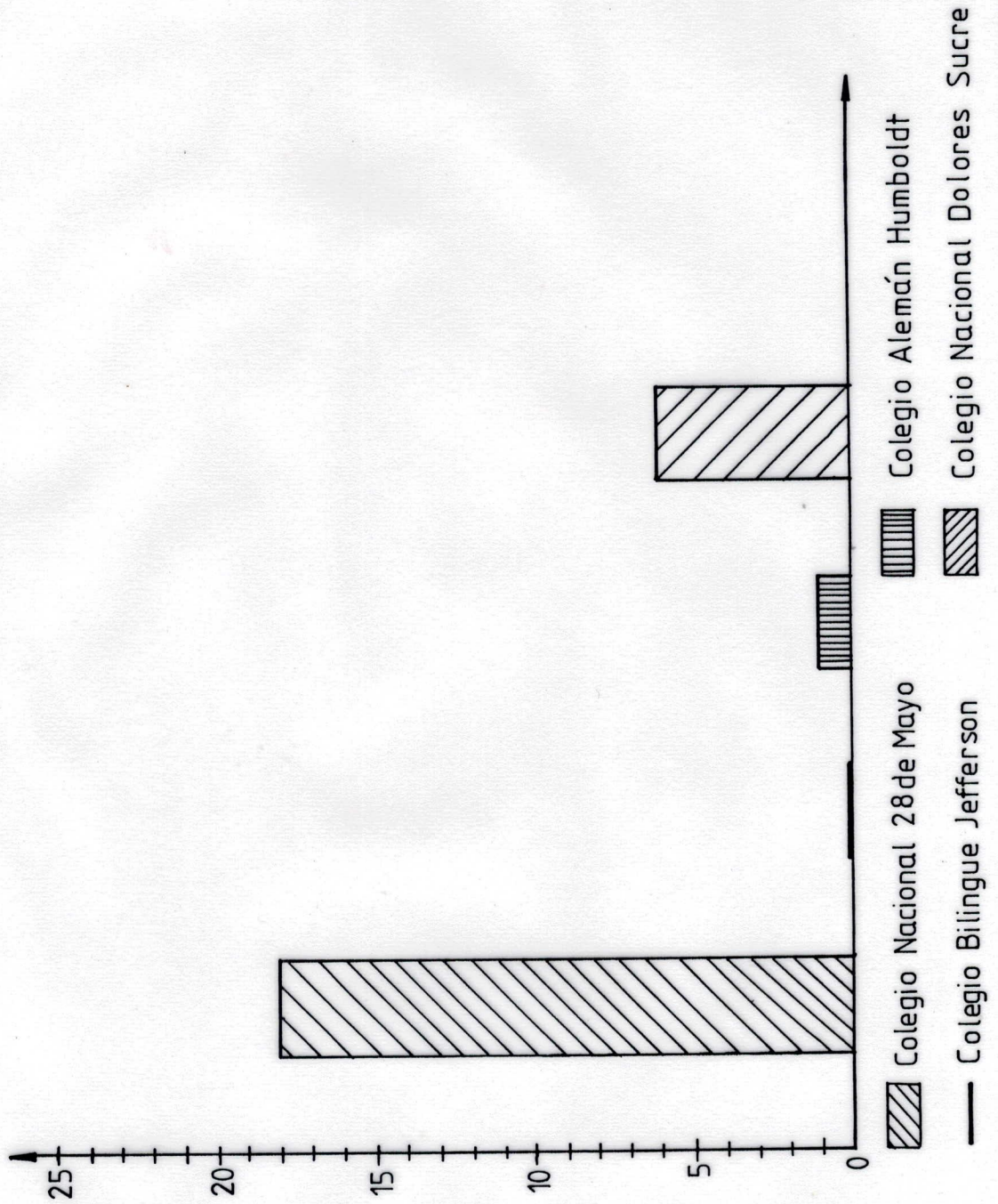
	Colegio Nacional 28 de Mayo		Colegio Bilingue Jefferson		Colegio Alemán Humboldt		Colegio Nacional Dolores Sucre	
	#	%	#	%	#	%	#	%
Alumnos Matriculados	2.412	100	261	100	201	100	1.437	100
Pierden Año	431	17,86	2	0,76	4	1,99	143	9,95
Pierden Año por Inglés	18	0,74	0	0	1	0,49	6	0,41

