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Universidad Técnica Particular de Loja

Facultad de Lenguas y Linguística

**“Applying Evaluation Methods of the
English Language in the Basic Cycle of
Highschool of Loja City”**

**TESIS PREVIA A LA OBTEN-
CION DEL TITULO DE LICEN-
CIADAS EN CIENCIAS DE LA
EDUCACION.**

ESPECIALIDAD: INGLES.

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LOJA - ECUADOR

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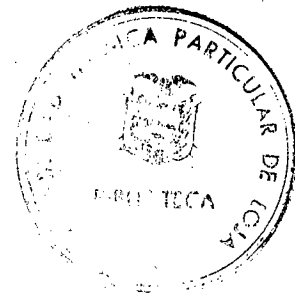


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CERTIFICATION

Lic. Elizabeth Sarmiento de Moreira,
certifies that has revised the present
research work and therefore authorizes
its presentation.

Elizabeth Sarmiento de M.


Lic. Elizabeth Sarmiento de M.

Loja, January 5, 1989

PERSONAL MANAGERSHIP

The responsibility of the present
investigation work is exclusive
belonging to the authors.


Wilma Herrera L.,


Rocío Peñaranda de M.,


Zandra Medina Muñoz.

ACKNOWLEDGE

We want to express our gratitude to the authorities of the Technical University of Loja, who helped us for our realization as women.

To Mrs. Elizabeth Sarmiento de Moreira, by her valuable assistance in order to develop this work.

DEDICATION

With love to my parents, brothers and
sisters who always backed me up.

WILMA

To my family, who always accompanied
me, my gratitude expressed through -
this little work.

ROCIO.

With love to my parents, brothers and
sisters who helped me carry out the
present work.

ZANDRA

INTRODUCTION

This thesis has been elaborated and is directed to English Language teachers, since this work is based in the correct teaching and testing of the four skills: listening, speaking, reading-comprehension and writing.

The application of a test elaborated according to the proposed objectives has a great importance at the moment of evaluating for both the teacher and the students in the task of teaching learning of English as a second language.

Our investigation work is based on giving the English teacher, a basic idea to construct correct tests that permit the students to obtain better grades.

The theme of the present investigation work is the following: "APPLYING EVALUATION METHODS OF THE ENGLISH LANGUAGE IN THE BASIC CYCLE OF HIGH SCHOOLS OF LOJA CITY".

In order to do this work, we have proposed the following general hypothesis:

- Appropriate objective testing techniques determine higher scores than composition ones.
- Testing some grammar and vocabulary as skill's components with the objective tests give better results.
- Applicability of the objective test to evaluate reading-comprehension and writing as specific skills.

Moreover, the adequate teaching of the four skills will incentivate the students not to reject the learning of the English-

language as a second language.

Previous to this investigation work, we have applied diagnostic interviews to the English Teachers of the investigated High Schools, obtaining information that the 70% of the mentioned Educative Centers use the translation method to test; and the 30% use the objective test.

In short we can say that after having made both the theoretic and statistics investigation we can observe that the application of the objective test using multiple choice items gave us better results since students have obtained better grades with it.

We have made our investigation work only in the five high schools where possible to apply the tests; since in other ones, didn't permit us to take the tests.

The high schools that we selected for our investigation were:

Beatríz Cueva de Ayora, 27 de Febrero, Adolfo Valarezo, Bernardo Valdivieso, and Manuel Cabrera Lozano.

We took a sample of 15 students of each course of the Basic Cycle, because in some high schools there were courses with a number of students less than 20.

CHAPTER I

1. TEACHING METHODS AND RELATED EVALUATION PROCEDURES

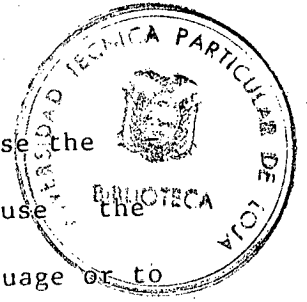
1.1. TEACHING METHODS

Various methods in the teaching of foreign languages were developed each one of them with different results, many times a method constituted a reaction against the excess of the precedent method. A method is defined as a coordinated set of techniques and procedures of teaching in relation to a sharing of assumptions about the essence of the teaching-learning process of a foreign language.

1.1.1. Grammar Translation Method

This method was based on grammar recitation and dictionary consult, the parts of the speech were divided into memorized conjugations, declensions, examples and exceptions, grammar rules and glossaries must be used for translations.

Later on, the inadequacy of this method was evident because the students who studied a foreign language were not able to use it, even though they could recite the grammar rules and they also knew the conjugations but they couldn't speak or understand and this created an aversion for the language. In the past, translation was conceived as a complete method to teach a foreign language enabling the students in reading, writing, listening and speaking, it is obvious that these skills are very different to those ones, if a person is able to recite the grammar rules of a language, this person is probably unable to use them,



but on the other hand, the person who can use the language is unable to recite its rules because the ability to talk about the grammar of a language or to recite its rules is different from the ability to speak or understand a language or to read and write it.

Translation in itself is a valuable skill but for any reason it can be used as a substitute for practicing the language.

As many other methods, this method reflected some ideas about the heart of a language, from this point of view the language is presented in sentences depending on rules (rule-dependent), this is the reason why the "syllabus" (program content) consists of a series of grammar rules which describe and analyze the language.

This method has the premise that all the natural language are similar in their lexicon. This method premised grammar and translation but it didn't take care of other aspects of the language.

1.1.2. The Direct Method

As a product of the colonialism and the importance of the international business and also due to the new science of Descriptive Linguistic and Psychology with their practical applications in the process of learning and also there were people who believed that for learning a foreign language, translation and the memo

rization of conjugations, declensions and rules had to be eliminated and to be substituted by the direct contact with that language and so arose new methods in the teaching of modern languages.

Several methods called "natural" then known as "Direct" tried to put into practice the "alive" language, with these methods the teachers tried to put the students into natural situations in which they had to use the language they were learning. It was based on the principle to be able to acquire a second language in the same way as the mother tongue, this was done through imitations, repetitions, interchanges of questions and answers, the association of words, sentences with their meaning through demonstration, dramatization, pointing, the teacher tried to make the students understand what he was saying so the students had many opportunities to hear the language because the teacher used it constantly in front of them, the students repeated the teacher's gestures even though sometimes they didn't know their exactly meaning before reading. The students were expected to acquire certain fluency in the spoken language, and the grammar was not taught if there was no mastering at the language being learned as it happens with the mother tongue.

In teaching a foreign language, the Direct Method excluded the mother tongue completely, this method pretended to develop the four skills in the teaching of a foreign language, the ability to speak, read, understand and write.

1.1.3. Audiolingual Method.

The audio-lingual method was developed in the belief that languages are composed of patterns which the learners, through constant repetition and reinforcement acquire as habits, the behavioral correlates of syntactic., morphological, phonological and graphological patterns. It was assumed that the habits of the native language would interfere with the new set of habits to be acquired in just those places where the foreign language differs structurally from the mother tongue. A natural result to this assumption is that languages that differ only slightly from the native language are easier to learn than languages that are widely different, since the number of interfering habits are fewer.

Proponents of the audio-lingual method believed that the notions of patterns in language, of habit formation, and of interferences resulting from dissimilar patterns were basic to the learning of a second language. Therefore they devised the audiolingual method to improve second language instruction by systematically making use of techniques that would overcome interference by producing in the learner automatic control of the proper pattern. They developed the dialogue as means for giving the student authentic sentences in the foreign language that he could memorize and then could vary and expand for eventual use in a variety of situations. They indicated that he should do this without the aid of a printed text;

in order to prevent interference from his native language habits of sound symbol correspondences.

In addition for memorizing the basic patterns found in the sentences of the dialogue, the student practices variation and expansions of these patterns by means of pattern-practice drills. It was this latter device that supposedly gave the student sufficient practice to establish firm habits and overcome interferences from the patterns of his native language.

1.1.4. The Communicative Approach

As the audio-lingual approach did not give good results in the teaching-learning of a foreign language, the teachers and writers of books looked for another approach that could substitute the audio-lingual approach, the new theory was called The Communicative Approach; this approach was based on the theory that since every speech act takes place in a specific social situation, the learner has to be aware of the people (numbers, age, sex roles, status, personality etc) the place, the time and the topic to determine if he has to use a familiar, a formal or informal English in order to communicate with his interlocutor.

Adherents of the communicative approach assert that students motivation will be enhanced, if they feel that they are working on communicative skills, for example, practicing some functions within a social

context, in this way they are not just accumulating knowledge of the vocabulary and the grammar structure. When the students interact with their teacher - and classmates, they receive practice in activating this knowledge in negotiating meaning. As we know - that the class activities are characterized by information gaps, for instance, the speaker knows something that the listener does not so the speaker has to look for another appropriate form through which he can - convey his message, then he analyzes the listener's answer and can revise the forms of the message, if it is necessary, therefore in this way the students learn how to communicate by communicating.

1.2. EVALUATION PROCEDURES

1.2.1. Evaluation Types Orally-Written

The type of Evaluation depends upon the teacher and on the skills he wants to evaluate; thus we know that for testing the speaking skill it is necessary an oral evaluation since the teacher needs to evaluate the pronunciation, fluency, intonation which are components of this skill and it is indispensable to evaluate then orally, this type of evaluation takes much time and is made individually to get better results.

At the beginning of the class period an oral evaluation is also needed to make a warm-up review of the last class. The other three skills can be evaluated in a written form, for they need written answers by part-

of the students.

1.2.2. Frequency of Testing

Teachers should every time be aware of the amount of learning that is going on and the results of what is taught on what is learned. So teachers can test - whenever they believe it is necessary in order to - know what is being learned, this is the reason why a quiz can be given during every class. The objective of giving a quiz warm-up review of the material covered in the last class and besides it helps students settle into the class session, and the object of - giving a quiz at the end of the class is to maintain the students' attention level the highest possible, the particular moment to give the quiz will depend on the given lesson, whether a quiz is given at the end or at the beginning of the class what is important is that testing must take place while teaching.

On the other hand for longer periods such as - halfway through the trimester, semester, or academic year and at the end of the course, a test must be given.

If a teacher gives quizzes every day, they motivate the students to pay more attention to the - scientific content, these quizzes help the students get their notebooks in order, to select and classify grammatical rules and vocabulary or they do their best to get a good grade, according to their answers to -

quizzes and to the grades they get, students can see how well are performing, and this helps them because when they have to take a test they know how well they are able to perform.

1.2.2.1. What are the differences between a test and a quiz..

Generally a quiz is not very rigorous, it is brief and easier to prepare and score, a quiz evaluates only what is taught in a daily class, while a test may resemble a set of quizzes together, a test is announced in advance, it is given every several weeks or at least at the end of each trimester or semester and it takes more time than a quiz, it generally takes the whole class period or much more time to be completed, and it also takes more time in its elaboration and scoring.

Both, tests and quizzes are profitable for teachers in several ways, the design and elaboration of a quiz or test gives an incentive to the teacher to determine the goals of instruction.

Subject matter (for example pronunciation, grammar and vocabulary).

Skill (receptive-listening and reading; productive-speaking and writing).

Of course, before the teachers prepare the test, they must take into account the goals mentioned above, teachers have to ask themselves what the goals really are.

When the results are in, teacher can see how well the students did on the tested material and can check for any discrepancies between expectations and actual performance, with this information teachers realize if the students are acquiring this information in the right way the knowledgements been taught, or to what extent they have mastered the material, or simply if the item was clear and well written; according to this teachers may continue or can make a review of the parts that have not been well understood by the students.

1.2.3. Scoring Importance or Validity

SCORING: It is often taken for granted, the bulk of concern is giving for eliciting the test data, less attention is paid to determine the number of points that each item or procedure is going to receive, and even less attention is paid to determine the value of the score. It is suggested that teachers develop a scoring key, one good way for teachers to derive their scoring key is to take the test themselves and if it is possible that students will be evaluated by another teacher.

VALIDITY: It is maybe one of the most important of

all characteristics of a test, it is not a general attribute but specific; Does the test measure what it is supposed to measure? if a test of pronunciation measures pronunciation, it is a valid test of pronunciation but it could not be as a test of reading or vocabulary. In language the validity of a test depends of its linguistic content and of the situation or techniques which are used to measure this content, we get validity when we measure exactly what we want to measure, and not another thing, this means that a test is valid only if it includes just the content material that has been taught.

Validity can be established through the following assertions:

1. By examining the content of the test and comparing it with what was taught in order to see if they coincide.
(this is known as content validity).

2. By making a statistical study:

- a) Through the correlation between the results obtained in the test with the results of another of the same kind, for example the results of a test of grammar structure with another one.

If the same students who got a high grade in one of the test get high grades in the other as well, and the students who got low grades first and then, we can say that the test is valid.

Translation of sentences or paragraphs to evaluate the knowledgements of a foreign language has a very relative validity, for the grade - that a student gets may express different abilities for example the recognition of the vocabulary, the knowledgement of grammar structure or the ability to express himself in the mother tongue. Therefore a test of this kind has slight validity for it hardly measures what it pretends to measure. Validity is achieved only when the objectives of teaching have been defined in a clear and accurate way.

1.3. TEACHING PROGRAM IN HIGH SCHOOLS IN ECUADOR

1.3.1. Actual English Language Program for the Basic Cycle

LANGUAGE

(English)

Introduction

The English language as an important instrument for their technological and cultural development. The knowledge of this language constitutes a positive factor for the individual's personality because it lets him/her understand his/her own culture more objectively as well as know and respect principles, values, beliefs, and ideologics of other cultural groups and adapt and apply in his/her environment the scientific and technological advances that these cultures have taking into

account the real needs and the historic moment of each country.



The purpose of this programming is to set forth the patterns for the English language learning in the basic cycle which should meet the need of handling a research and investigation tool which will be useful to the individual in his/her occupational as well as academic life.

To cover this step it is necessary to facilitate the systematic language learning which will make the student reach the proposed objectives.

1.3.1.1. FIRST COURSE

OBJECTIVES

At the end of the school year, the student will be able to:

- Understand simple expressions presented in an oral form.
- Make simple sentences orally about the studied subject.
- Read loudly and with good pronunciation the available materials.
- Write sentences correctly about the studied subject.

CONTENTS

1. Oral Production

1.1. Sound discrimination

1.2. Sound Reproduction

1.3. Recognition of basic intonation patterns

2. Reading

- 2.1. Phonetic Value of English Alphabet
- 2.2. Association and sound combination with their orthographic representation
- 2.3. Oral reading exercises

3. Written Composition

- 3.1. Word reproduction and written sentences
- 3.2. Punctuation marks
- 3.3. Words and sentences dictation exercises

4. Structure Elements

4.1. Be, simple present

4.1.1. Basic and transformed sentences

4.1.2. Answers

- Affirmatives

- Negatives

- Combined

4.2. Pronouns

4.2.1. Personals

4.2.2. Demonstratives

4.2.3. Possessives

4.3. Adjectives

4.3.1. Adjectives

4.3.2. Demonstratives

4.3.3. Qualifiers

4.3.4. Nouns in adjectives function

4.3.5. Indefinites

4.4. Nouns and adjectives in predicate function

4.5. Plural of nouns

4.5.1. Regular

4.5.2. Irregular

- 5.3. The College
- 5.4. The House
- 5.5. The Family
- 5.6. Dressing
- 5.7. Occupations
- 5.8. Nationalities
- 5.9. Colors
- 5.10 Numbers from 1 to 100
- 6. Grammatical structures sequences
 - 6.1. N + be + N
 - 6.2. N + be + adj.
 - 6.3. N + be + adv.
 - 6.4. Expletive there be
 - 6.4.1. Simple present tense
 - 6.5. Basic Transformation
 - 6.5.1. Questions
 - 6.5.2. Affirmative
 - 6.5.3. Negative
 - 6.5.4. Long-answer
 - 6.5.5. Short-answer
 - 6.5.6. Combined answers
 - 6.5.7. Question word question

1.3.1.2. SECOND COURSE

OBJECTIVES

At the end of the school year, the student will be able to:

- Understand commands and simple conversations
- Express in oral form, using the studied structures and vocabulary.

4.6. The indefinite article

4.7. Saxon Possessive

4.8. Prepositions

4.8.1. in, on, at.

4.9. Informative Questions

4.9.1. Where

4.9.2. Who

4.9.3. What

4.9.4. How

4.9.5. How much

4.9.6. How many

4.10. Nouns

4.10.1. Count Nouns

4.10.2. Mass Nouns

4.11. There + Be Present tense

4.11.1. Basic and transformed sentences

4.11.2. Answers

- Affirmatives

- Negatives

- Combined

4.11.3. Information Questions

5. VOCABULARY AND READING MATERIAL

5.1. Basic Expressions

5.1.1. Greetings

5.1.2. Introductions

5.1.3. Leave-takings

5.1.4. Commands

- Affirmative

- Negative

5.2. The Classroom

- Read and analyze short texts made according their interest and necessities.
- Write paragraphs in a correct way.