Nota: El Colegio Nacional Vicente Rocafuerte no envió información

Geprüft
Maßstab
Klasse
Gezeichnet
Datum
Blatt-Nr.
83

COLEGIO ALEMÁN HUMBOLDT

3.2 Cuadro Estadístico - Pérdidas de Año por Inglés por Colegios - Ciclo Básico -
 Año Lectivo 1988 - 89



Maßstab	Klasse	Gezeichnet	Datum
Geprüft	<i>G. de Mayo</i>	COLEGIO ALEMÁN HUMBOLDT	Blatt-Nr. 84

Chart # 4.1

Schedule for Class Observation

		Nº	PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
		1	07H30 - 08H15		Col. Alemán II C Prof. Castillo Inglés 8/9/88		Col. Nac. 28 de Mayo VI Prof. Vilma de Estrella 12/10/88	
		2	08H15 - 09H00					
Geprüft g. d. 1. d. 1. d.	Maßstab Klasse	3	09H20 - 10H05					
		4	10H05 - 10H50				Col. Jefferson Ilse Tugendal 7/8/88	
COLEGIO ALEMÁN HUMBOLDT	Gezeichnet	5	11H10 - 11H50					
		6	11H50 - 12H30	Col. Alemán Magda Benayides 6th grade 8/15/88				
		7	12 H35 - 13H15	Col. Nac. Dolores Sucre 10/17/88	Col. Alemán Thomas Bühler 6th grade C 8/16/88			
		8	14H00 - 14H45		Col. Nac. Vicente Rocaf. Prof. Maria de los Angeles Paz 10/11/88			
Blatt-Nr. 85	Datum	9	14H45 - 15H25					
		10	15H35 - 16H20			Col. Nac. Dolores Sucre Prof. Arias 17/10/88		

Colegio Bilingue Jefferson

Chart 4.1 Schedule of Classes for the First Course of Ciclo Básico

		PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Geprüft	Maßstab	07H30	Red. Comercial	Mecanografía	Est. Sociales	C.C.N.N.	C.C.N.N.
			Inglés: Reading	Castellano	Inglés: Grammar	Inglés: Grammar	C.C.N.N.
Klasse	Gezeichnet		Inglés: Reading	Inglés: Spelling	Inglés: Grammar	Inglés: Grammar	Inglés: Reading
			C.C.N.N.	Inglés: Spealling	Castellano	Castellano	_____
COLEGIO ALEMÁN HUMBOLDT	Datum	10H10 - 10H30	RECREO				
			Est. Sociales	C.C.N.N.	Mecanografía	Est. Sociales	Est. Sociales
86			Contabilidad	Música	Matemáticas	Est. Sociales	Castellano
			Castellano	Matemáticas	Matemáticas	Asociación	Matemáticas
		12H30 - 13H00	LUNCH				
			Matemáticas	Dibujo	Edu. Física	Edu. Física	Matemáticas
		14H20	Orientación	Computación	Coro	Desarrollo Personal	Computación
		15H00			Coro		

CHAPTER V



V.I. CONCLUSIONS

In trying to analyze the theoretical background behind English Classes and their actual state in four schools in the northern area of the city of Guayaquil, we made a field research regarding:

- (1) Elements in an Observation Class Guide.
- (2) Personal and Professional Data Sheet.
- (3) Results on Teachers' Proficiency Test, and
- (4) Survey on Students' Final Grades.

Since our main objective of this work was based on the relation that exists between well trained teachers and the results observed in their classes, we tended to observe, as fair as possible, present lessons of English in the schools: Colegio Nacional 28 de Mayo, Colegio Nacional Dolores Sucre, Colegio Bilingue Jefferson and Colegio Aleman Humboldt of Guayaquil. Nevertheless, we dedicated the first two chapters of this work, to point out which we consider main considerations in the teaching of a foreign language.