CONTENTS

1. Oral Production

1.1. Recognition and production of basic intonation patterns in given structures

1.1.1. Basic and transformed sentences

Exclamation and Imperative sentences

1.2. Comprehension of instructions given by the teacher about the material presented in oral form.

1.3. Oral participation through dialogues

2. Reading

2.1. Use of Reading techniques

2.2. Comprehension of the program readings and the textbook

3. Written Composition

3.1. Written production through the following activities:

3.1.1. Copying of given word and sentences

3.1.2. Sentences construction arranging given words

3.1.3. Completion dictate

3.1.4. Sentences construction using given information

3.1.5. Sentences combination

3.1.6. Transformations

4. Grammatical Structures

4.1. Present Progressive

4.1.1. Basic and transformed sentences

4.1.2. Answers

- Affirmative

- Negative

- Combined

4.1.3. Information Questions

4.2. Adverbial phrases

4.2.1. Mode

4.2.2. Place

4.2.3. Time

4.3. Simple Present of DO verbs

4.3.1. Basic and transformed sentences

4.3.2. Answers

- Affirmatives

- Negatives

- Combined

4.4. Direct Object

4.5. Information Questions

4.5.1. What (subject) what (complement)

4.5.2. What time

4.5.3. When

4.5.4. Where

4.5.5. Who (Subject) Who (Complement)

4.6. Frequency Adverbs

4.6.1. Be + Adv. Frec.

4.6.2. Adv. + Frec. + DO verbs

4.7. The suffix -er to form agent nouns

5. Vocabulary and Reading material

5.1. Food

5.2. Daily Activities

5.3. Time

5.4. Days of the week

5.5. Weekend

5.6. Market

5.7. Movies

5.8. Ecuador

5.9. Numbers from 101 to 1000

6. Grammatical structures sequencies

6.1. Present Progressive

6.1.1. N + be + PV + ing

6.2. Imperative

6.2.1. S.V.

6.3. Negative

6.3.1. VN + SV.

6.4. Request

6.4.1. Lets + SV

6.4. Request

6.4.1. Lets + SV

6.5. N + I.V. + - V.M.

6.6. (N' + I.V. + N' reflexive pronoun)

6.7. N + T.V. + N₂ + N₃

6.8. N + T.V. + N₂ + N₃

6.9. N' + L.V. = N'

6.10 Basic Tranformation

6.10.1. Questions

6.10.2. Affirmative

6.10.3. Negative

6.10.4. Long-answer

6.10.5. short-answer

6.10.6. Combined - answer

6.10.7. Question word question

1.3.1.3. THIRD COURSE

OBJECTIVES

At the end of the school year, the student will be able to:

- Understand paragraphs and short compositions exposed in oral form.
- Participate in short dialogues in which the know structures and vocabulary are applied.
- Read fluently and interpret paragraphs and short texts. made with the studied material
- Write paragraphs and short compositions

CONTENTS

1. Oral production

1.1. Comprehension of instructions given by the teacher and of the material presented in oral form.

1.2. Class Oral participation with the studied material

1.2.1. Dialogues and reports.

2. Reading

2.1. Comprehension and interpretation of the program reading and the textbook

3. Written Composition

3.1. Written exercises through the following activities

3.1.1. Completion dictation

3.1.2. Word ordering

3.1.3. Construction of paragraphs by ordering sentences and using references.

3.1.4. Guided compositions

4. Grammar Structures

4.1. "BE" Simple past tense

4.1.1. Basic and transformed sentences

4.1.2. Answers

- Affirmatives

- Negatives

- Combined

4.1.3. Information questions

4.1.4. Complements

- Nominal
- Adjectival
- Adverbial

4.2. "There Be" Past tense

4.2.1. Basic and transformed sentences

4.2.2. Answers

- Affirmatives
- Negatives
- Combined

4.2.3. Information questions

4.3. "DO Verbs" simple past tense

4.3.1. Basic and transformed sentences

4.3.2. Answers

- Affirmatives
- Negatives
- Combined

4.3.3. Information questions

4.3.4. Direct Object

4.3.5. Indirect Object

4.3.6. Complement

- Mode
- Place
- Time

4.4. Past Progressive tense

4.4.1. Basic and transformed sentences

4.4.2. Answers

- Affirmatives
- Negatives
- Combined

4.4.3. Information Questions

4.5. Future "BE GOING TO"

4.5.1. Basic and transformed sentences

4.5.2. Answers

- Affirmative

- Negative

- Combined

4.5.3. Information Questions

4.6. Prepositions

4.6.1. In, on, under, over, by, for, behind, between,
besides, among, with, without, to.

4.7. Conjunctions

4.7.1. Too, so, either, neither, nor, and, but.

5. Vocabulary and Reading Material

5.1. Sports games

5.2. The Party

5.3. Religions and civic holidays

5.4. Months of the year

5.5. Seasons of the year

5.6. Dates

5.7. Ordinal Numbers

6. Sequency of grammar structures

6.1. Expletive "There be" ,past tense

6.2. Do Verbs, simple past tense

6.2.1. N + I. V. + - V.M.

6.2.2. N + T.V. + N₂6.2.3. N + T.V. + N₂6.2.4. N₁ + T.V. + N₂ + N₃

6.2.5. N + L. V. + adj.

6.2.6. N' + L.V. + N'

6.3. Be + going to

6.4. Basic Transformations

6.4.1. Questions

6.4.2. Affirmative

6.4.3. Negative

6.4.4. Long Answer

6.4.5. Short Answer

6.4.6. Combined answer

6.4.7. Question word question

6.4.8. Tag Questions.

CHAPTER II

2. STUDENT'S SKILLS AND THEIR COMPONENTS



2.1. TEACHING SKILLS

In the teaching learning of a foreign language the four skills: listening, speaking, reading and writing must always be present, the teacher as the person who knows and teaches the language has to know the way, or the techniques to teach skills; here are some suggestions of how to teach them.

2.1.1. TEACHING LISTENING COMPREHENSION

This skill is the pivot of the speaking skills since a person can not answer to a speaker if he has not understood what he has heard, for this reason there is the need to reinforce the listening skill in the students since there are many students who have a well developed speaking ability but have a poor listening comprehension ability, this is due to that probably it is thought of a passive skill and is the most neglected of the four language skills.

Celeste Zapolo says: " For the listening comprehension work to be fair and confidence-building, it must be progressive, that is, graded. Finally, it must be interesting and stimulating, so the students want to do it.(1)

(1) Zapolo Celeste, A Forum Anthology, page # 103.

She also gives us some Graded Practice Exercise and Simulation Activities for teaching listening comprehension, these Graded Practice Exercises are divided into three levels: Level A, for beginning students, Level B, for intermediate students and Level C for advanced students.

Level A Exercises

This level exercises practice needs an immediate remember acknowledgement, we mean, when the students hear what is said, they understand the message immediately. The most adequate format for this kind of exercise is the: script + practice sheet, the practice sheet includes: (1) a cloze exercise or (2) an elementary checklist, or, optionally (3) a picture identification worksheet which includes pictures that correspond to a story or conversation (4) the types of questions - more appropriate for this level are the multiple choice questions and statements, correct/incorrect, statements Yes/No questions and choice questions. What is important is that the students are able to answer while they listen to the script, with these exercises the students do not get bored and they like to do them because it is something they can do, besides they enjoy them and the students really practice the listening skill.

The cloze exercises can be of two types: "Guided" that is, the students are given a list including the words or the phrases which have to write in the blank-space.

The students have only to listen and fill in the blanks. If the teacher uses any of this type, he must carefully select the blanks to be left, not at random. When possible, the missing words may appear in a coherent word group, moreover, these words have to be included in the passage at least twice, so that the students have the opportunity to see them beforehand. As a last point, the left spaces have to keep a reasonable distance so the students have the time enough to fill in.

Here are the steps to follow when using the unguided cloze exercises:

1. (optional) the students fill in the blanks according to what they judge to be the best.
2. Students listen to the teacher and fill in the Practice sheet, if the teacher believes that it is convenient or not to repeat the missing words too many times, he can fix the limit of the repetitions, but this does not have to be very strictly. It is better to animate the students to listen attentively from the very beginning so they won't ask many repetitions.
3. Students check spelling.
4. Students can give their classmates their practice sheets for correction or he can do it by himself.

The exercise based on checklist (refers to practice sheet # 3) follow the same principle as the cloze exercises: the missing words are repeated in the passage

ge to give the students a better opportunity to catch them.

The materials to teach listening comprehension - have to be authentic, and the teacher has to do his best in order to develop materials as natural as possible.

The visuals can also be used, for instance, the teacher can ask the students to complete a drawing with the description they hear on a tape, and as it was said above, the blanks to be filled in have to be left appropriately and the students must be given the enough time to draw.

Another option is a Picture Identification Sheet (refers to practice sheet # 4 and the record) students listen to the recording and identify (by means of a simple check) the items mentioned in the passage.

In addition to multiple choice items, here are some examples of the types of questions used in Level A (practice sheet #3)

Correct/Incorrect

The policeman were running after the thief.

Correct

Incorrect

Yes/No

Were the policemen running after the thief?

Yes,.....

No,.....

Choice questions

Were the policemen running before or after the thief?

.....

Or

After.....

Before.....

To all these questions, the students have to answer - with one-word or a check (). Besides, the students are listening for specific information, since they - have the questions in front of them, before and while they are listening to the passage.

Level B Exercises

This level exercises includes much more than level A, with a change in emphasis from Immediate to Delayed, remember, here the students have to listen - and then to answer but they have to pay more attention to the content, because these exercises have more question-and-answer work and cloze exercises are not generally included.

Level B exercises can be used either as practice in Listening for Specific Information in which - case the teacher tells the students what they are listening for, then they are given the questions.

In this level, the teacher uses the information questions as for practice sheet #3 (the conversation) so, the above question would be as this:

Who were the policemen running after?

.....

In this level the students answer with one or two-word and short phrases, may be some teachers want to ask the students to answer with complete sentences or perhaps they would like to do these exercises guided by giving a list of the possible answers, the important fact, is that they know exactly what they want from the students. Also it is important to bear in mind that it is necessary to select the passage carefully and that the formulation of the questions, has to be clear and precise, in this way the teacher will have a successful Listening Comprehension Exercise.

Level C Exercises.

This Level Exercises combine both immediately and delayed remember. At this listening comprehension level students are asked to listen to a passage and to make notes on specific facts. At this level, students are also asked to make inferences, make conclusions and give opinions either freely or responding to prepared questions. The most common questions at this level are: why, how, in what way, and what is your opinion?

As the students go from Level A to Level C they are asked to do much more work, as it can be seen in level C students make lists and do a more creative work, moreover, they demonstrate to understand by making inferences; giving conclusions and opinions.

To illustrate more clearly, Celeste Zapolo gives us the following chart in which she shows us the characteristics of Graded Practice Exercises at the three

levels.

RECALL	FORMAT TASK	FOCUS
	Cloze	
LEVEL A INME	Multiple choice	Words
DIATE	Correct/Incorrect	Content.
	Yes/No	
	Choice	
	Multiple Choice	
LEVEL B DELA	Correct/Incorrect	Content
YED.	Yes/No	
	Inform. Questions	
LEVEL C INME	Information Ques-	Content
DIATE AND DELA	tions.	Inferences
YED.	Note Taking	Opinions
		Conclusions.

(2)

Simulation Activities

Simulation activities need much dynamics by part of the students, they have to act out the activities, therefore a great deal of listening is needed.

Role Playing Activities.

When the role-play activities are well designed - by the teacher, they give a good opportunity for the listening practice. An activity that gives good results and that has countless variations is "The Detective", Which has to be acted out by two students:

Student (1) has to cooperate with student (2) but has to try not to give him much information.

Student (2) has to get as many data as possible about the student (1), the teacher has to give him a list of - the special areas of the data to be investigated.

The instructions have to be written on separate - cards to be given to each participating student. The students who are observing the play are given instructional sheets with items that they have to find out - about the two participants.

The oral instructions that the teacher gives will decide the situation and set the stage, for example - the two speakers/listeners are university students who meet by the first time. It is very important to listen carefully and attentively in order to complete the task in the best way.

Another role-play activity that puts strong emphasis on the listening task is Fulfilling the Supportive Role of Listener, here the listener accepts that he - understands what the speaker is telling him, he does this by means of supportive, but non-interrupted commentaries (NM, hmm, oh?, realñy? Yes, that's right, It is the truth, yeah).

Communication Games.

Communications activities or games need attentiv-ve listening and moreover they offer the students the opportunity to use the language freely and to feel the

necessity to understand the message.

Here are some of the many successful communication activities and games given by Celeste Zapolo:

1. The Blindfolded Walk (Beginning intermediate level)

The student (1) has to guide a blindfolded student (2) to come to him through a labyrinth of obstacles while he is standing at a certain place of the class, the objective of this is that the Blind folded student has to go to student (1) without knocking over any of the obstacles, this activity may be done with two pairs of students at the same time, this activity needs that all the students pay attention, the grammar focus function is the understanding of directions.

2. Menu Completion (Beginning intermediate level)

The teacher gives the students sheets containing incomplete versions of the same menu (prices of food items can be omitted), each student has to complete his menu by asking questions of and listening to his partner. This activity can be varied, for examples the completion of a tour schedule or an airline schedule, this activity is done in pairs. The grammar focus function is the understanding of information about food, time, days.

3. Picture Dictation (Beginning through advanced)

Student 1 tells student 2 to duplicate student's 1 drawing according to the instructions he receives,

for example, (draw a circumference and then draw a zig zag line crossing the circumference, etc.) students have to work back to back. The objective of this activity is to duplicate the original draw as exactly as possible, this activity can be done in groups or in pairs with one student giving instructions and the other students drawing individually. The grammar focus attention is the understanding of instructions.

4. Re-telling stories (intermediate advanced level)

Student 1 has to tell part of a story to student 2 the story has to be prepared in advance or if the teacher wants he may give it, at the same time student 2 relays the message to another student, this has to continue until the story is completed and the last student repeats the story. The objective is to retell the story as exactly as it is, and for this students need to pay very much attention and to listen attentively, the grammar focus function depends on the subject.

5. Reaching a Consensus (Advanced Level)

Students are given a topic and they have to reach a consensus through discussion. The objective of this activity is to reach a group consensus and the grammar focus function depends on the topic.

Simulation activities and the Graded Practice Exercises should be used together in order to conform

a complete listening comprehension program for the students. This activities offer the students the opportunity to practice speaking and to make their own judgenent on what they believe convenient to listen or not.

The Graded Practice Exercises provide the controlled and structures listening that nonnative language - students need. (3)

The Practice Sheets may be adequated by the teachers according to the specific needs of their students and to the goal of the program. Thus:

- a. The format, that is the passage, conversation, music poetry, has to be selected according to the course.
- b. Scripts can be arrayed to general EFL classes, children's classes, etc.
- c. If the teachers wants, he can incorporate a certain overlapping of listening comprehension to any of the levels, for example, students of level A could make conclusions as long as formulation of the questions in keeping with the level (e.g. using choice questions)

The Graded Practice Exercises help the students develop their ears for listening English and also their ability for a better perception of the message. The -

Simulation Activities prepare the students to act in real life language experiences.

Here are the models of the Practice Sheets to be given to the students (level A).

PRACTICE SHEET # 1

LISTENING COMPREHENSION

LEVEL A PRACTICE SHEET

Guided Fill in

THE LION AND THE MOUSE

Look at the following lists of words and phrases, then listen to the story and fill in the blanks with the word you hear.

lion	awakened	turn	alive
mouse	went	gnawed	so tickled
trap	swallow	down	up
paw	carry	him	huge

Once when a was sleeping a little mouse begun running..... and down him; this soon the lion, who placed his paw upon him, and -opened his big jaws tohim. "pardon oh king"-cried the little mouse,"forgive me this time, I shall never forget it: who knows but what I may be able to -do you a some of theses days" . The lion was at the idea of the mouse being able to help -him that he lifted hisand let him go. Some -time after the lion was caught in aand the -hunters who decided to carry him.....to the king, tied him to a tree while they went in search of a wagon to.....on. Just then the little mouseto pass by and seeng the sad plight in which the lion was..... up to him and soonaway the ropes that bound the king of the beasts. "Wasn't I right? said the little mouse.

PRACTICE SHEET # 2

LISTENING COMPREHENSION

LEVEL A PRACTICE SHEET

Fill in

Listen to the story and fill in the blanks with -
the words and/or phrases you hear.

PIRATE'S ISLAND

An old pirate lived on an island in the middle of
the sea knew that he had hidden a box of treau
sure somewhereisland, but nobody knew exactly
where it was, just before he died, he left a
saying where the box was hidden, he wrote the message
in the form of a puzzle, so that the..... who found
the answer could have the treasure.

He only..... the..... letter of each word
together with a space for every other letter of the
word. Here is the message:

Look inside Dead..... you will find
the.....

PRACTICE SHEET # 3

LISTENING COMPREHENSION

LEVEL A PRACTICE SHEET

CHECKLIST

CONVERSATION: Making Purchases

The following words all relate to food. Put a () next to the words that appear on the conversation you are going to hear.

.....rice	.....paper	.....milk
.....butter	.....custard	.....lettuce
.....chicken	.....fish	.....sausage
.....tomatoes	.....meat	.....sugar

Check the correct answer for each of the following questions:

1. The girls was buying

carrots

beets

potatoes.....

2. The amount she wanted is:

three pounds and a half.....

three pounds.....

two pounds a half.....

3. Correct or Incorrect?

The girls was buying vegetables

Correct.....

Incorrect.....

PRACTICE SHEET # 4

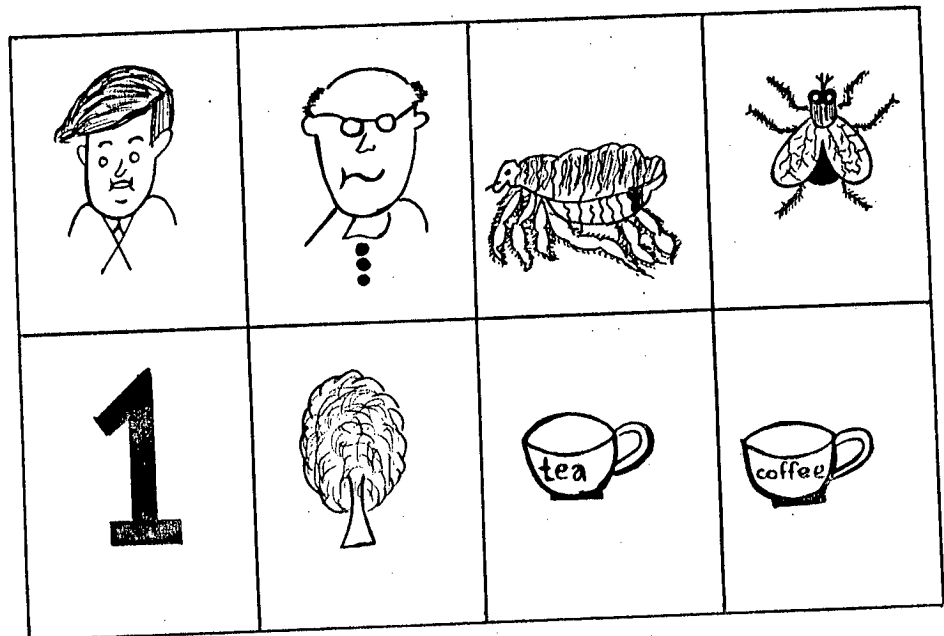
LISTENING COMPREHENSION

LEVEL A PRACTICE SHEET

PICTURE IDENTIFICATION

ONE TWO THREE

Listen to the poem and check (✓) people, things, or numbers you hear.



The poem is:

One, two, three,
father caught a flea
put it in a teapot
to make a cup of tea.

2.1.2. TEACHING SPEAKING

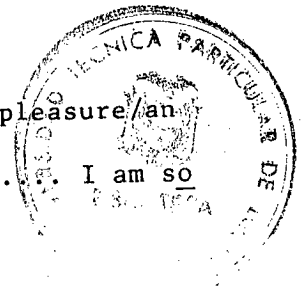
To teach students to express orally and correctly in the target language is a very difficult task for teachers because it demands more work than the others. It is so difficult that despite the teacher's efforts he has the impression he is getting nothing.

Here are some expressions that Lu Liang De gives us in order to carry on conversations. He teaches his students to say: "Yes, I think so" or "You are right" instead of "Yes", "No, I don't think so" or "I am afraid not" instead of "No", "Sorry, I don't know" instead of "I don't know", "What/how about....." "I want to.....", "You have dinner with us?" "You lend me your book?", "There's something wrong with...." (the object could be him, watch, weather, my sisters, etc), It takes..... to do....." (4)

Students should also learn to put the word "Would" at the beginning of the sentences because this will make the sentences sound better.

Independent elements have also to be taught, such as: by the way, as far as, I can see, in fact, this way, really? etc. and the teacher should encourage more advanced students to put the following phrases at the beginning of a sentence: It is good/difficult/

wrong/possible/probably..... It is a pleasure/an
honor/ our duty/ a mistake/a pity/ time.... I am so
rry/foolish/ashamed/surprised....."



The tape recorders help students a great deal -
with the reading, listening and writing abilities; but
speaking can only be developed by setting the students
in situations of the daily and real life and it is the
teacher who must create these situations by making the
students act in class.

Here are some Lu Liang De's examples of situations
that can be acted in class.

"Students play to be policemen, doctors, or school
boys by using a little make-up and by carrying batons,
stethoscopes, and bags. This is done in class. If -
teachers are to correct students' mistakes when they
are speaking, it is adviceable to be tactful and not
to correct them directly, for example, the students say
"I will go to my home in tomorrow afternoon" The tea--
cher should reply "OH, you will go home tomorrow after
noon", in this way the students realizes his improve--
ment and he will not mind if his mistakes are corrected
tactfully (5)

Edmundo Mora, a teacher of the University of Nariño, also gives some meaningful techniques with teaching cards leaded to the speaking skill.

The object of the teaching cards is to demonstrate how useful they are to teach English as a foreign language, cards contribute to that the students use the language in real contexts and in situations in which they need to communicate their ideas.

How to use the techniques.

Four aspects for each technique are described.

1. Materials: this means the kind and the number of -
sets of cards that the teacher should -
handle to carry out the activities in
class. The cards can be made of thin
cardboard, they should be 12 x 6 centimeters size.- the names and numbers written
on them have to be clear, if it is possible, they
should be written with marking pens.
2. Procedure: In this section are illustrated the -
steps to be followed, in the most of the
cases there is an example which shows -
the way the cards should be arranged or
how two matched sets might look like, -
this is for a better illustration and
clarity. When students are not familiar
with the exercises, the teacher should-
provide Cue Words in order to help them

do the exercise and initiate the conversation. Students must be permitted to show their own questions and answers and the cues may be given in scrambled order to challenge the students and to allow them to apply their knowledge of the language.

3. Language Items: this section includes the grammatical features that can be presented or practiced with this technique - although the objective is not to teach grammar but to give the students the opportunity to practice English thoughtfully. Of course, the grammar used should be reviewed to let students understand what they are saying so that they can develop fluency and increase their vocabulary.

4. Follow-up: this section contains ideas for reinforcement and further practice.

When using these techniques, the teacher must take into account the following:

1. Before giving the cards to the students, the teacher has to mix them and to aware students to do the same when passing the cards to their classmates. For a better security of the cards, the teacher can attach them a rubber band.

2. This techniques do no cover the whole period of the class, they are designed for a specific stage of the clss, that is, for presentations, assimilations or for an active use of what is being studied.
3. The teacher must tell the students to speak the target language during the activity.

Here are the techniques:

THE BOX FULL OF CARDS (Interm. Advanc. Levels)

Materials: A box and a set of cards. The cards contain questions on different topics.

Procedure: The teacher puts a box full of cards on his desk, the students one by one go to the teacher's desk and pick up a card, they read their question aloud. If the question is for example: "Who is happy in class?" several students can answer it, the students who answered it, should then give additional information about their answers, I'm happy because my parents were divorced and now they are living together again, etc.

Language Items:

- a. to teach and/or review the third person singular, present tense after Who in questions.
- b. to review the present and past tense of verbs.

Follow-up:

- a. the questions are written on the board and the students provide their own answers.
- b. students work in pairs, constructing dialogues. They may use the answers given by their classmates to construct their conversations. For example, a possible dialogue related to the question and answer given above might look like this:

S1 Who is happy?

S2 I think that Maureen is happy

S1 Why is she happy?

S2 She is happy because their parents were divorced and now they are living together again.

CONCENTRATION ACTIVITY (Begin. Interm. levels)

Materials: A set of cards, each student is given a blank card.

Procedure: The students form a big circle, they are told to write on their cards what they did during their last weekend, holiday, etc. then going clockwise, each one reads the sentences. Once all the students have done this the teacher asks them questions at random to see how well they remember their classmates' sentences. For example, ana Paulina, "do you remember when Rose went to the movies? Joseph "Can you tell me what did Sam

do last weekend?, this continues until all the students have participated.

Language Items:

- a. to review the past tense of verbs.
- b. to teach and/or review embedded questions.

Follow-up:

- a. the students write a story about what they did during the last weekend, vacations, - holidays, etc.
- b. they exchange their papers for correction.

HAVING FUN (Beginning - Intermediate levels)

Materials: A set of cards,. each card contains a request, example: "please go to the door and recite a poem" "Would you please step aside and bow your next classmate?" "if you are so kind ask Marilyn where she went yesterday" "please go to sit on my chair and - and tell a student to write a verse on the blackboard" . etc.

Procedure: The set of cards is placed on the teacher's desk. The students one at a time go to the desk and pick up a card and act according - to the instructions.

Language Items:

- a. to review the imperative mood.
- b. to teach and/or review such expressions as "Would you please?"

c. to review a variety of tenses.

Follow-up:

- a. the teacher places all the cards face up and the students write the commands
- b. the students write sentences similar to the ones on the cards.

RAIN OF WORDS (Beginning Intermediate levels)

Materials: One set of cards per small group, each card contains only one word. The cards of each set when arranged properly should make a clear and complete sentence. All the sets must have the same sentence.

Procedure: The students work in small groups. Each group selects two representatives who have to stand in front of the class. Now the teacher throws the sets of cards on the floor. The representatives of each group have to arrange the cards in the correct order. The group that arranges the sentence first is the winner.

Language Items:

- a. to teach word order.
- b. to teach and/or review spelling.

Follow-up:

- a. the students write the sentences in their notebooks.
- b. they write sentences similar to the one they have put together.

- c. the students can talk about the exercise;
example, they can ask one another questions
like: Did you like the exercise? Why? Would
you like to do it again? Why?.
- d. if the teacher wants he may throw other -
sets of cards on the floor so that the -
students who acted as observers during -
the first activity can now participate.

PRACTICING SYNONYMS (Beginning interm. levels)

Materials: many sets of cards, each card includes only one word.

Procedure: the class is divided into two groups. The students in group one are given individual cards and are asked to read the words written on the cards (one student at a time)-

after the student reads his card, the stu
dents in group two supply a synonym for the word. The student who gives the correct sy
nonym has to make a sentence with it. The students who gives the most synonyms is the winner. This exercise is also used with an
tonyms.

Language Items:

- a. to review synonyms
- b. to review antonyms

Follow-up:

- a. the cards are arranged face up and the stu
dents write the synonyms for the words that

appear on the cards.

b. they write sentences with the synonyms -
discussed.

c. they exchange papers for correction.

MAKING DIALOGUES FROM SHORT READINGS (Interm. Advanc. levels)

Materials: many sets of cards, each card including a short reading. All the readings have to be different.

Procedure: the students are arranged in pairs and they receive a card, they are informed to construct a dialogue from the reading. For example, let's take a look at the following reading.

Last night my father went to the theater, He saw some plays that he liked very much, he went with my mother. She asked him what play was the best, my father told her that Cinderella was the best one. They left the theater at twelve o'clock and got home at twelve fifteen.

A dialogue worked up from this reading might look like this:

S1 Where did my father go last night?

S2 He went to the theater.

S1 Who did he go with?

S2 He went with your mother

S1 What play was the best one?

S2 Cinderella was.

S1 What time did they get home?

S2 They got home at twelve fifteen

As it can be seen, the questions and answers have a close relationship with the reading being discussed.

Language Items:

a. To review WH words.

b. To review the past tense of both, -
regular and irregular verbs.

Follow-up:

a. The students can write short stories and build dialogues from them.

b. They play their dialogues.

WRITING SHORT STORIES FROM DIALOGUES (Interm. Advac. Levels)

Materials: A set of cards containing short dialogues

Procedure: The class is divided into pairs, each pair is given a card, and is told to organize a paragraph containing the answers to the questions. Here is an example.

S1 What are you typing?

S2 I'm typing a business letter

S3 Why doesn't your secretary type it?

S2 Because she had to go to the university

S1 What is she doing there?

S2 She is attending chinese classes

S1 How is she doing in her chinese language?

S2 She is doing well, she is a good student.

If there is the need to use connectors to -

combine sentences, the teacher should provide them to the students or at least to tell them that at a certain point of the reading, they will need a connector to join two sentences correctly.

Here is the story resulting from the previous dialogue.

I'm typing a business letter because my secretary had to go to the university, she is attending chinese classes there, she is doing well in her chinese language because she is a good student.

Language Items:

- a. To review WH words
- b. To review tenses in general
- c. To review the past had to

Follow-up:

- a. The students write short dialogues and build stories from them.
- b. They exchange their papers for correction.

LEARNING ABOUT HOLIDAYS (Advanced Level)

Materials: Two sets of cards per group. One set contains the names of various holidays and the other includes the dates on which they are celebrated.

Procedure: The class is arranged in small groups. Each group has to match the two sets of cards, -

That is, they have to match each of the holidays cards with the one that indicates the exact day on which the holiday is celebrated. The group that finishes arranging the cards first is the winner. For example

HOLIDAYS	CARDS	DATE	CARDS
New Year's Day		May	24
Discovery of America		Novembre	3
Battle of Pichincha		November	18
Christmas Day		January	1
Cuenca Independence		October	12
Loja Independance		December	25

The students can now start a conversation to expand the topic presented. As a help, the teacher writes cue words on the board

Cue Words:

- people, do, what, on (Christmas, New Year's Day etc.)
- dishes, prepare, people, what, - on (Christmas, New Year's Day?)
- Is (Loja Independence, Battle of Pichincha, Cuenca Independence) - celebrated Ecuador only?

Language Items:

- a. To teach and/or review the prepositions ON with the days of the week and with dates.
- b. To teach and/or review ordinal numbers with specific dates.

- c. To teach vocabulary related to the principal holidays of our country.

Follow-up:

- a. The students write a composition about their favorite holiday.
- b. They exchange their papers for corrections
- c. They work in pairs to construct a dialogue about their favorite holiday.

WHERE CAN YOU FIND? (Advanced level)

Materials: Two sets of cards per group. One set contains the names of various items, and the other set contains the name of the places where they can be found.

Procedure: The students work in small groups. Each group is given two sets of cards, and the students are asked to match the cards that contain the names of various things with the places where such things can be found. While they are in the process of matching the cards they should be encouraged to ask such questions as "Where can you find.....? Are you sure that you can find..... at the.....? to help them do this, the teacher can supply cue words. The matched sets of cards might look like this.

ITEMS	WHERE FOUND
Books pens pencils ink paper rulers	Bookstore
Aspirine toothpaste shampoo deodorant	Drugstore
Vegetable tomatoes potatoes bananas pineapples oranges watermelon	Grocery store
Shirts socks blouses skirts pants sweaters	Clothing store
Gasoline gas filters oil tires	Gas station

The group that finishes arranging the cards first is the winner. Now the teacher can write some cue words on the board to help - students practice conversations about the items matched.

CUE WORDS:

- find, you, where, can (toothpaste oil, blouses, pineapples, etc...)
- How many (drugstores, bookstores, gas stations) are there in Loja?

-Located, is where (name of the
drugstore, bookstore, etc.)

Language Items:

- a. To teach vocabulary related to the things of the stores.
- b. To teach the WH word WHERE

Follow-up:

- a. Students work in pairs to construct a dialogue about the things they might find in certain store.
- b. They exchange their papers for correction.

2.1.3. TEACHING READING COMPREHENSION

The task of teaching reading in English is quite difficult for teachers. they know that it is not the same - as to teach students to read in their native language - where they already know to speak and can understand the language, while in English, they first ought to know to speak, because the graphic forms of a language are simple representations of the oral one, and if the teacher wants their students to read with understanding, it is necessary that he teaches them to master audio-lingually the oral corresponding part of the material to be read, and he has to manage to teach them Strategies for reading comprehension.

David E. Eskey gives some useful strategies for - teaching reading in English. He says:

"Since the second language reader is an insecure -

reader, it is the teacher who must introduce and provide practice in, useful reading strategies for coping with texts in an unfamiliar language" (6)

He suggests the following strategies:

The SQ3R = Survey, question, read, recall and review, the reader should first survey the article, sub headings, illustrations, etc. and also he can read - the first and last paragraphs and also the first and last sentences of each paragraph, in order to have an idea of what is the point to be treated, after, he asks himself questions of what he read and reads again only in order to find the answers. Then he reads the whole article, to understand the meanings of the words he doesn't know from the context. After finishing the reading, he tries to answer the questions he asked himself before reading it; later if it is necessary, he scans the passage to find the answers. He can later review the articles to help him keep the information in it. The readers of a second language think that it is indispensable to understand every word of a text in order to understand it.

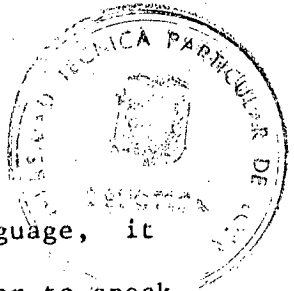
So "the second very important reading strategy, is that the teacher must introduce his students to abandon the word by word reading, he must introduce exercises - like timed readings, which force students to read faster and exercises which force students to read in meaningful

"chunks", like read-and-look-up, like the cloze procedures all of which, when they are successfully employed tend to build up the student's confidence, as well as to increase proficiency.

A third strategy that the teacher should use is to teach students to read different texts at different rates, no matter the grade of attention they pay to the details. The teacher has also to teach students to learn to skim for the main idea and to scan for specific kinds of information and they may also have to learn - to read critically, in order to judge the author's arguments.

Finally, the teacher must provide students in class and individually, with feed back as needed. (7)

2.1.4. TEACHING WRITING.



For students who are learning a foreign language, it is difficult to write coherently, they prefer to speak rather than to write, however someones apologize to act in a conversation class, with writing it is even worse the students say that they don't know what to write. - Students have problems in linking sentences to form a coherent whole, or they can no express their ideas in an organized way.

Carmen Manuel Cuenca and Rodrigo Fernandez Carmona say that "one of the most important ingredients in learning to write a foreign language is MOTIVATION". - For this they have developed an imaginative approach to to teaching writing" (8)

Here are the exercises of this approach.

1. WHAT WOULD HAPPEN IF.....?

Preparation: None

Organization: Individual/pair work.

Procedure: Tell the students to write a composicion using one of the ideas given below.

1. If they heard that the Last Judgement - day is after three days.
2. If the animals gathered to protest for - life?

3. If the news informed that an OVNI is co
ming to the city?

If the students don't like the given ideas the teacher can tell them to invent some ideas.

2. COMPLETE THE POEM.

Preparation: The teacher gives the students several
first lines of poems.

Organization: Pair work.

Procedure:

Step 1: Once the students select one of
the first lines, they must comple
te it by making a poem of the -
length they wish.

Step 2: Students read their poems aloud and
then they choose the best one.

3. RIDDLES.

Preparation: None

Organization: group work

Procedure:

Step 1: The teacher tells the students to
write a riddle according to the follo
wing instructions:

First line: Define an object as if
you were seeing it for
the first time.

Second line: Describe the object by
by comparing it with so-
mething you know

Step 2: Once the students have their riddles written, they have to ask their classmates to guess what it is.

Examples:

- It has two circles with two eyes on them.

It looks like a bike (answer a pair of glasses)

- It has a face and two hands

It looks like the sun (answer a clock)

4. CHAINED NONSENSICAL STORIES.

Preparation: The teacher has to prepare a list of questions with the verb tense that he wants to practice. Example:

Who was he/she/it?

Where was he/she/it?

What was he/she/it doing

What did he/she/it say?

What did he/she/it say to the people?

How did the story finish?

Organization: Group work.

Procedure:

Step 1: The teacher tells the students to take a sheet of paper. Of the questions above, ask one at a time, after the students have answered the first

question, they should fold up their -
 sheets so that the answer is hidden
 and then they pass their papers along
 students, the same has to be done with
 all the questions according to the ori-
 ginal idea, about the same theme.

Step 2: The teacher tells the students to un-
 fold the sheet they have at the end -
 and write a short story by joining -
 the sentences into a paragraph (even-
 though it apparently make no sense) -
 on the other sheet of paper.

Step 3: The teacher tells the stuents to read
 the "stories" aloud and choose the fu-
 nniest or the one that is most nonsen-
 sical. Example:

My friend's mother

She was at the beach

She was having a suntan

It is wonderful

I've never been here before.

A big sharp came out and ate her

My friend's mother was at the beach ha-
 ving a suntan, she said "It's wonderful
 and then she said to the people "I've -
 never been here before" when a big sharp
 came out and ate her.

5. WELL KNOWN STORIES TOLD THE OTHER WAY AROUND

Preparation: None

Organization: Individual/pair work.

Procedure: The teacher tells the students to think of a popular story (e.g. "Snow White) and then write a composition, giving the characters values exactly opposite to those they have, the evil characters become the good ones and vice versa.

6. AND THEN WHAT HAPPENED?

Preparation: None

Organization: Individual/pair work

Procedure: The teacher tells the students to think of a popular story (e.g. Cinderella, - big foot, sleeping beauty, etc.) and - then to write a composition starting - where the popular story ended.

7. THE BEGINNING OF A STORY

Preparation: None

Organization: Individual work

Procedure: The teacher gives the students the beginning of a story (e.g. A beautiful princess was near a river when.....) then tells the students to complete the story.

8. PICTURE COMPOSITION:

Preparation: None

Organization: Individual work.

Procedure:

Step 1: The teacher tells the students to draw a picture. Two students must - draw on the same sheet, and no one of them has to take into account - what the other has drawn.

Step 2: Each one has to write a composition describing the final picture.

Step 3: They must discuss which composition reflects better their picture and explain why.

9. CREATIVE ERRORS:

Preparation: The teacher provides the students with a list of their own errors, if possible.

Organization: Pair/group work.

Procedure:

Step 1: The students must give a definition of the new word (error)

Step 2: They must write a short story using at least five creative errors. Ex:

- A three (for a tree) a tree that - stands between a second and a - third tree.

- A legg (for a leg) - a leg with - two feet.

- Forelegs (for four legs) - The - front legs of the horses

- Solo (for so low) - To sing and play by oneself.

10. CHOOSE THE PREFIX

Preparation: The teacher prepares a sheet with different prefixes, he can do as many photocopies as there are groups in the class, and cut them out.

Organization: Group work

Procedure:

Step 1: the teacher tells the students to write simple nouns (e.g. market, lamp, teacher, house, etc.) They should then write down a list of the new words.

Step 2: The students must give a definition of each new word.

Step 3: The teacher has to write a short story with as many of the new words as possible.

Prefixes that can be used: Super-, mind-, maxi-, micro-, uni-, non-, poly-, un-, bi-, anti-, tu-, extra-, dis-, pre-, post-, Example:

- Bihouse: A house with two roofs.
- Uniteacher: a teacher who teaches one subject.
- Premarket: a market at the beginning of a big market.