We considered that specialized trained teachers make class development a more successful activity for both

teachers and students. This was proved to be so according to the results obtained in the statistics of Class Observation:

- a) The teachers who made a good class were teachers with a superior academic background, or those who had taken a considerable number of seminars in which the main statements on foreign language teaching had been consecutively pointed.
- b) A rather high amount of "poor" classes were found -41.66%. Result that responds to different elements of the class, but mainly to a lack of well-time distribution of activities to be followed.
- c) To our surprise, the main theme of the class was carried with a certain proficiency, in spite of disregarding "colateral" activities as motivation, enviewing, etc.
- d) National state schools presented the larger number of "poor" classes. Although not all the private schools were all "good".
- e) "Poor" classes depend also in other non-teaching factors as: high number of students, big rooms where audiovisualls are almost impossible to be shown, no audiovisual aids, bad administrative procedures like:

classes called off in the last minute, school extra-curricular activities carried on, etc.

f) School administrators should dedicate more time and efforts in finding well-qualified English teachers. They pay more for a Physics lesson than they do for an English one.

g) The Supervision Department of the Ministry of Education should pay more attention in the "special" plans accepted for certain schools. Very often, things are just carried on with very little analysis.

The relative good fluency and correct usage of the language vocabulary, pronunciation, structures was found in the majority of the teachers involved. (1) With the exception of two very low grades, the Proficiency Tests was acceptable.

The teacher's knowledge and usage of certain techniques while working out grammar structures or reading/vocabulary units, not only helps, but becomes a major element in the understanding and easy fluid of the classes. It also avoids time-taking useless activities which only carry to lose time.

It has been my wish, all through the development of this work, that by discovering the real training skills of local teachers, we will contribute in setting up an specific error-correction procedure that will end in the better performance of the classes.

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A P P E N D I X

THE BENEDICT SCHOOL OF LANGUAGES ENTRANCE EXAM TO
ADVANCED COURSES

NAME: _____ DATE: _____

ASSIGNED TO: _____

GRAMMAR

1. When did John write the book?

He _____ writing it since last year.

[has being] [have been] [has been]

2. How did they pay you?

I _____ in cash.

[were paid] [have been paid] [will be paid] [was paid]

3. What happened that morning?

The alarm _____ loudly.

[rings] [rang] [ring] [rang]

4. Will you have your hair cut?

Yes, I _____ to have it cut.

[am going] [will] [shall] [has]

5. What would you do in my case?

If I _____ I would see a lawyer.

[were] [be] [am] [was]

6. Have the guests arrived yet?

No, but I'm sure they will _____ by the
time you get dressed.

[arrive] [be arriving] [have been arriving]

[have arrived]

7. What does the doctor suggest you try?

He suggests _____ an aspirin.

[tried] [trying on] [try] [trying]

8. Did your pupil do well?

No, but she might _____ well with a little studying.

[have done] [had done] [do] [would have done]

9. What is the capacity of each room?

Each room _____ 20 observers.

[sits] [seats] [sets] [accompanies]

10. Does that client come here often?

Yes, he is a _____ client.

[frequent] [occasion] [occasional] [frequently]

11. Is that island near civilization?

No, it's isolated and _____.

[along] [lonely] [solitude] [loneliness]

12. Why are the streets flooded?

Because it has been raining _____.

[hard] [hardly] [heavy] [lightly]

13. Why do you punish him?

Because he always _____ such a mess.

[does] [did] [made] [makes]

14. Did the traveller have anything else in his luggage?

No, _____ his clothes there was nothing else.

[aprovided] [furthermore] [besides] [therefore]

15. Does his mother know which person he took?

No, she doesn't know _____ he took.
[where] [what] [who] [whom]

16. When will she get there?

Not _____ morning.

[on] [in] [until] [so far]

17. Why did John stay another week?

He stayed _____ some extra rest.

[for] [by] [from] [during]

18. Why did he cut short his trip?

He _____ to being away .

[isn't used] [used not] [is used]

19. Where is that town?

It is _____ to the north.

[farthest] [farther] [further] [furthest]

20. What did the papers say?

Well, so far the news _____ good.

[are] [have been] [is] [has been]

21. How does your sister feel now?

She feels _____ than before.

[happy] [more happy] [happier] [happiest]

22. How tall is he?

He is _____ tall as his brother.