11. NEWSPAPER HEADLINES:

Preparation: The teacher cuts out some headlines -
from a newspaper and photocopied them.

Organization: Group work.

Procedure:

Step 1: The teacher gives a photocopy to each student. The students must mix up the words in the headlines to make funny new headlines. They are acceptable if they are grammatically correct.

Step 2: Once the students have written the new headlines, they must write a piece of news to go with one of them. Students find a new way of enjoying their compositions while at the same time they have fun.

Susan Thiede-Gonzo also gives us an approach: -
SENTENCE COMBINING- to teaching writing that works.

This sentence combining approach is based on the sentence combined practice.

"The simplest and most basic type of exercise is one in which two sentences are given to the students - with directions about how to combine them into one sentence, this exercise is called "signaled " or "cued exercise" (9)

Examples:

Directions: Combine the sentences in each group into only one sentence, using the word in parenthesis to join them.

1. a) The children are sad (because)
b) their parents are getting divorced.
2. a. Rocío studied physics (and)
b) Zandra studied chemistry.
3. a) The student is crying (who)
b) The student failed the test.

The above exercises have only two correct answers, depending in the order in which the students use the two sentences. The following are possible correct answers:

1. The children are sad because their parents are getting divorced. OR
- Because their parents are getting divorced, the children are sad.
2. Rocío studied Physics and Zandra studied Chemistry. OR
- Zandra studied Chemistry and Rocío studied Physics.
3. The student who is crying failed the test. OR
- The student who failed the test is crying.

For advanced levels, the teacher can give the students a group of sentences which can be combined in any way they choose to create an effective paragraph. An -

example of this type of "open exercise" is given below

Directions:

Combine the following sentences into an effective paragraph.

1. Mr. Jhonson is an old man
2. Mr. Jhonson is 50 years old
3. Mr. Jhonson is from the United States
4. Mr. Jhonson is the boss in our office
5. Mr. Jhonson has a gray-haired wife
6. Mr. Jhonson has two sons, Manuel and Paul
7. Manuel and Paul are architects
8. Manuel and Paul work together
9. Manuel and Paul build skyscrappers
10. The skyscrappers are beautiful
11. People like them very much
12. Manuel and Paul spend much time abroad.
13. Manuel and Paul come to visit their parents
twice a year
14. They four are a wonderful family.

This exercise may have some possible solutions, -
one is given below:

Mr. Jhonson an old man from the United States who has 50 years is the boss in our office, he has a gray-haired wife and two sons whose names are Manuel and - Paul. Mr Jhonson's sons are architects and work toge - ther building wonderful sckyscrappers which people like very much. Manuel and Paul spend much time abroad and come to visit their parents twice a year.

Mr. Jhonson and his wife enjoy being with their -

sons and they four are a wonderful family.

Sentence-combined exercises go from the easiest - to the most difficult. It depends on the structures-being taught, the nature of the structures for com bining the sentences (signaled or open) the number of sentences to be combined and the number of possible so lutions. The exercise used to teach a given structure could range from easy to difficult, depending on the - level of the students.

2.2. TESTING SKILLS.

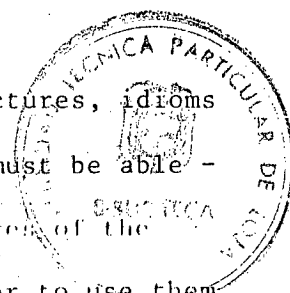
As the four skills of the language are important for teachers and they are teaching them in class, then - there is the necessity of preparing means of evalua - tion to test them too in order to see at what extent - the teaching skills objectives are being achieved by the students.

2.2.1. Testing Listening Comprehension

According to Lidia Miquel, this skill requires - three aspects:

- a. The discrimination of sounds; that is to say the students must be able to distinguish the difference existing between sounds, specially between those in which the correct pronunciaa tion has to see with the meaning of the words
- b. The keeping of the language in all its forms

(sound word, grammatical structures, idioms etc.) that is, the students must be able - to memorize words and structures of the language being learned in order to use them freely and habitually.



- c. The degree of comprehension of the language, which will depend of the student's ability to distinguish phonemes, to recognize the stress rhythm, and the models of intonations, and - to retain what he has heard. Moreover, in the conversation it is necessary to know the vocabulary and the grammar structure of the language" (10)

Here are some exercises for testing Listening Comprehension:

1. Multiple Choice Exercises.

- a. The teacher shows some pictures marked with A-B-C-D, and at the time he says a word referring to - one of the pictures, the students listen and mark the letter which refers to the described picture.
- b. The teacher says:
- A. My father's wife is my mother
 - B. My father's wife is my sister
 - C. My father's wife is my aunt
 - D. My father's wife is my grandmother

To the above item the letter the students must mark is A

c. The teacher says:

- The donkey is

A. dull

B. booby

C. stupid

D. fool

- The students must mark C

d. To check reported speech the teacher reads:

- They say "he was late"

A. They said he was late

B. They said he had been late

C. They said he is late

D. They said he is going to be late

- The students must mark B

e. The teacher reads:

- As John felt ill, the teacher gave him

A. Allowance to go home

B. Excuse

C. Permission

D. permit

- Students must mark C

f. At an advanced level, the teacher reads a paragraph after four possible assertions about the text, from which only one is correct. The students must mark the letter of the correct assertion.

2. True False Exercises.

- a. The teacher shows a big picture which represents a determined scene. The teacher says a series of affirmations about the contents of the picture the students write TRUE-FALSE according to what they are. For example:

	STUDENTS	
The thief is in the tub.	T	F
The pot is on the stove	T	F
The food is in the fridge	T	F
The pants are in the closet	T	F

- b. The teacher shows several pictures which are numbered and expresses a sentence referring to one of them. The students mark the number of the correspondent picture according to what the teacher expressed. For example:

- The teacher says:

-The man is watching the dog

The students have to mark the number of the picture in which a man is watching a dog.

This type of exercises can be applied to multiple contents and levels of the teaching of the target language. The teacher has to be imaginative in order to elaborate a great variety of these exercises.

3. Exercises of The Same Different.

This exercise is appropriate to evaluate the recog-

inition of isolated sounds in syllable, in words, in phrases.

The teacher gives an stimulus. He pronounces - contrasting sounds like:

a. pan	pan	Students write	a. S (same)
b. pill	bill		b. D (diff.)
c. meat	meat		c. S (same)
d. voice	voice		d. S (same)
e. wood	good		e. D (diff.)

- To this type of exercises the teacher can also supply phrases containing same or different sounds.

4. Simple Commands

The teacher gives simple commands and students must execute them. They are used specially to test the comprehension of vocabulary that students already know. For examples:

- Close the window please
- Clean the blackboard,
- Come here.

The teacher can also use more complex phrases, if the students are at an advanced level. Examples:

- First draw an apple tree and then an plum tree.
- Give your red pen to your nearest classmate.

5. Exercises with pictures or numbers.

The teacher asks the students to bring for the test color and black pencils, the students draw sim

ple pictures and through these, the teacher can evaluate knowledgements of language referring to form colors, numbers, objects, etc. Examples:

- a. The teachers tells an hour: It is eleven o'clock
The students have to draw a clock showing that -
hour.
- b. The teacher gives a date in words, the students
write this date in words, or show it in a calendar.
- c. The teacher gives some arithmetic operations in
words and the students write them in numbers, -
this can be done with students of advanced levels
- d. The teacher asks the students to draw and paint
some simple vocabulary, (table, pants, flag, telephone, etc.)
- e. Discrimination of sounds. The teacher says some
sounds including in words, the students must -
identify them by writing the number of the column
that contains the sound, according to an example
that the teacher has shown before.

The teacher says:

STUDENTS

CHEAT

SHEET

1

2

CHIP

SHIP

CHOP

SHOP

CHOOSE

SHOOES

CHAIR

SHARE



f. Combinations of pictures and numbers.

The teacher shows the picture # 1 and the picture # 2

#1 represents: She is looking at the sheep

#2 represents: She is looking at the ship

The teacher says sentences and the students write down on their papers the number of picture to which each sentence belongs.

6. Exercises with pictures

1. The teacher says a phrase or a word referring to the picture. The students write T or F according to what the pictures represents. Example:

- There is a goat in the garden

The students writes T.

Many exercises of this type can be used, referring to the same picture.

2. Pictures that previously have been enumerated can also be shown. The teacher says a series of phrases and the students write the number of the picture that belongs to what the teacher says.

As it can be seen, to the above exercises the students answer to auditive stimuli which are provided by the teacher and to which the students demonstrate to comprehend by means of writing, signals, numbers, playing of actions. The students don't express anything of the target language itself, but they demonstrate their understanding of what they hear.

2.2.2. Testing Speaking.

A test of speaking has to demonstrate that the student is able to communicate and to be understood by the people to whom he is speaking, this test also shown at what extent the students have acquired an master certain grammar, structures and vocabulary, which he applies with the correct pronunciation and rythm, consequently, it is necessary to evaluate the pronunciation, intonation, structures, stress, etc.

For testing this skill it is necessary that the students express orally and individually, therefore this requires much more time than the writing test, the test of speaking takes place in a laboratory, if there is no laboratory, it has to be given with the help of a tape recorder and always with the use of a correction sheet.

In evaluating pronunciation it is necessary to evaluate the productions of phonemes, vowels and consonants of the target language, which must be presented in typical words and phrases of that language.

Once more, Lidia Miquel gives some exercises for testing pronunciation, in which all the stimuli can be given in a recording which is prepared in advance by the teacher (11).

- a. The student is given a model to repeat, the student must be in front of a tape recorder microphone or in a language laboratory, if no one is available, the teacher should immediately judge himself the quality of the answer.

In a model given by the teacher, it is included the aspects that he wants to evaluate and to which he must be special attention.

In the correction sheet the teacher will mark the grade according to what he judges the -- sound produced by the student deserves.

- b. The student says by heart a poetry, a paragraph or even two students can recite part of a dialogue. The teacher has to prepare in advance the answer sheet in which he puts specifications about the element he is to evaluate.

- c. As a model, the teacher gives a substitution drill, For Example:

- The teacher says: I love him. then he says
"them"

-I love them.

* The teacher is evaluating the sound.

- d. The teacher gives a completion exercise. The sound to be evaluated can be in the completion word.

- The teacher says:

Tomorrow is

The student answer:

Tomorrow is Sunday.

- e. The teacher gives questions. The student has to be sitting near a tape recorder, then he is given a series of pictures, each with different scenes, when he hears from the tape recorder a question about the first picture, he has to answer loudly in front of the microphone.

In this way, all the answers to the questions are recorded.

- f. The teacher gives the student a paragraph to read in loud voice in front of the microphone, later, the teacher hears the recording and gives his opinion on how the students have produced the sounds to be evaluated.

2. Exercises to Evaluating Intonation

To evaluate intonation the teacher can use the exercises like the ones to evaluate pronunciation.

- a. If the teacher or a tape recorder gives a model, the students must reproduce it loudly. Then the teacher in his correction sheet will decide if the reproduction of the model reveals a correct or incorrect pronunciation in the -

target language.

b. When the students recite poems, dialogues or paragraphs, the teacher in his answer sheet will mark if the intonation was correct or - incorrect.

c. When the students answers to questions, they are using an intonation that then the teacher will judge as correct or wrong or right.

d. The teacher gives commands to the students, and they have to use certain phrases of the target language, For Example:

- "Ask your classmate to open the window."
- "Tell Alexander to lend you his book."

When the student says the sentence the teacher will evaluate the kind of intonation expressed.

e. When the students describe the scenes of a picture, the teacher can also evaluate the intonation the students used.

f. Students can read a paragraph loudly and the teacher listens to the intonation even though the intonation used in reading is not as original as it is in a conversation.

3. To evaluate the Stress the teacher can use the same exercises to evaluate the intonation, the only difference is the correction sheet in which

the teacher has to prepare the space in which -
he will mark the student's answers.

4. Exercises to evaluate the oral structures in -
the target language.

Like other exercises, the teacher provides certain stimuli and the students respond to them. If the teacher expects that the students give - answers as he wants, the exercise must be well elaborated.

A correction sheet must be prepared to mark the student's answers.

- a. Example: the teacher or the tape recorder -
reads a phrase and the students a word.:

TEACHER: "That is my ball" "net"

STUDENT: that is my net

- b. Sometimes the teacher wants the student to -
substitute two words. Example:

TEACHER: "I am a teacher" "architect"

STUDENT: I am an architect.

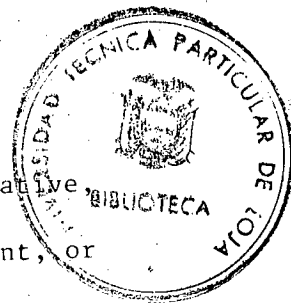
- c. The teacher may also want the students to -
modify part of the elements.

TEACHER: "I go to the movies" "my father"

STUDENT: My father goes to the movies.

- d. Conversation is also used:

For Example, the teacher gives a sentence and



the students make it negative, interrogative or change it to the future, past, present, or to change it to the plural or singular.

- e. In commands the student have to use certain structures and the teacher can also judge if they are correct or incorrect.

TEACHER: "Tell Ann to close the door"

STUDENT: "Ask me to repeat the last sentence"

- f. The teacher can also use combined sentence.

TEACHER: "The man is on the corner; the man is a mechanic."

STUDENT: The man who is on the corner is a mechanic.

- g. Exercise of guided speaking can also be used. The teacher tells the students what kind of conversation they must keep, the teacher also gives the theme, the content of the conversation and certain time to prepare and the precise time that they will have for the conversation.

The teacher can imagine many exercises of this kind and what is very important is to elaborate a correction sheet for each exercise.

2.1.3. Testing Reading Comprehension

A reading comprehension test must demonstrate the students' abilities to judge and discuss the author's ideas, purposes and style and the ability to give conclusion about what they have read.

The most commonly used reading comprehension test is the one in which short passages with different content and style are given to the students for reading and then answer by selective the correct choice from some alternatives given.

According to David Harris, when selective a passage for a reading comprehension test, the teacher should take into account the following:

1. Length: This means the amount of words that each passage must include, the ideal number of words should be between 100 and 250 words. Moreover, from the length of the passage depends the items to be produced.

2. Subject Matter: The subject matter will depend on the objective of the test.

Teachers have to take into account that the selected passage be clear and with significance with it is not in context. Besides, it doesn't have to require extra information which give advantages only to certain students who know about that matter, neither it has to con-

tain universal information which is very well known for students because they will answer - the questions without reading carefully.

3. Style and Treatment of the Subject: A reading comprehension test must include materials of different kinds and style, for paragraphs which include only one point, will hardly make appropriate - passages for the purposes of the test, because they don't offer the teacher the opportunity to produce many questions as he wished.

Harris says: "Much more likely are paragraphs which (a) deal chronological with a series of events, (b) compare or contrast to - or more people, objects or events, (c) presents an author's individualistic opinions on a familiar subject" (12).

4. Language: The lexicon and the structures of - the passages have to be according - to the level of the students, because if it - is too advanced they will be only a few advantaged students who will get a high grade.

(12) Harris David P., Testing English as a second language

Here is a sample reading passage and items.

"The formal declaring of war has gone out of style", says the Globe and mail of Toronto, - Canada "The last time it occurred was on december 11, 1941, when, after the attack on Pearl Harbor, Japan's allies, Germany, and Italy, - **declared** war on the United Sates." This re-
garding formality, there have been some 150 - to 220 wars waged since world war II. In 1984 about 10 wars were being fought, though no new wars broke out during the years." In 1984 - as in 1983, all the world's wars were fought in third world of the countries. As a sequence, some that were relatively well off or had a promising future have been ruined; in other development has been set back.

QUESTIONS:

1. According to the passage, the attack on -
Pearl Harbor was:
 - a. After december 11, 1941.
 - b. The beginning of the public announcement of war against the United States by part of Japan's associates.
 - c. The reason why Germany and Italy joined Japan to fight the United States.
2. According to the author, the most wars have been fought :
 - a. During the second world war.

b. In 1983 - 1984.

c. After the second world war.

3. According to the information on the passage, during 1983 - 1984,

a. The most wars were fought in the under development countries.

b. New wars were rising up.

c. There were only 10 wars.

2.2.4. Testing Writing.

A test of writing must demonstrate that the students are able to write coherently and - with certain grammar style, that they are - capable to use correctly the punctuation and the capitalization.

Here are some examples for testing formal grammar and style.

- Subject Verb Agreement.

From two verbs given in parenthesis, students select the one that agrees with the subject.

- The four boys' shoes color (is - are) -- the same.

- The tapes on that desk (belong-belongs) to him.

- Structural parallelism.

- Students are asked to select one of two

verbs given in parenthesis and which has to agree with the preceding verbal phrase.

- They like writing, reading but not (to - spell - spelling) the phrases.

- I went to work , to study and just (to - wait for - waiting for) by grandfather.

- Case of Pronouns;

To pronouns are given in parenthesis and the students has to select the correct one.

- She wanted (he - him) to go with her

- They sing better than (I - me)

- Comparisons of Adjectives.

From two adjectives given in parenthesis, the students select the correct one.

- She thinks this is the (less - least) important exercise.

- I don't think he is (better - best) than his fellow.

- Formation of Adverbs.

An adjective and an adverb are given in parenthesis the students have to select the one that complete the sentence best.

- He sang that song the most (beautiful - beautifully).

- She spoke (loudly - loud) to me.

- Formation of Irregular Verbs.

Two forms of irregular verbs are given, -
students select the correct one.

- She didn't know why he (ate - eating) all the candy'
- he said he had (fell - follen) from the third floor.

Now here are some examples of a few specific item types suggested by David P. Harris for a test of writing.

1. Error Recognition.

The students are given the sentences with underlined words, they have to indicate - which of the words underlined is incorrect in Formal written English or if there is - no error.

- The public has distant divergent views
A B C
on education. No Error.
D
- Every city should be conducting civil
A B
defense practices. No Error.
C D

2. Sentence Completion.

The Students are given an incomplete sentence and various alternatives, they have to select which of them completes best the sentence in terms of grammar, diction, to ne and sense.

- When the boss enter the office, everybody
 - a. sat down rapidly
 - b. had a seat quickly.
 - c. When to his/her seat the most rapidly.
- At the moment of ther speech, The pco-ple
 - a. Listened with very much attention.
 - b. Paid attention carefully.
 - c. Listen attentively.

3. Sentence Correction.

Students are given a sentence with an underlined part for which from the alternatives given they have to select the best-revision. Alternative A is always the same as the underlined part.

- Still looking at her face, he said " I didn't do it"
 - a. Still looking.
 - b. While he looked
 - c. When he looked.
- Francis and Jeanette had just walked by the beach when they heard such a strange noise.
 - a. Had just walked.
 - b. had been walking.
 - c. Where walking.

Besides the item types described above, for a test of writing, there is also another

type which tests the ability of the students to organize materials.