[so] [as] [more] [less]

23. Has that man any friends?

Yes, he has _____.

[a few] [few] [little] [much]

24. How many paintings are there in the room?

There are _____ paintings there.

[none] [not] [no] [nothing]

25. Whose friend is he?

He is a friend of _____.

[us] [our] [we] [ours]

26. Which of his two daughters came?

Neither _____ there.

[were] [have been] [was] [are]

27. What did he tell you?

He told me _____ my homework.

[don't bring] [not to bring] [bring not]

[doesn't bring]

28. What did Mary ask you?

She asked me if I _____ the exercise.

[finished] [had finished] [did finish] [finish]

29. How many apples are there in the box?

There are not _____.

[none] [some] [any] [apples]

30. Do all people travel often?

No, only people who _____ - rich do.

[are] [is] [was] [have]

31. Did he pass?

No, but if he _____ he would have passed

[studied] [has studied] [had studied] [studies]

32. I'd rather go by plane.

_____ I.

[neither would] [neither had] [so do] [so would]

33. Did your brother remain in bed?

No, he went to work _____ his bad cold.

[due to] [in spite of] [instead of] [nevertheless]

34. Has the doctor come yet?

No, but he _____ arrive any minute now.

[ought] [must] [may] [used]

35. Is your husband at home?

No, he has _____ gone.

[still] [yet] [already]

36. How many days vacation is he allowed?

His manager let him _____ a week.

[to have] [have] [has] [having]

37. What does John want?

He wants to thank you for _____

[helping] [to help] [helps] [helped]

38. What should I do?

You _____ see a dentist right away.

[would rather] [are used] [had better]

[look forward to]

39. Where is your sister?

She hasn't been _____ all day.

[seen] [seeing] [saw] [sees]

40. Why couldn't he go?

He couldn't go _____ he had to study.

- [how] [as] [like] [so]
41. Some people never worry _____ their children
[in] [from] [of] [about]
42. The pupil was dismissed _____ class.
[of] [about] [from] [at]
43. He insisted _____ coming early.
[in] [on] [by] [to]
44. Last night I dreamed _____ my family.
[about] [with] [in] [for]
45. They laughed _____ the clown.
[to] [from] [of] [about]
46. I earn money _____ working as a clerk.
[by] [on] [with] [about]
47. The secretary borrowed a pen _____ me.
[to] [from] [of] [about]
48. The teacher was satisfied _____ their work.
[with] [in] [from] [at]
49. The government is interested _____ creating new
schools.
[of] [at] [to] [in]
50. Please pay attention _____ the lesson.
[to] [at] [in] [on]

PLEASE READ THE FOLLOWING PARAGRAPHS AND ANSWER THE
QUESTIONS

Although Mr. Roberts has been living in Denmark for over two years, he has made poor progress in learning Danish for several reasons. He has lacked opportunity, confidence, persistence, and interest. Since he must speak English everyday at work, he has little opportunity to use his Danish. When there is a chance to speak the language, he is usually too shy to do so. He has always been afraid that he will make too many mistakes. Two years ago he began taking Danish lessons three times a week, and he made good progress. Since the beginning of this year, however, he has not been persistent in his studies. Recently, he has made no effort to take lessons or even to study regularly on his own. Perhaps the main reason for making such slow progress is his lack of interest.

1. Is Mr. Roberts a Dane?

2. Has he been living in Denmark for more or less than 2 years?

3. If he hadn't lacked confidence and persistence what would he have made?



4. Must he speak Danish everyday at work?

.....

5. What is he afraid of?

.....

6. How many lessons is he taking a week?

.....

7. How long hasn't he been persistent in his studies?

.....

8. Does he study regularly on his own?

.....

9. What is the main reason for his slow progress?

.....

10. When did he begin taking Danish lessons?

.....

The following cities are among the largest in the world, Tokyo, London and New York.