Here the students are given scrambled sentences and they have to unscramble them in order to form a coherent paragraph and to indicate what is the correct order of the sentences. Example:

- A. A sampling of high quality is offered during convenient visiting hours in the Central Bank's Museum of Archaeology in Quito, as well as in other museums in the principal cities.
- B. The Valdivia, Bahia, Manta, etc., cultures gave expressions to the original and hand-working thought of the pre-colombian people in gold, silver and clay.
- C. Before the spanish conquest, the Kingdom of the Quitus had already become the focus of the Inca Empire of Tahuantinsuyo.
- D. The history of Ecuador go back over five thousand years.

- Which sentence did you put first A B C (D)
- Which sentence did you put second A (B) C D
- Which sentence did you put third? (A) B C D
- Which sentence did you put fourth? A B (C) D

The mechanisms of writing - punctuation and capitalization have also to be tested.

Here is an example of this technique:

DIRECTIONS:

Indicate the punctuation that must be placed in the numbered spaces and point out the letter that goes with your choice. "N" means no punctuation neither.

- she asked to me why don't you look for another job
1 2 3

- | | | |
|--------|--------|--------|
| 1. A ; | 2. A ; | 3. A ? |
| B : | B " | B ?" |
| C , | C " | C . |
| D . | D N | D ." |

2.3. EVALAUTION TEACHING AREAS.

2.3.1. Evaluating Grammar. Structure.

A test of grammar structure has to evaluate the correct formal written English, **that** is, the style and diction suitable for written English.

Some Item Types for evaluating grammar structure are the following:

1. Completion (Multiple Choice)

This item can be presented in three different styles, it is the teacher who decides which one of them can be used.

Here is an example of each style:

- My parents (are)(have)(have been) married for 10 years.
A B C

- My parents married for 10 years.

- a. are
- b. have
- c. have been

- Are your parents still married? yes, married for 10 years.

- a. They are
- b. they have
- c. they had
- d. they have been.

2. Sentences Alternatives: (Multiple Choice)

In this item type three or four versions are given, the students have to select which is the acceptable one. Example:

- a. My parents are married for 10 years.
- b. My parents have married for 10 years.
- c. My parents have been married for 10 years.

3. Sentences Interpretation (Multiple Choice)

In this item type, students are given a sentence, they read and interpretate it. Example:

- A hen and its chick were walking by the garden, when it saw a worm on the road, it suddenly rushed to eat it.

It refers to:

- a. the chick
- b. the hen
- c. the worm

- The student who is standing near his best friend's brother - has failed the math test.

Who has failed the math test?

- a. the student's best friend's brother.
- b. the student's best friend.
- c. the student.

4. Scrambled Sentence (Multiple Choice)

With this item type the teacher can test students' ability to arrange scramble words in or der to make correct sentences. Examples:

- What

- | | |
|---------|----------|
| a. you | c. do |
| b. want | d. to do |

- Were to study medicine?

- | | |
|------------------|--------------------|
| a. he plans | c. he does plans |
| b. does he plans | d. he is planning. |

5. Completion.(Supply Type)

This item type is like the first one, the difference is that the students have to fill in the blanks according to the directions given. Exs:

DIRECTIONS:

Complete the sentences by writing the correct form of the verb given in parenthesis.

- She(eat) apples since the morning.

DIRECTIONS:

Complete the sentences by using the preposition, for, since, during.

- she has eating apples..... the morning.

6. Conversion (Supply Type)

This item type asks the examinee to transform a given sentence according to the directions given. Examples:

DIRECTIONS:

Change the following sentences to the past tense

- he likes to visit the people in jail.
- I don't want to go too rapidly.

DIRECTIONS:

Change to the passive voice the following sentences.

- That famous painter painted such an excellent picture,
- She will give them the cue to solve the puzzle.

2.3.2 Evaluating Vocabulary

In a vocabulary test, the words to be evaluated - have to be selected according to the level of - the students, for this David B. Harris says:
 " Vocabulary test on an intermediate level will concentrate on the words needed in speaking or incomprehending the oral language, while tests on an advanced level will deal mostly with the lexicon of written english, the words needed by the students if they are to understand newspaper, periodicals, literature and textbooks" (1)

(1) Harris David P., Testing English as a second language, Page # 48.

When evaluating vocabulary, every teacher will have to evaluate single words and idioms.

Here are some item types to evaluate single words and idioms.

1. Definitions (Multiple Choice)

A word is given and three or four definitions or synonyms are also given, students have to select which of them is the most suitable for the word given. Examples:

STROLL

- a. To rest for a short time.
- b. To dance very much
- c. To take a walk
- d. To have a brief meal.

This item can also be done in reverse. Examples;

To take a walk:

- a. a meeting
- b. a leave taking.
- c. a greeting.
- d. a stroll.

2. Completion (Multiple Choice)

In this item type the word to be tested is given in context. Example:

- I was so..... that I couldn't believe it
- a. Afraid
 - b. careless

- c. surprised d. distant.

3. Paraphrase. (Multiple Choice)

A sentence is given with an underlined word, and several meanings are also given, students have to select the one that has the nearest meaning for the underlined word. Example.

Teacher O'Neal was angry at John's absence.

- a. very annoyed b. very surprised
c. very pleasant d. very astonished

4. Paraphrase (Supply Type)

In this item type the students have to rewrite the sentences supplying another word equal in meaning for the underlined word they are given in a sentence. For Example, the above-example would look like this:

- Teacher O'Neal was angry at John's absence
- Teacher O'Neal was very annoyed at John's absence.

CHAPTER III

3. TEST AND TESTING TECHNIQUES



We will speak about some testing techniques used both in the past and in the present time.

3.1. PRE SCIENTIFIC ERA

In this era the use of a good technique for the task of testing was very limited, the most used was the grammar translation technique.

3.1.1. Grammar Translation

This was the most common technique used for evaluating a target language, but with the passing years it became not useful because the students have to express in the target language freely, not with the interference of their native tongue and grammar translation was interfering in this task. Moreover, the grammar translation technique could not be used as a device to evaluate the four skills: Listening, Speaking, Reading and Writing because Translation only permits the student to make a comparison of the structural patterns of the target language with his native one.

Grammar translation has to be used for testing only with specific purposes, that is, in an advanced level where there is the need to evaluate student's mastery of the target language.

Finally, grammar translation is difficult to score, it is very subjective and this harms the student's grades.

3.2. SCIENTIFIC PERIOD.

In this period there raised another kind of test, this was created by Noam Chomsky, he called it "The Discrete Point Test."

3.2.1. Discrete Point Test.

The discrete point test theory is that of evaluating one point at a time, that is the four skills should be evaluated one at one time not the four skills together, the same happens with the grammar, one and only one point of it should be evaluated at a time, the components of grammar should also be evaluated one at one time.

3.2.2. Multiple Choice.

This item type is considered as one of the most useful for the teacher to evaluate objectively; there are different ways to present this item.

1. The teacher gives an incomplete sentence, the same that is followed by several alternatives; from these alternatives just one is correct and the others are incorrect, so the student has to select the correct one.
2. Just one of the alternatives is wrong and the others are right, here the student has to select the wrong one.
3. It can be a direct question followed by a certain number of answers from which there is just one that

is correct.

The number of alternatives can not be more than 5 or less than 4.

These exercises are used to evaluate comprehension of vocabulary, ability to interpret data, information, application of principles.

These items have to be well-done so that they - need judgement and reasoning rather than knowledge of facts. If they are well-done their grade of validity and consistency will be greater, besides, they are easy to score, even though they are difficult to elaborate and in order to be answered they need more time - and space.

Here are some examples of Multiple Choice Items.

a. When is Loja's Independence day celebrated?

- on august 10th.
- on december 8th.
- on august 20th.
- on november 18th.
- on september 8th.

b. Mark an X in front of the Incorrect answer.

The principal cities of Ecuador are:

- Ibarra.
- Quito.
- Guayaquil .
- Cuenca.

c. A year has:

- 52 weeks.

5. It is better to use direct questions since these -
are natural for the students and at the same time
they are less ambiguous than incomplete sentences,-
and the grade of homogeneity in the options is great
er.
6. To evaluate repetition of words in the alternati--
ves it is preferable that the idea to be repeated
is expressed in the statement.

3.2.2. True False Items.

This kind of items are propositions which according -
to the studied subject are only TRUE or FALSE.

This kind of items needs that the student writes
in blank next to it:

(True)	(False)
(Correct)	(Incorrect)
(Yes)	(No)
(Fact)	(Opinion)

The item has to be used just for expressions -
which are completely false, or true, that is the rea-
son why it is used to evaluate definitions, meaning,-
and specific facts.

Possibilities and Recommendations.

1. It is possible to evaluate a great amount of con-
tents in a certain space and time.
2. They evaluate knowledgement about terms, definitions
facts and over all they are useful specially in -
the learning of principles and generalizations.
3. They make the students comprehend and distinguish

between fact and opinion, cause and effect.

Recommendations.

1. The distribution between true and false sentences must be equal.
2. It is not advisable to use less than 5 sentences or more than 20 and the number of True Sentences should be greater than the false ones.
3. The instructions have to say clearly how the student has to answer.
4. Negative expressions, or expressions with double negations should be avoided because they are not easy to understand and the students may get confused.

3.2.3 Matching Items.

This kind of items are a variety of the ones of multiple choice, well, the difference between these two types is that in matching items instead of giving just one sentence or question and many options to select among them the correct, the teacher gives two columns in one a series of questions or incomplete sentences and in the another one a list of different alternatives in order that the students choose the answers.

This item type serves us to evaluate definitions, idioms, vocabulary, names related with facts or places.

The element in each of the columns have to be related each other, that is, their content has to be of the same nature, and the number of alternatives has -

to be major than the number of questions.

Here are some examples of this Item Type.

- a. In column B you have definitions of the words in column A, write in the blank the better one that contains the correct definition corresponding to each word in column A.

A.	B.
..... lion	a. of the same kind or nature
..... thief	b. a humble person.
..... ass	c. a domestic animal.
..... employee	d. a savage animal.
..... homogeneous	e. the principal person in a meeting.
	f. a person who works by <u>mo</u> ney.
	g. a person who takes what is not of him.
	h. an intelligent animal.

- b. From the column B, select the number of the correct synonym for each word in column A and write it in the parenthesis.

A.	B.
() rapidly	1. sorrowful
() sad	2. enormous
() huge	3. O.K.
() dull	4. at once
() right	5. fool
	6. happily
	7. wrong.

Possibilities and Recommendations.

1. This Item Type is useful when the teacher wants to make the students remember simple relations between concepts, elements and objects and is also useful to evaluate a great amount of the subject that has been studied before.

Recommendations:

1. It is convenient to use no more than 5 to 7 elements in the first column and 7 to 10 in the second one, in this way the students won't waste time trying to locate the correct answer among all the alternatives.
2. There must be homogeneity between the elements of both columns because if there is a mixture of facts places, people, dates, the grade of discrimination is reduced.
3. We must remember that the number of alternatives has to be greater than the questions.
4. It is important to give clear instructions about - what we want the students to do, and explain if - the answer can be used more than one time.
5. It is also important not to make the columns continue in other page, they must appear in one page.

3.2.4. Short Answer Item.

The short answer item is a direct question that may be answered by one simple word, a short phrase, a number, or symbol, the teacher has to leave a blank space

..... 300 days.
 12 months.
 365 days.

Possibilities and Recommendations.

1. They have a great capacity to differentiate between better and worse students so that the percentage - of guessing is minimum.
2. They are easy to score and what is important they - are entirely objective.
3. In their elaboration it must be taken into account not to include dull answers in order to the students don't have a clue for the correct answer.
4. They are appropriate to evaluate reasoning, judgement and discrimination.
5. The number of alternatives for each question has - to be the same, if there is not enough material to get the same number of them, it is better to use an other kind of item.

Recommendations:

1. If the student can distinguish the answer without reading the state, this must be discarded.
2. It is better to use the same number of alternatives - in the test.
3. The distractors have to be of the same length and complexity as the correct option.
4. The distractors don't have to be illogical so that the students have to think deeply, if not they could answer with surface knowledge.

ce, it may be continuing the question or under it, in which the student has to write his answer. Example:

1. When did you go to the movies?
2. What do you want to have for breakfast? _____.
3. Does she like country music? _____.

Possibilities and Recommendations of this Technique.

1. With this kind of item the teacher can evaluate - the acquisition of descriptive informations of verbal association, the same that correspond to the Information Words "Who", "When", "Where", or to - the capacity and ability to name or identify brief things.
2. On the contrary of the long answer items which at the moment of scoring are accompanied by a great - deal of subjectivity, the short answer items are easy to score and the grade of objectivity is greater.

Recommendations:

1. Its use is recommended when the answer is a word, a short phrase, a number, or an algebraic symbol or expression.
2. The use of direct questions is better than to use Incomplete Sentences, where the student must answer with the ommited expressions, but if using these, the graphic presentation has to leave no doubts.

Examples:

- I was born in

As we can see this sentence is ambiguous because the student doesn't know how to answer, this sentence must be written this way:

- I was born in..... (place)
- I was born in (year)

3. The teacher does not have to use a language like - the one the students have in their texts, or stereotyped phrases, in order to that the students don't make verbal mechanical associations, but he neither has to write the question in a difficult way.
4. The teacher has to avoid writing questions with several possible correct answers.
5. This item type is recommended specially to comprobate if the students know a name of a definition or - description that the teacher gives him.
6. In order to make easy the correction of the test - it is advisable to write the questions vertically.

3.3 INTEGRATIVE SOCIOLINGUISTIC PERIOD.

The Integrative Sociolinguistic Period is a very important one, for in this period there has been a development of new testing techniques.

3.3.1 Pragmatic Language Testing.

A Pragmatic Language Testing is relative with the evaluation of practical aspects of language, that is, its purposes and its deeper organizational basis.

3.3.1.1. Dictation.

In the past, Dictation as a Testing device - has been considered rather unuseful because it was said to be only spelling what it evaluated. Now it is considered as "An effective diagnostic device in a Language Proficiency Test" (1).

The material used for dictation passage tests may be written by the teacher according to the students level of Language Proficiency, or it must be selected from a student - textbook.

For administering dictations, Walette - recommends one effective technique. "First the whole passage is read at normal speed. The student are told not to write, just to - listen carefully, then the passage is read a phrase at a time, with pauses during which - the students write down what they have heard. At this time the teacher may read each phrase either once or twice, as long as he is consistent. (At the teacher's discretion, punctuation marks may be given in the target language) finally the entire passage is read again at normal speed and the students are given a few minutes for final revision. It is im-

(1) Aiten Kenneth G. A Forum Anthology, Page 306.

rative that the teacher never repeats a particular phrase at a student's request." (2).

For scoring evaluation the teacher can use one of the three following methods.

- To start with a total score of twenty and deduct half a point for each spelling error
- Each correct word is given one point
- Each phrase that is transcribed correctly is given a certain number of points.

Typical errors students make when taken a dictation passage are the following:

1. They add new elements.
2. They delete elements.
3. They substitute one element for another.
4. They transpose the order of elements.

Capitalization and Punctuation errors are not taken into account.

3.3.1.2. Cloze Procedures.

The Cloze Procedures consist in giving a passage from which after every certain number of words-five, six or seven- a word is deleted, the first and last sentences remain intact.

Students have to fill in the blank spaces according to what they believe is the co

correct deleted word for this students have to read carefully the context, that is, it requires comprehension.

The selection of the passage may be of particular relevance to the student; For Example a history passage for student who are studying humanities or it may be a passage of general interest.

Here is an example of how a cloze test looks:

DIRECTIONS:

In the following passage ten words have been omitted. Read the passage and insert whatever makes sense according to the meaning of the passage. The word has to be grammatically correct and only one word must be inserted in each blank. Before beginning to write it is convenient to read the whole passage at least one time.

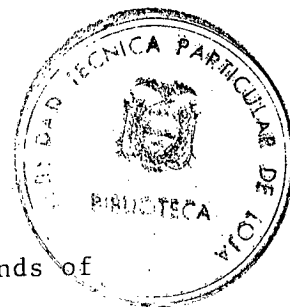
Anteaters, found in tropical America and Africa - are mammals which have long snouts. 1 which they feed on white ants, 2 called termites. The ant bear, the 3 anteater, and the silky anteater are 4 types of anteater which have small 5 and long tongues which can be 6 to catch insects. For self defense, 7 claws are long and sharp. The 8 is a natural animal which generally 9 during the day with his tail 10 around him to protect him from his enemies.

1. with
2. also.
3. three toed.
4. common.
5. mouths.
6. extended.
7. the.
8. anteater.
9. sleeps
10. curled.

The Scoring of the Cloze Test may be by counting as correct only the exact word that was deleted. Other way is permitting any - response that fits well in the context, or - only counting synonyms for the exact word, or give partial credit for responses that are - syntactically correct but semantically wrong. It depends to the teacher's opinion.

CHAPTER IV

4. STATISTICS ANALYSIS AND INTERPRETATION.



In this chapter we will make an analysis about the two kinds of tests in order to prove our hypothesis.

4.1. APPROPRIATE OBJECTIVE TESTING TECHNIQUES DETERMINE HIGHER SCORES THAN COMPOSITION ONES.

To make the data recopilation we have made a study about how many high schools we could investigate and we have chosen the following high schools:

- Beatríz Cueva de Ayora
- Manuel Cabrera Lozano
- Bernardo Valdivieso
- 27 de Febrero
- Adolfo Valarezo

Each high school mentioned above has three and four parallels of the first, second and third courses, but we have selected at random fifteen students of each parallel.

POBLATION TO BE INVESTIGATED

CHART No 1

HIGH SCHOOL	C O U R S E S		
	FIRST	SECOND	THIRD
Beatríz Cueva de Ayora	50	38	39
Manuel Cabrera Lozano	17	17	39
Bernardo Valdivieso	36	27	43
27 de Febrero	32	26	29
Adolfo Valarezo	18	26	20

QUANTITY SAMPLE OF THE INVESTIGATED STUDENTS

CHART No 2

HIGH SCHOOL	C O U R S E S		
	FIRST	SECOND	THIRD
Beatriz Cueva de Ayora	15	15	15
Manuel Cabrera Lozano	15	15	15
Bernardo Valdivieso	15	15	15
27 de Febrero	15	15	15
Adolfo Valarezo	15	15	15

We took a sample of fifteen students because in some courses there were students less than 20.

The total number of tested students was: $225 \times 2 = 500$ (Objective- and composition tests).

The formula that we have applied in order to calculate the arithmetic mean is as follows:

$$\bar{X} = \frac{(Xmf)}{n}$$

Arithmetic mean is equal to the summation of mid point by frequency over the number of cases.

4.1.1. GENERAL PERFORMANCE OF THE OBJECTIVE AND COMPOSITION TEST

APPLIED IN BEATRIZ CUEVA DE AYORA HIGH SCHOOL

CHART No 3

X	OBJECTIVE TEST	COMPOSITION TEST	OBJECTIVE TEST %	COMPOSITION TEST%
18 - 20	19	3	42.18	6.67
15 - 17	14	11	31.08	24.42
12 - 14	9	19	19.98	42.18
9 - 11	3	6	6.67	13.34
6 - 8	0	5	0	11.10
3 - 5	0	1	0	2.22

$$\text{OBJECTIVE TEST: } \bar{X} = \frac{16 + 16.2 + 16.6}{3} \quad \bar{X} = 16.27$$

$$\text{COMPOSITION TEST: } \bar{X} = \frac{12 + 14 + 12.6}{3} = \bar{X} = 12.87$$

Result Analysis:

BEATRIZ CUEVA DE AYORA HIGH SCHOOL

OBJECTIVE TEST

In this high school, tested students have obtained grades - between 9 to 20 divided into the following way:

- a 6.67% of students have obtained grades between 9 and 11
- a 19.98% of students have obtained grades between 12 and 14
- a 31.08% of students have obtained grades between 15 and 17
- a 42.18% of students have obtained grades between 18 and 20.

COMPOSITION TEST

The students have obtained grades from 3 to 20; for this kind of test, the percentages are divided into the following way:

a 2.22% have obtained grades from 3 to 5

a 11.10% with grades from 6 to 8

a 13.34% with grades between 9 to 11

a 42.18% of students have obtained grades between 12 to 14.

a 24.42% of students have obtained grades between 15 and 17

and finally, a 6.67% have obtained grades between 18 to 20.

CONCLUSION

After analyzing the investigated results, we can deduce that the objective test gives us better results since from the 45 tested students, 19 of them have obtained grades from 18 to 20, that is to say that a 42% of students are adapted in a better way to this kind of test. Moreover, nobody has obtained grades lower than 9, fulfilling in this way the proposed hypothesis.

CHART No 4

SUMMATION PERFORMANCE OF BEATRIZ CUEVA DE AYORA HIGH SCHOOL

FIRST COURSE

COMPARISON OF THE OBJECTIVE TEST WITH THE COMPOSITION TEST

OBJECTIVE TEST

X	f	Xm	Xmf	
18 - 20	6	19	114	$\bar{X} = \frac{(Xmf)}{n}$ $\bar{X} = \frac{240}{15}$ $\bar{X} = 16$
15 - 17	5	16	80	
12 - 14	2	13	26	
9 - 11	2	10	20	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$E=15$		$E=240$	

COMPOSITION TEST

X	f	Xm	Xmf	
18 - 20	0	19	0	$\bar{X} = \frac{180}{15}$ $\bar{X} = 12$
15 - 17	4	16	64	
12 - 14	6	13	78	
9 - 11	2	10	20	
6 - 8	2	7	14	
3 - 5	1	4	4	
	$E=15$		$E=180$	

CHART No 5

SUMMATION PERFORMANCE OF BEATRIZ CUEVA DE AYORA HIGH SCHOOL

SECOND COURSE

COMPARISON OF THE OBJECTIVE TEST WITH THE COMPOSITION TEST

OBJECTIVE TEST

X	f	Pm	Xmf	
18 - 20	6	19	114	$\bar{X} = \frac{243}{15}$ $\bar{X} = 16.21$
15 - 17	5	16	80	
12 - 14	3	13	39	
9 - 11	1	10	10	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma = 15$		$\Sigma = 243$	

COMPOSITION TEST

X	f	Pm	Xmf	
18 - 20	2	19	38	$\bar{X} = \frac{210}{15}$ $\bar{X} = 14$
15 - 17	5	16	80	
12 - 14	5	13	65	
9 - 11	2	10	20	
6 - 8	1	7	7	
3 - 5	0	4	0	
	$\Sigma = 15$		$\Sigma = 210$	

CHART No 6

SUMMATION PERFORMANCE OF BEATRIZ CUEVA DE AYORA HIGH SCHOOL

THIRD COURSE

COMPARISON OF THE OBJECTIVE WITH THE COMPOSITION TEST

OBJECTIVE TEST

X	F	Pm	Xmf	
18 - 20	7	19	133	$\bar{X} = \frac{249}{15}$ $\bar{X} = 16.60$
15 - 17	4	16	64	
12 - 14	4	13	52	
9 - 11	0	10	0	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=249$	

COMPOSITION TEST

X	f	Pm	Xmf	
18 - 20	1	19	19	$\bar{X} = \frac{189}{15}$ $\bar{X} = 12.6$
15 - 17	2	16	32	
12 - 14	8	13	104	
9 - 11	2	10	20	
6 - 8	2	7	14	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=189$	

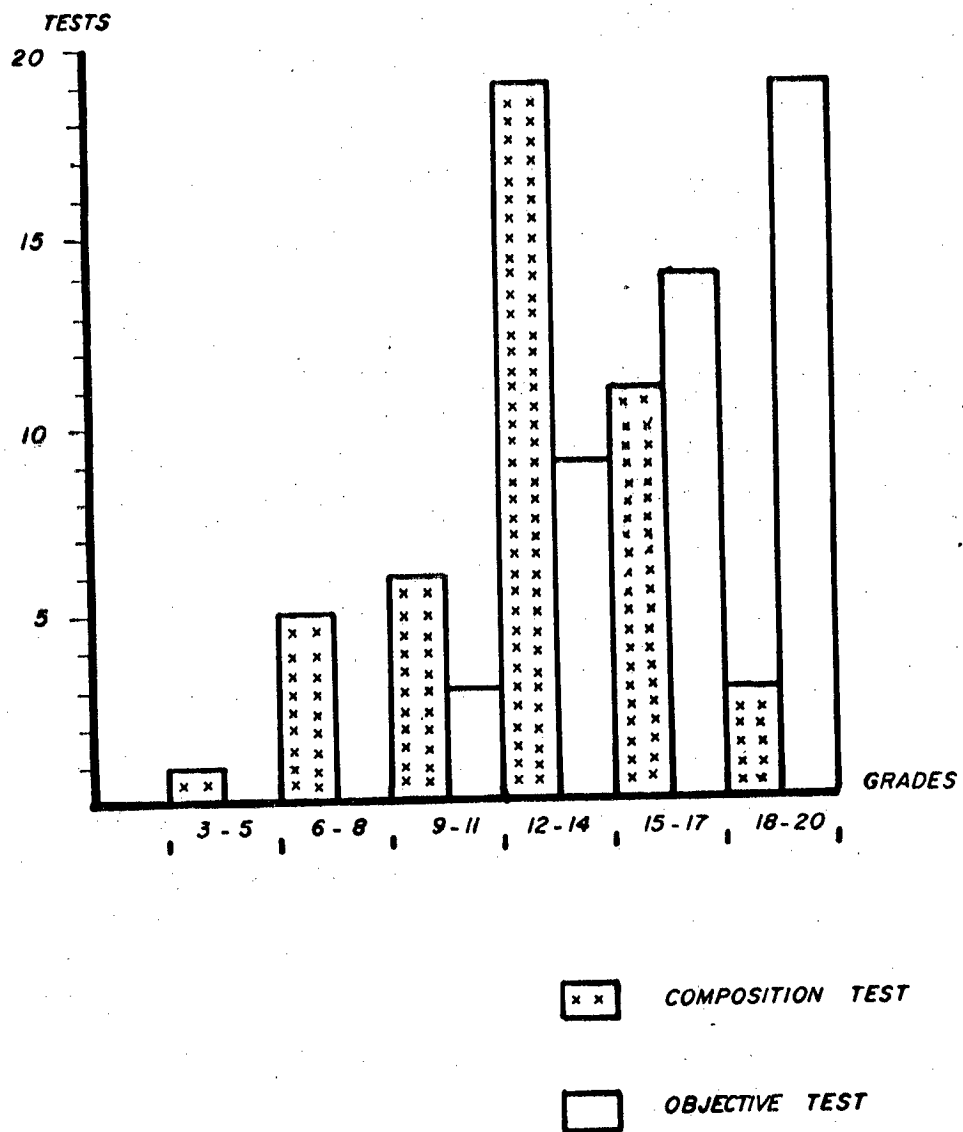
The arithmetic mean of the charts referring to the first, second and third courses confirms us the porcentual results of chart No 3

With little differences, the arithmetic mean shows us, in the three courses, that there is a marked tendency to demonstrate the fact that the objective test maintains as a result a mean superior to that one obtained in the composition tests.

Situation which we prove again in the general mean obtained by the students in the objective test is of 16.27 in relation to the mean obtained in the composition test which only reaches to 12.87.

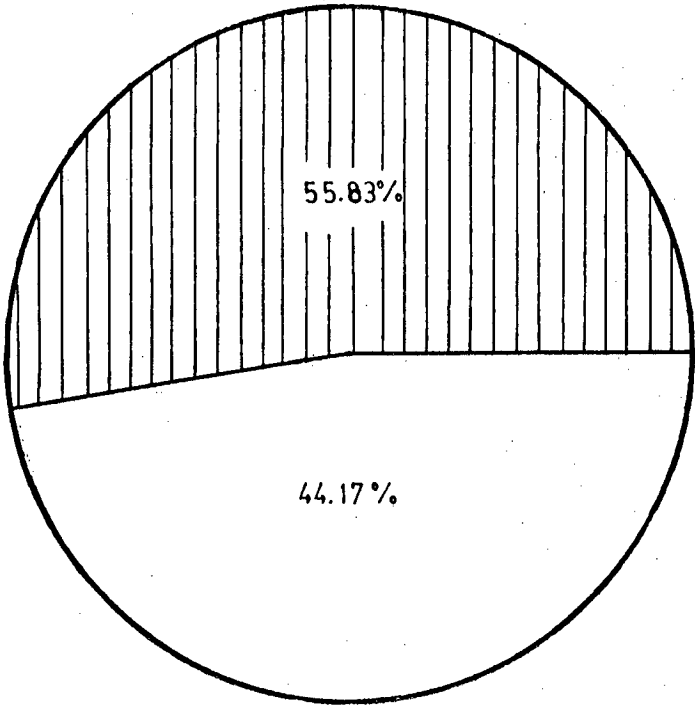
OBJECTIVE AND COMPOSITION TEST IN BEATRIZ CUEVA DE AYORA
HIGHSCHOOL BASYC CYCLE
STATISTICS SAMPLE

1988 - 1989




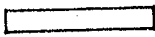
OBJECTIVE AND COMPOSITION TEST PERCENTAGES, BASIC CYCLE
BEATRIZ CUEVA DE AYORA HIGHSCHOOL,
STATISTIC SAMPLE

1988-1989



HIGHSCHOOL	OBJ. TEST	COMP. TEST
BEATRIZ CUEVA DE A.	55.83%	44.17%

LEGEND:

-  = OBJECTIVE TEST
-  = COMPOSITION TEST

GRAPHIC No 1

In the bars graphic representation (graphic 1) we -
observe that in the objective test the investigated -
students have got grades between 11 and 20 while in the
composition test they have got grades between 00 and 20
Moreover, the bars corresponding to the grade of 18-20.
present a notable advantage of the objective test over
the composition test. Therefore, we conclude that the
investigated students get better grades with the objec-
tive test.

4.1.2. GENERAL PERFORMANCE OF THE OBJECTIVE AND COMPOSITION TEST

IN MANUEL CABRERA LOZANO HIGH SCHOOL.

COMPARISON OF THE OBJECTIVE TEST WITH THE COMPOSITION TEST

CHART No 7

X	OBJECTIVE TEST	COMPOSITION TEST	OBJECTIVE TEST (%)	COMPOSITION TEST (%)
18 -20	8	1	17.76	2.22
15 -17	11	6	24.42	13.32
12 -14	14	17	31.08	37.74
9 -11	7	12	15.54	26.64
6 -8	5	5	11.10	11.10
3 -5	0	2	0	4.44
0 -2	0	2	0	4.44
	$E = 45$			

$$\text{OBJECTIVE TEST: } \bar{X} = \frac{138}{3} = \frac{14.2 + 3}{3} = \bar{X} 13.67$$

$$\text{COMPOSITION TEST: } \bar{X} = \frac{12.4 + 10.2 + 10.8}{3} = \bar{X} 11.13$$

OBJECTIVE TEST:

After applying this kind of test, there are not grades lower than 6, the majority of grades are between 6 and 20.

The results are the following:

- a 11.10% of students have obtained grades between 6 and 8
- a 15.54% of students with grades between 9 and 11,
- a 31.08% of students have obtained grades between 12 and 14,
- a 24.42% have obtained grades between 15 and 17 and finally
- a 17.76 with grades between 18 and 20.

COMPOSITION TEST:

The distribution of grades for this kind of test is as follows:

- a 4.44% of the students have obtained grades between 0 and 2
- a 4.44% of students have obtained grades between 3 and 5,
- a 11.10% of students have obtained grades between 6 and 8,
- a 26.64% with grades between 9 and 11
- a 37.74% of students present grades between 12 and 14,
- a 13.32% of students have obtained grades between 15 and 17
- a 2.22% with grades between 18 and 20.

CONCLUSION

Making a comparison between two kinds of tests, we can observe that both of them have given us results in a different way, that is to say, that if we have obtained a low percentage of students with grades between 18 and 20 for the composition test, the composition test is not adequate in order to be used as an evaluation instrument, fulfilling in this way the proposed hypothesis.

According to the 31.08% of students that have obtained grades between 12 and 14, in the objective test, and a 37.74% of students that have obtained grades between 12 and 14 in the Composition Test, we can say that it is due to that students have received English classes of practicing students

Therefore, if the teacher follows the objectives of teaching learning and then he applies them in evaluation methods, good results are obtained.

CHART No 8

QUARTELY PERFORMANCE OF MANUEL CABRERA LOZANO HIGH SCHOOL

FOURTH COURSE

COMPARISON OF THE OBJECTIVE TEST WITH THE COMPOSITION TEST

OBJECTIVE TEST:

X	f	Xm	Xmf	
18 - 20	3	19	57	$\bar{X} = \frac{207}{15}$ $\bar{X} = 13.8$
15 - 17	3	16	48	
12 - 14	5	13	65	
9 - 11	3	10	30	
6 - 8	1	7	7	
3 - 5	0	4	00	
	$E=15$		$E=207$	

COMPOSITION TEST

X	f	Xm	Xmf	
18 - 20	0	19	0	$\bar{X} = \frac{186}{15}$ $\bar{X} = 12.4$
15 - 17	2	16	32	
12 - 14	8	13	104	
9 - 11	15	10	50	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$E=15$		$E=186$	

CHART No 9

QUARTELY PERFORMANCE OF MANUEL CABRERA LOZANO HIGH SCHOOL

SECOND COURSE

COMPARISON OF THE OBJECTIVE TEST WITH THE COMPOSITION TEST

OBJECTIVE TEST:

X	f	Xm	Xmf	
18 - 20	2	19	38	$\bar{X} = \frac{213}{15}$ $\bar{X} = 14.2$
15 - 17	5	16	30	
12 - 14	6	13	78	
9 - 11	1	10	10	
6 - 8	1	7	7	
3 - 5	0	4	0	
	$\Sigma = 15$		$\Sigma = 213$	

COMPOSITION TEST:

X	f	Xm	Xmf	
18 - 20	3	19	57	$\bar{X} = \frac{195}{15}$ $\bar{X} = 13.0$
15 - 17	3	16	48	
12 - 14	3	13	39	
9 - 11	3	10	30	
6 - 8	3	7	21	
3 - 5	0	4	0	
	$\Sigma = 15$		$\Sigma = 195$	

CHART No 10

QUARTELY PERFORMANCE OF MANUEL CABRERA LOZANO HIGH SCHOOL

THIRD COURSE

COMPARISON OF THE OBJECTIVE TEST WITH THE COMPOSITION TEST

OBJECTIVE TEST				
X	f	Xm	Xmf	
18 - 20	3	19	57	$\bar{X} = \frac{195}{15}$
15 - 17	3	16	48	
12 - 14	3	13	39	
9 - 11	3	10	30	
6 - 8	3	7	21	
3 - 5	0	4	0	$\bar{X} = 13.0$
	$\Sigma f = 15$		$\Sigma Xmf = 195$	

COMPOSITION TEST

X	f	Xm	Xmf	
18 - 20	1	19	19	$\bar{X} = \frac{162}{15}$
15 - 17	3	16	48	
12 - 14	4	13	52	$\bar{X} = 10.8$
9 - 11	2	10	20	
6 - 8	2	7	13	
3 - 5	2	4	7	
0 - 2	1	1	1	
	$\Sigma f = 15$		$\Sigma Xmf = 162$	

The arithmetic mean of the three courses of the basic cycle, investigated in Manuel Cabrera Lozano high school, shows us that the objective test gives better results than the composition one; although the difference is not very meaningful as it is demonstra

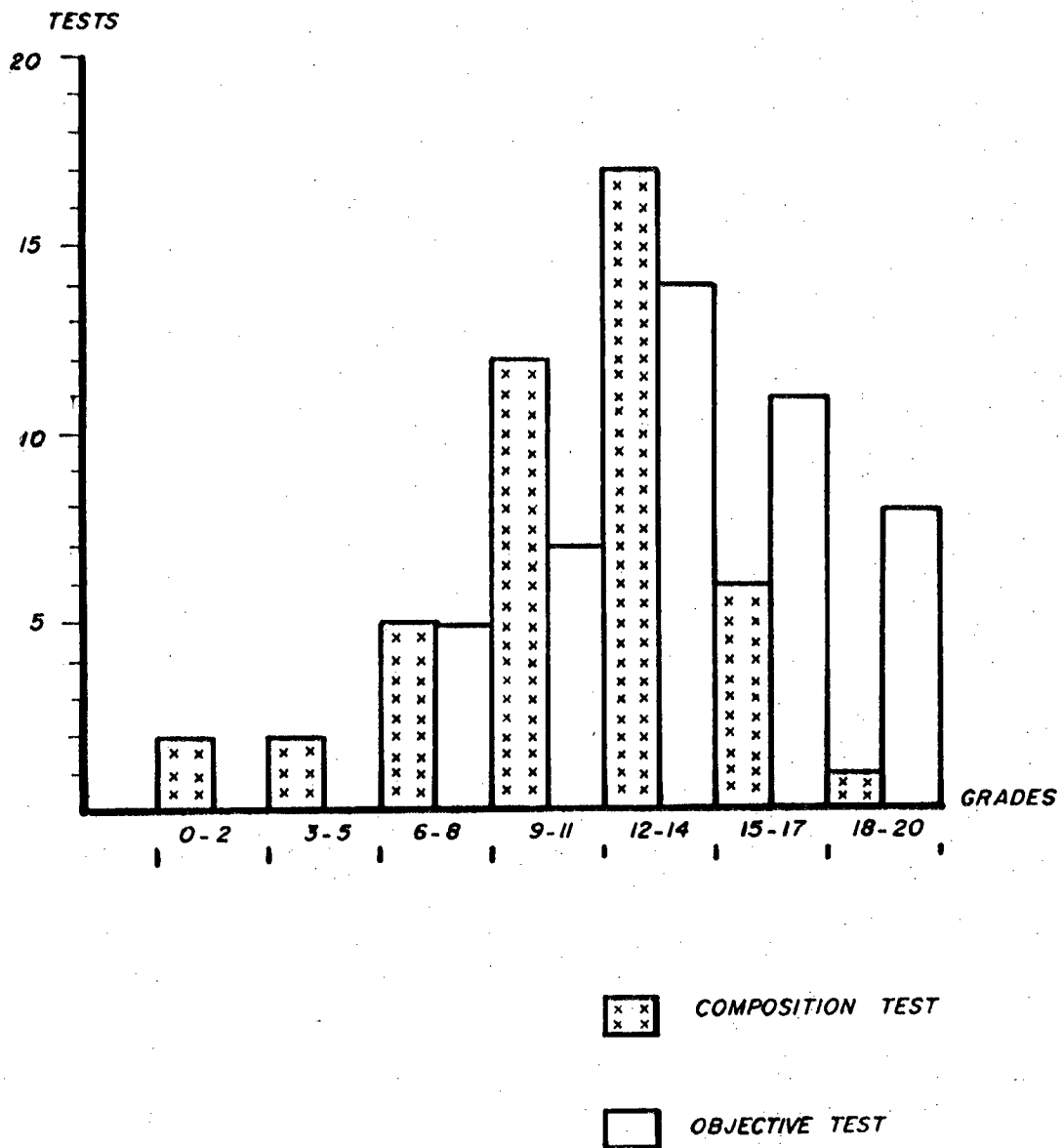
ted in the first and second courses, in the third course, the difference is emphasized favoring the objective tests.