According to the statistics which most references give, Tokyo has the largest population of the three with over nine million inhabitants. London however, is the largest in area, covering over six hundred square miles. New York is almost as large. Furthermore, London is much older than either Tokyo or New York. Its recorded history goes back to A.D. 43. Tokyo is the second oldest. It really began as a fortress in 1457. New York, which the Dutch settled in 1624, is without doubt the youngest. Today these three cities offer many attractions. You can see the tallest man-made structure in the world, the new World Trade Center (1,350), in New York, and the fourth tallest, a T.V. Tower (a little over 1,000 feet high), in Tokyo. The two most important theater districts in the world area in London and New York. Moreover, these two cities are leading fashion centers. All three cities are the most important commercial, financial, shipping and cultural centers of their countries.

1. Are the three cities mentioned situated in China, England and the United States?
-

2. Is Tokyo the largest city in area?

.....

3. Is New York as large as Tokyo?

.....

4. Which of the cities mentioned is older than London?

.....

5. By whom was New York settled?

.....

6. Which city began as a fortress?

.....

7. What is the name of the world's tallest skyscraper?

.....

8. What are London and New York famous for?

.....

9. What important activities are to be found in all three cities?

.....

10. How does the one thousand foot TV Tower in Tokyo compare in height with other man-made structures in the world?

.....

WRITE A COMPOSITION OF NOT FEWER THAN 50 WORDS CHOOSING ONE OF THE FOLLOWING TOPICS.

- THE CITY OF TOMORROW
- IF I WERE RICH
- COMPARE COMMUNICATIONS OF TODAY WITH THOSE OF 100 YEARS AGO
- A TERRIFYING EXPERIENCE

INSTRUMENTS OF RESEARCH: # 2

TEACHER'S OBERVATION GUIDE: CHECKLIST

	Poor	Fair	Good	Superior
The Lesson	-----	-----	-----	-----
Aims	-----	-----	-----	-----
Achievement of aims	-----	-----	-----	-----
Motivation	-----	-----	-----	-----
Reviewing previous lessons	-----	-----	-----	-----
Clarity in new theme presentation	-----	-----	-----	-----
Sequential development of lesson	-----	-----	-----	-----
Teacher modeling new material	-----	-----	-----	-----
Use of gestures correctly	-----	-----	-----	-----
Variety of activities	-----	-----	-----	-----
Skill in questioning	-----	-----	-----	-----
Skill in dealing with answers	-----	-----	-----	-----
Use of teaching aids	-----	-----	-----	-----
Ability to maintain interest	-----	-----	-----	-----
Summary of lesson	-----	-----	-----	-----

INFORMATION DATA

DATE:

CLASS:

NAME OF THE TEACHER:

NAME OF THE SCHOOL:

LESSON TIME:

NUMBER OF STUDENTS:

SUPERVISOR

INSTRUMENTS OF RESEARCH: # 3

DIAGNOSTIC TESTS FOR STUDENTS OF II COURSE

INFORMATION DATA:

NAME OF THE STUDENT:

CLASS:

SCHOOL:

NAME OF HIS/HER TEACHER:

DATE:

HOW MANY YEARS HAVE YOU STUDIED ENGLISH:

WHERE:

SCHOOL:

PRIVATE ACADEMY:

PRIVATE TEACHER:

TRIP ABROAD:

NOTE:

THESE EXERCISES HAVE BEEN CHOSEN FROM THE STRUCTURES LEARNED DURING THE SECOND COURSE OF "CICLO BASICO" AND IN CONCORDANCE WITH A SEGMENT OF THE OFFICIAL PROGRAM FOR THIS YEAR:

OFFICIAL PROGRAM:

"4.3 Presente Simple de "DO" verbs.

4.3.1. Oraciones básicas y transformadas.

4.3.2. Respuestas

-Afirmativas

-Negativas

-Combinadas

4.4 Objeto Directo

4.5 Preguntas Informativas en el Simple Present Tense

4.5.1 WHAT (sujeto), WHAT (complemento)

4.5.2 WHAT TIME

4.5.3 WHEN

4.5.4 HOW OFTEN

4.5.5 WHERE

4.5.6 WHO (sujeto) WHO (complemento) ... etc."

For the italicized word or words in each sentence, substitute the correct objective case personal pronoun.

1. I see John on the bus every morning.
2. I often go to the movies with Mary.
3. I like John and Henry very much.
4. He never speaks to Mary and me.
5. I also like Mary and Helen very much.
6. She writes many letter to her sister.
7. I sit near William and hist brother.
8. I see Helen in the cafeteria every day.
9. I understand my teacher, Mr. Jones, very well.
10. He gives his son much money.
11. She always speaks to her daughter in Spanish.
12. He sends his sister many presents.
13. John writes many letters to his aunt.
14. I write many letters to my uncle.
15. I sit near Mary and Helen at the lesson.
16. Helen sits near Henry and George.
17. She says that she sees you and Henry on the bus every morning.
18. I often see those boys in the cafeteria.
19. I know both Henry and his brother very well.
20. I often go to the movies with my parents.
21. He wants to go with Henry and me to the movies tonight.
22. All the girls like their teacher, Miss Smith, very well.

Change to question form. Write the necessary auxiliary verb followed by the subject in the blanks at the right. Also include the main verb.

1. He comes to school by bus.
2. They speak Spanish well.
3. He gets up early every morning.
4. We eat dinner at home.
5. I like to study English.
6. He wants to learn English.
7. I prefer to study in this class.
8. He always talks to us in English.
9. They live near the corner.
10. He takes his car to work every day.
11. John smokes very much.
12. She dances well.
13. I know him very well.
14. You understand everything he says.
15. I get up early every morning.
16. He reads many English books.
17. We want to learn English.
18. They come to class early.
19. Mary always arrives at the lesson on time.
20. It rains very often during this month.
21. He eats lunch in the cafeteria.
22. They sell newspapers there.

In the blanks at the right, write the necessary auxiliary verb DO or DOES in order to complete the meaning of these present tense questions.

1. Where.....Helen work?
2. Where.....you live?
3. What time.....you arrive at school every day?
4. What time.....your lesson begin?
5. How well.....John speak English?
6. When.....the next train arrive?
7. Why.....the work so hard?
8. What time.....you get up every morning?
9. WhereJohn eat lunch every day?
10. How much.....it cost to go to Chicago by plane?
11. When.....Mr. Smith expect to return?
12. How often.....it rain during the month of April?
13. Where.....you eat dinner every night?
14. Why.....John walk to school alone every day?
15. Where.....he go after the lesson?
16. Where.....Mary and her sister live?
17. How often.....you go to the movies?
18. What language besides English.....your teacher speak?
19. How.....you feel today?
20. What time.....you go to bed every night?
21. Why...Helen want to learn English?
22. How many hours.....you sleep every night?

INSTRUMENTS OF RESEARCH: # 4

PERSONAL AND PROFESSIONAL DATA SHEET

Note: This is a private survey made by a student/teacher of the University of Loja -Modalidad Abierta- and to be used only for the means of graduating.

Instructions: Please answer the following questions in the most sincere manner. Use printing or very clear handwriting. We need not to know names, but only the professional background of the teachers to be questioned. Thank you for your cooperation.

The Surveyor

1. Professional Degree: _____
2. Given by: _____
3. Do you have any other University diploma: ___ yes ___ no
4. What is the extra diploma you have: _____
5. High School Diploma given by: _____
6. If you are a "Ciencias de la Educación" graduate, please write down the subject in which you majores: _____
7. What jobs are you handling at the moment: _____
8. Institutions for which you have worked in the past:

9. What are the subjects you are teaching at the moment:

10. The approximate monthly payment you get: _____
11. Have you traveled abroad? ___ yes ___ no
12. To what countries: _____

13. Reason of your last two trips: _____tourism, _____studies,
_____work, _____other.

14. Name the seminars or special courses that you have followed aside the normal curricular course of the university: _____

15. Where did you learn your English (name schools, academies or if traveled abroad): _____



INSTRUMENTS OF RESEARCH: # 5

C L A S S O B S E R V A T I O N
G U I D E

I. Information Data:

School: _____

Date: _____

Course: _____

Lesson: _____

Paralell: _____

Didactic Instruments: _____

Lesson Time: _____

Number of students: _____

II. Questionnaire:

Time Poor Fair Good Superior

-
1. Motivation
 2. Reviewing
 3. Presentation of new theme
 4. Modeling the new material
 5. Variety of activities
 6. Use of techniques
 7. Ability to maintain interest
 8. Language command
 9. Final summary of the lesson

SUPERVISOR