The general arithmetic mean of the three courses confirms us this tendency that objective test gives opportunity to the students to get better grades, for they represent the 13.67% while the composition test reaches 11.13.

The differences of the two kinds of tests objective test and composition one, in the first and second courses are estimated in a 0.06% in both cases due to that the students have received English classes since the beginning of the school - year from the third and fourth year students of the National-University of Loja city, Education Sciences Faculty English - specialization, since these courses are given in order to - make the student's practices.

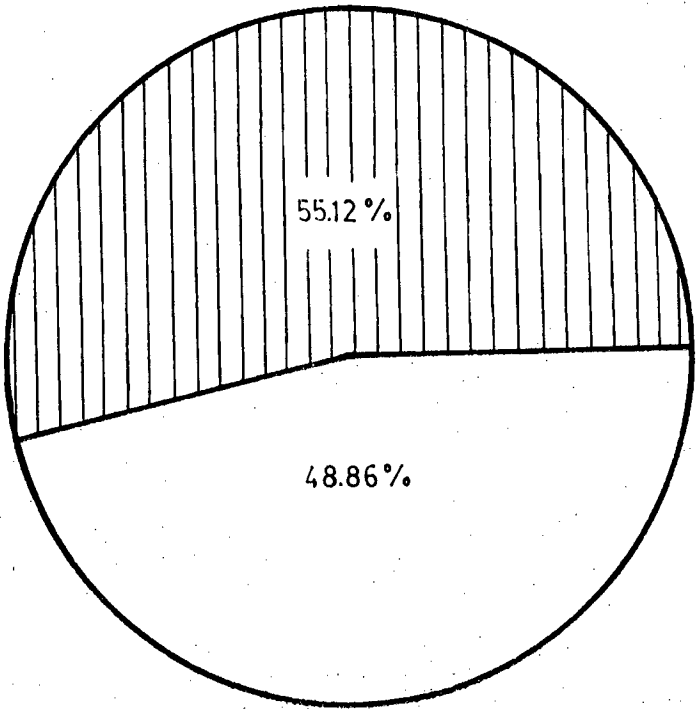
OBJECTIVE AND COMPOSITION TESTS IN MANUEL CABRERA LOZANO
HIGHSCHOOL BASYC CYCLE
STATISTICS SAMPLE

1988 - 1989



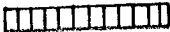
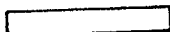
OBJECTIVE AND COMPOSITION TEST PERCENTAGES, BASIC CYCLE
MANUEL CABRERA LOZANO HIGHSCHOOL
STATISTIC SAMPLE

1988-1989



HIGHSCHOOL	OBJ. TEST	COMP. TEST
MANUEL CABRERA L.	55.12 %	48.86 %

LEGEND:

-  = OBJECTIVE TEST
-  = COMPOSITION TEST

GRAPHIC No 2

In the bars graphic representation (Graphic No 2) we observe that in the objective test the investigated students have got grades between 08 and 20. While in the composition test they have got grades between 00 and 20. Moreover, the bars corresponding to the grade 18-20 present a notable advantage of the objective test over the composition test. Therefore, we conclude that the investigated students get better grades with the objective test.

4.1.3. GENERAL PERFORMANCE OF OBJECTIVE TEST AND COMPOSITION TEST

APPLIED IN BERNARDO VALDIVIESO HIGH SCHOOL

CHART No 11

COMPARISON OF THE OBJECTIVE TEST AND COMPOSITION TEST

X	OBJ. TEST	COM. TEST	% OBJ. TEST	% COM. TEST
18 - 20	20	1	44.40	2.22
15 - 17	8	8	17.76	17.76
12 - 14	11	14	24.42	31.08
9 - 11	6	12	13.22	26.64
6 - 8	0	5	0	11.10
3 - 5	0	4	0	8.88
0 - 2	0	1	0	2.22
	$\Sigma = 45$	$\Sigma = 45$		

$$\text{OBJECTIVE TEST : } \bar{X} = \frac{16.8 + 17.4 + 13.2}{3} = \bar{X} = 15.8$$

$$\text{COMPOSITION TEST: } \bar{X} = \frac{8.4 + 13.2 + 11.8}{3} = \bar{X} = 11.13$$

OBJECTIVE TEST:

This kind of test, gives us the following results: there is no any case registering grades lower than 9, grades between 9 and 20 have been obtained. After dividing the grades into percentages we have found grades between 9 and 11, a 24.42% of students have grades between 12 and 14,; 17.76% with grades between 15 and 17 and finally a 44.40% have obtained grades - between 18 and 20.



COMPOSITION TEST

In this kind of test all kind of grades have been obtained; that is to say, grades between 2 and 20. After making a classification of grades in percentages, a 2.22% of students, have obtained grades between 0 and 2 a 8.88% with grades between 3 and 5; the 11.10% of students have obtained grades between 6 and 8, a 26.64% of students, with grades between 9 and 11; a 31.08% with grades between 12 and 14; a 17.76% with grades between 15 and 17; and finally a 2.22% with grades between 18 and 20.

CONCLUSION

Making a comparison between the results, we have that the objective test is presented as the best instrument of evaluation than the composition one, since the 45 students tested with this kind of test, a 44.00% have obtained grades between 18 and 20% they can be considered as good grades.

Moreover, grades lower than 9 are not registered in any case of the objective test; but in the composition test we can appreciate all kind of grades, that is to say from 2 to 20 with a lower percentages between 18 and 20.

CHART No 12

SUMMATION PERFORMANCE OF BERNARDO VALDIVIESO HIGH SCHOOL

FIRST COURSE

COMPARISON OF THE OBJECTIVE TEST WITH COMPOSITION TEST

OBJECTIVE TEST

X	f	Xm	Xmf	
18 - 20	8	19	152	$\bar{X} = \frac{252}{15}$ $\bar{X} = 16.8$
15 - 17	4	16	64	
12 - 14	2	13	26	
9 - 11	1	10	10	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=152$	

COMPOSITION TEST

X	f	Xm	Xmf	
18 - 20	0	19	0	$\bar{X} = \frac{126}{15}$ $\bar{X} = 8.4$
15 - 17	1	16	16	
12 - 14	3	13	39	
9 - 11	4	10	40	
6 - 8	2	7	14	
3 - 5	4	4	16	
1 - 2	1	1	1	
	$\Sigma=15$		$\Sigma=126$	

CHART No 13

SUMMATION PERFORMANCE OF BERNARDO VALDIVIESO HIGH SCHOOL

SECOND COURSE

COMPARISON OF THE OBJECTIVE TEST AND COMPOSITION TEST

OBJECTIVE TEST

X	f	Xm	Xmf	
18 - 20	10	19	190	$\bar{X} = \frac{261}{15}$ $\bar{X} = 17.4$
15 - 17	2	16	32	
12 - 14	3	13	39	
9 - 11	0	10	0	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=261$	

COMPOSITION TEST

X	f	Xm	Xmf	
18 - 20	0	19	0	$\bar{X} = \frac{198}{15}$ $\bar{X} = 13.2$
15 - 17	4	16	64	
12 - 14	8	13	104	
9 - 11	3	10	30	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=198$	

CHART No 14

SUMMATION PERFORMANCE OF BERNARDO VALDIVIESO HIGH SCHOOL

THIRD COURSE

COMPARISON OF THE OBJECTIVE TEST WITH THE COMPOSITION TEST

OBJECTIVE TEST

X	f	Xm	Xmf	
18 - 20	2	19	38	$\bar{X} = \frac{198}{15}$ $\bar{X} = 13.2$
15 - 17	2	16	32	
12 - 14	6	13	78	
9 - 11	5	10	50	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=198$	

COMPOSITION TEST

X	f	Xm	Xmf	
18 - 20	1	19	19	$\bar{X} = \frac{177}{15}$ $\bar{X} = 11.8$
15 - 17	3	16	48	
12 - 14	3	13	39	
9 - 11	5	10	50	
6 - 8	3	7	21	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=177$	

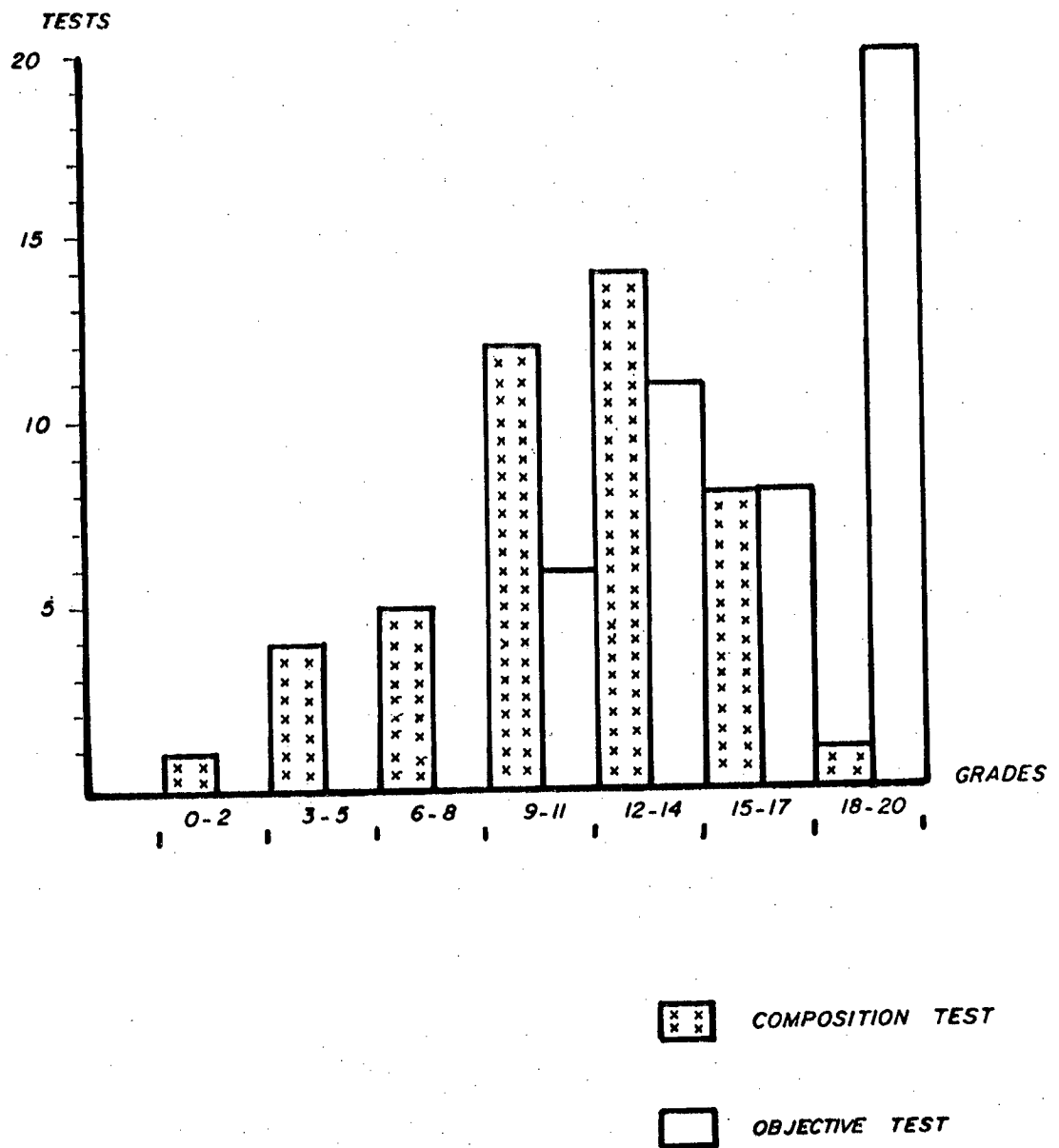
The arithmetic mean in Bernardo Valdivieso high school represents singular aspects which are worth to be mentioned, although in general terms it maintains the tendency that the objective tests gives better opportunities to the students in their yield. In the first course of Bernardo Valdivieso high school the arithmetic mean represents exactly the one hundred percent from the arithmetic mean of the composition test.

On the other hand, in the second course the difference is little, the same as in the third course, in the general results of the three courses, the arithmetic mean of the objective tests with 15.8 maintains an unquestionable superiority over the composition test which reaches 11.13.

**OBJECTIVE AND COMPOSITION TESTS IN BERNARDO VALDIVIESO HIGHSCHOOL
BASYSY CYCLE**

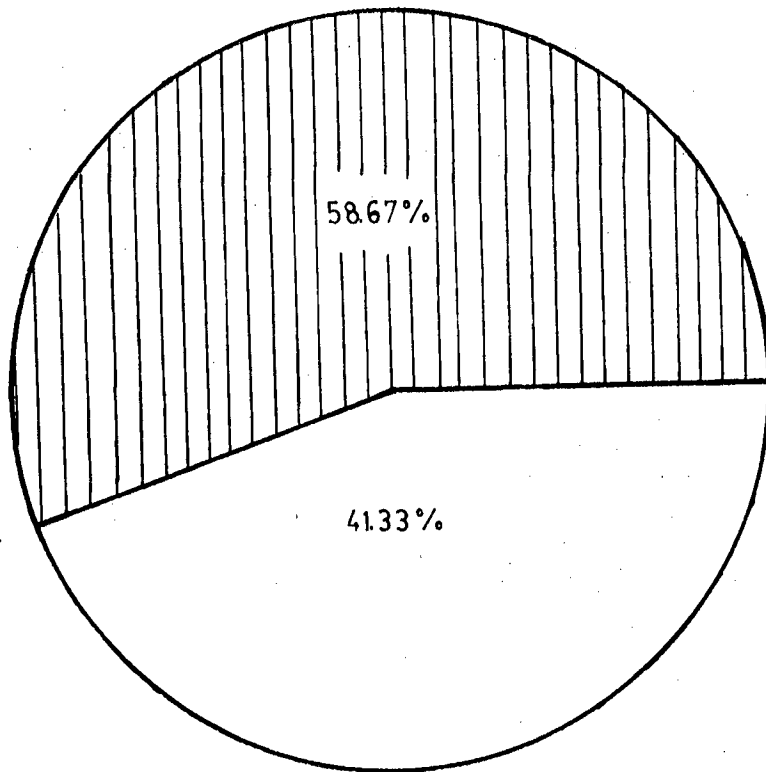
STATISTICS SAMPLE

1988 - 1989



OBJECTIVE AND COMPOSITION TEST PERCENTAGES, BASIC CYCLE
 BERNARDO VALDIVIESO HIGHSCHOOL
 STATISTIC SAMPLE

1988-1989



HIGHSCHOOL	OBJ. TEST	COM. TEST
BERNARDO VALDIVIE- SO.	58.67%	41.33%

LEGEND:

▤ = OBJECTIVE TEST

▬ = COMPOSITION TEST

GRAPHIC No 3

In the bars graphic representation (Graphic No 3) we observe that in the objective test the investigated students have got grades between 08 and 20. While in the composition test they have got grades between 00 and 20. Moreover, the bars corresponding to the grade 18-20 present a notable advantage of the objective test over the composition test. Therefore, we conclude that the investigated students get better grades with the objective test.

4.1.4. GENERAL PERFORMANCE OF OBJECTIVE TEST AND COMPOSITION TEST

APPLIED IN 27 DE FEBRERO HIGH SCHOOL

CHART No 15

COMPARISON OF THE OBJECTIVE TEST AND COMPOSITION TEST

X	OBJ. TEST	COMP. TEST	(%) OBJ. TEST	(%) COMP. TEST
16 - 20	16	5	32,52	11.10
15 - 17	14	10	31.08	22.20
12 - 14	11	14	24.42	31.08
9 - 11	4	9	8.88	19.98
6 - 8	0	5	0	11.11
3 - 5	0	1	0	2.22
0 - 2	0	1	0	2.22
	$\Sigma=45$	$\Sigma=45$		

$$\text{OBJECTIVE T\$ST: } \bar{X} = \frac{16.20 + 16.80 + 14.40}{3} \quad \bar{X} = 15.80$$

$$\text{COMPOSITION TEST: } \bar{X} = \frac{11.4 + 14.6 + 11.8}{3} \quad \bar{X} = 12.60$$

OBJECTIVE TEST:

About this kind of test, we can say that of 10 students, - four of them have obtained grades between 18 and 20; 3 of them have obtained grades between 15 and 17; two students - with grades between 12 and 14, and only one student with grades between 9 and 11. Nobody had registered a grade lower than 9; by this reason we can say that this kind of test is the most adequated in order to use as an evaluation instrument.



COMPOSITION TEST:

This kind of test, registers all type of grades, that is to say grades between 2 and 20.

The porcentual distribution is the following:

- a 2.22 with grades between 0 and 2;
- a 2.22% with grades between 3 and 5;
- a 11.11% of students with grades between 9 and 11;
- a 31.08% with grades between 12 and 14;
- a 22.20% with grades between 15 and 17 and finally
- a 11.10% of students have obtained grades between 18 and 20.

In conclusion we can say that the composition test - doesn't give us satisfactory results, since the good grades percentages are low.

CHART No 16

SUMMATION PERFORMANCE OF 27 DE FEBRERO HIGH SCHOOL

FIRST COURSE

COMPARISON OF THE OBJECTIVE TEST WITH THE COMPOSITION TEST

OBJECTIVE TEST

\bar{X}	f	X_m	$X_m f$	
18 - 20	6	19	114	$\bar{X} = \frac{243}{15}$ $\bar{X} = 16.20$
15 - 17	5	16	80	
12 - 14	3	13	39	
9 - 11	1	10	10	
6 - 8	0	70	0	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=243$	

COMPOSITION TEST

X	f	X_m	$X_m f$	
18 - 20	2	19	38	$\bar{X} = \frac{171}{15}$ $\bar{X} = 11.4$
15 - 17	3	16	48	
12 - 14	3	13	39	
9 - 11	2	10	20	
6 - 8	3	7	21	
3 - 5	1	4	4	
0 - 3	1	1	1	
	$\Sigma=15$		$\Sigma=171$	

CHART No 17

SUMMATION PERFORMANCE OF 27 DE FEBRERO HIGH SCHOOL

SECOND COURSE

COMPARISON OF THE OBJECTIVE TEST WITH COMPOSITION TEST

OBJECTIVE TEST

X	f	Xm	Xmf	
18 - 20	8	19	15.2	$\bar{X} = \frac{252}{15}$ $\bar{X} = 16.80$
15 - 17	4	16	64	
12 - 14	2	13	26	
9 - 11	1	10	10	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=252$	

COMPOSITION TEST

X	f	Xm	Xmf	
18 - 20	3	19	57	$\bar{X} = \frac{219}{15}$ $\bar{X} = 14.6$
15 - 17	5	16	80	
12 - 14	4	13	52	
9 - 11	3	10	30	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=219$	

CHART No 18

SUMMATION PERFORMANCE OR 27 DE FEBRERO HIGH SCHOOL

THIRD COURSE

COMPARISON OF THE OBJECTIVE TEST WITH COMPOSITION TEST

OBJECTIVE TEST

X	f	Xm	Xmf	
18 - 20	2	19	38	$\bar{X} = \frac{216}{15}$ $\bar{X} = 14.40$
15 - 17	5	16	60	
12 - 14	6	13	78	
9 - 11	2	10	20	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=216$	

COMPOSITION TEST

X	f	Xm	Xmf	
18 - 20	0	19	0	$\bar{X} = \frac{177}{15}$ $\bar{X} = 11.80$
15 - 17	2	16	32	
12 - 14	7	13	91	
9 - 11	4	10	40	
6 - 8	2	7	14	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=177$	

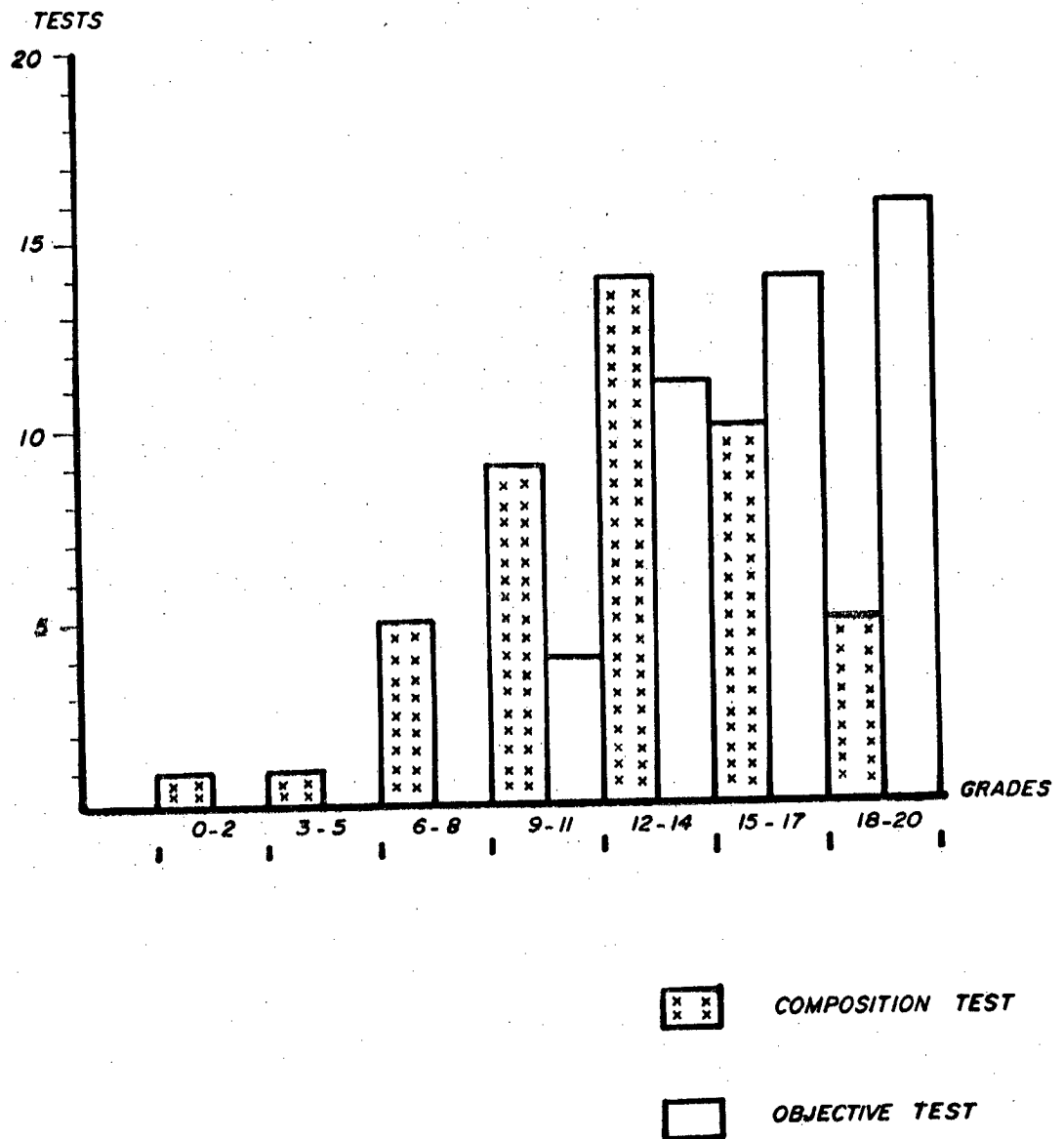
27 de Febrero high school in its three courses of basic cycle - which we have taken as a sample for the present investigation - shows us the following panorama.

Once more the arithmetic mean of the objective test maintains a superior tendency to the arithmetic of the composition test. It is worth to stand out that these differences are meaningful - in the first and third courses, on the other hand in the second - course the difference is rather little.

In the general chart it is maintained the tendency that the arithmetic mean of the objective tests are superior, for it reaches to the 15.8 by the other side the composition tests reach - an arithmetic mean of 12.6.

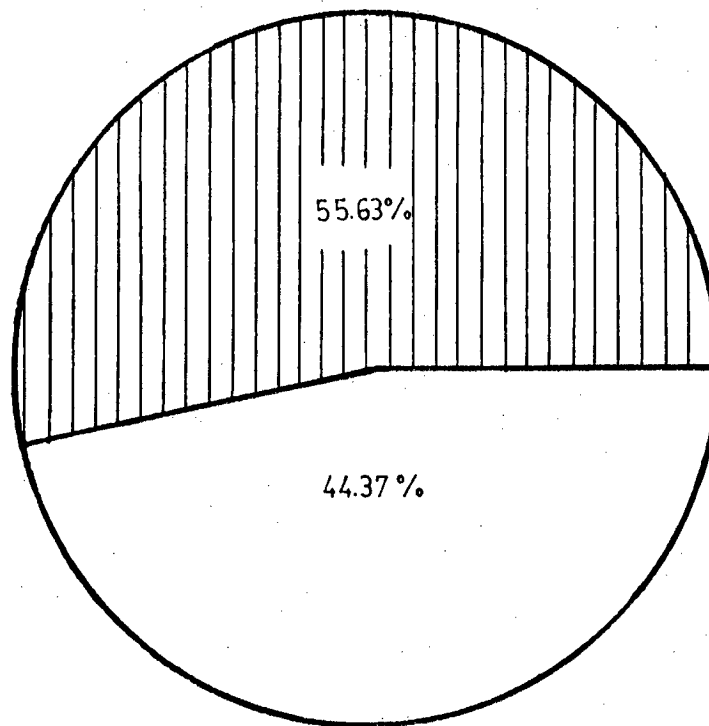
**OBJECTIVE AND COMPOSITION TESTS IN 27 DE FEBRERO
HIGHSCHOOL BASYC CYCLE
STATISTICS SAMPLE**

1988 - 1989





OBJECTIVE AND COMPOSITION TEST PERCENTAGES, BASIC CYCLE
27 DE FEBRERO HIGH SCHOOL
STATISTIC SAMPLE:

1988-1989



HIGHSCHOOL	OBJ. TEST	COMP. TEST
27 DE FEBRERO	55.63%	44.37%

LEGEND:

 = OBJECTIVE TEST
 = COMPOSITION TEST

GRAPHIC No 4

In the bars graphic representation (Graphic No 4) we observe that in the objective test the investigated students have got grades between 08 and 20. While in the composition test they have got grades between 00 and 20. Moreover, the bars corresponding to the grade 18-20 present a notable advantage of the objective test over the composition test. Therefore, we conclude that the investigated students get better grades with the objective test.

4.1.5. GENERAL PERFORMANCE OF OBJECTIVE TEST AND COMPOSITION TEST

APPLIED IN ADOLFO VALAREZO HIGH SCHOOL

CHART No 19

COMPARISON OF THE OBJECTIVE TEST WITH COMPOSITION TEST

X	OBJ. TEST	COMP. TEST.	% OBJ. TEST	% COMP. TEST
18 - 20	22	4	48.84	8.88
15 - 17	10	12	22.22	26.64
12 - 14	5	14	11.10	31.08
9 - 11	7	10	15.54	22.22
6 - 8	1	3	2.22	6.67
3 - 5	0	2	0	4.44
	$\Sigma=45$	$\Sigma=45$		

OBJECTIVE TEST: $\bar{X} = \frac{16.80 + 17.80 + 13.40}{3} \quad \bar{X} = 16.00$

COMPOSITION TEST: $\bar{X} = \frac{14.0 + 13.0 + 11.6}{3} \quad \bar{X} = 12.87$

OBJECTIVE TEST:

The results are the following:

Nobody has obtained grades between 3 and 5; but there are grades between 6 and 20. The porcentual distribution is as follows:

- a 2.22% have grades between 6 and 8;
- a 15.54% have grades between 9 and 11;
- a 11.10% have grades between 12 and 14;
- a 11,10% have grades between 12 and 14;
- a 22.22% have grades between 15 and 17.
- a 48.84% have grades between 18 and 20.

COMPOSITION TEST:

Porcentually, we can find grades between 3 and 20 and they are distributed as follows:

- _ a 4.44% are among 3 to 5;
- a 6.67% have grades between 6 and 8;
- a 22.22% have grades between 9 and 11;
- a 31.08% have grades between 12 and 14;
- a 26.64% have grades between 15 and 17 and finally;
- a 8.88% have grades between 18 and 20.

CONCLUSION

Interpretating the results, we can deduce that the objective test is better than the composition one, since a 48.84% of students have obtained excellent grades between 18 and 20, that is to say that from 10 tested students, five of - them obtained grades between 18 and 20. Therefore we are proving the effective results of the objective test.

CHART No 20

SUMMATION PERFORMANCE OF ADOLFO VALAREZO HIGH SCHOOL

FIRST COURSE

COMPARISON OF THE OBJECTIVE TEST WITH COMPOSITION TEST

OBJECTIVE TEST

X	f	Xm	Xmf	
18 - 20	8	19	152	$\bar{X} = \frac{252}{15}$ $\bar{X} = 16.8$
15 - 17	5	13	80	
12 - 14	0	13	0	
9 - 11	2	10	20	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma=15$		$\Sigma=252$	

COMPOSITION TEST

X	f	Xm	Xmf	
18 - 20	3	19	57	$\bar{X} = \frac{210}{15}$ $\bar{X} = 14.00$
15 - 17	3	16	64	
12 - 14	5	13	65	
9 - 11	2	10	20	
6 - 8	0	7	0	
3 - 5	1	4	4	
	$\Sigma=15$		$\Sigma=252$	

CHART No 21

SUMMATION PERFORMANCE OF ADOLFO VALAREZO HIGH SCHOOL

SECOND COURSE

COMPARISON OF THE OBJECTIVE TEST WITH THE COMPOSITION TEST

OBJECTIVE TEST:

X	f	Xm	Xmf	
18 - 20	11	10	209	$\bar{X} = \frac{267}{15}$ $\bar{X} = 17.80$
15 - 17	3	16	48	
12 - 14	0	13	0	
9 - 11	1	10	10	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma f = 15$		$\Sigma Xmf = 267$	

COMPOSITION TEST:

X	f	Xm	Xmf	
18 - 20	0	19	0	$\bar{X} = \frac{195}{15}$ $\bar{X} = 13.00$
15 - 17	5	16	80	
12 - 14	0	13	0	
9 - 11	1	10	10	
6 - 8	0	7	0	
3 - 5	0	4	0	
	$\Sigma f = 15$		$\Sigma Xmf = 167$	

CHART No 22

SUMMATION PERFORMANCE OF ADOLFO VALAREZO HIGH SCHOOL

THIRD COURSE

COMPARISON OF THE OBJECTIVE TEST WITH COMPOSITION TEST

OBJECTIVE TEST:

X	f	Xm	Xmf	
18 - 20	3	19	57	$\bar{X} = \frac{201}{15}$ $\bar{X} = 13.40$
15 - 17	2	16	32	
12 - 14	5	13	65	
9 - 11	4	10	40	
6 - 8	1	7	7	
3 - 5	0	4	0	
	$E=15$		$E=201$	

COMPOSITION TEST:

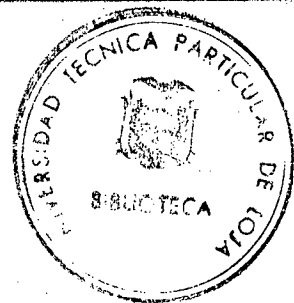
X	f	Xm	Xmf	
18 - 20	1	19	19	$X = \frac{174}{15}$ $X = 11.60$
15 - 17	3	16	42	
12 - 14	3	13	39	
9 - 11	5	10	50	
6 - 8	2	7	14	
3 - 5	1	4	4	
	$E=15$		$E=174$	

The arithmetic mean of the applied tests in the Adolfo Valarezo high school confirms the tendency presented in the other investigated high schools, although in this high school, the level courses situation shows us special characteristics.

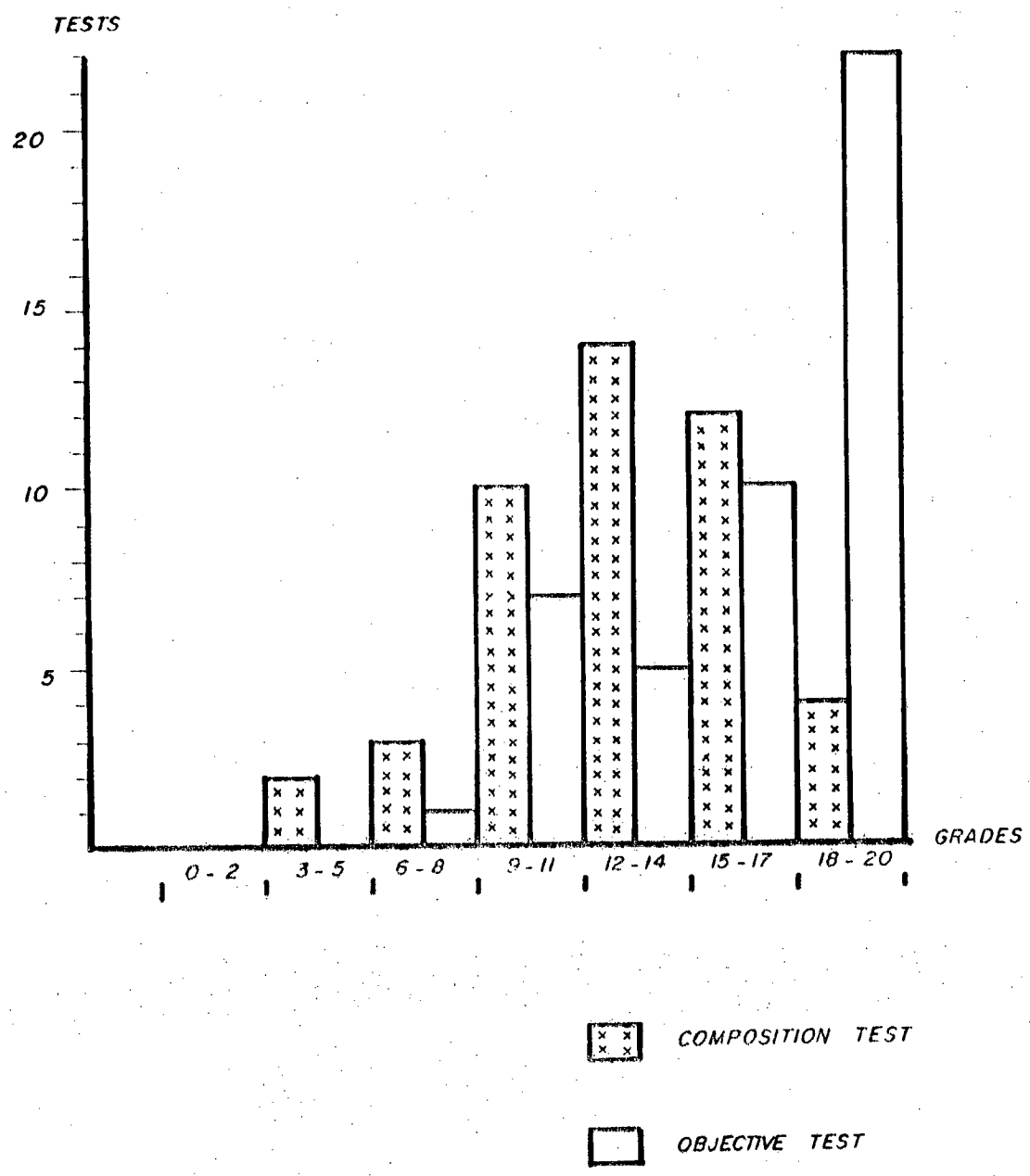
The arithmetic mean of the objective test of the first and third courses maintains a little difference superior to the arithmetic mean of the composition test in the mentioned courses. On the other hand, the arithmetic mean of the objective test represents a meaningful difference in the second course in relation to the arithmetic mean obtained in the composition test.

The general chart of the arithmetic mean again confirms us the tendency of the observed mean by courses, for, the arithmetic mean of the objective test, reaches to the 16,00 while that the arithmetic mean of the composition test reaches to the 12,87,

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OBJECTIVE AND COMPOSITION TESTS IN ADOLFO VALAREZO
HIGHSCHOOL BASYC CYCLE
STATISTICS SAMPLE

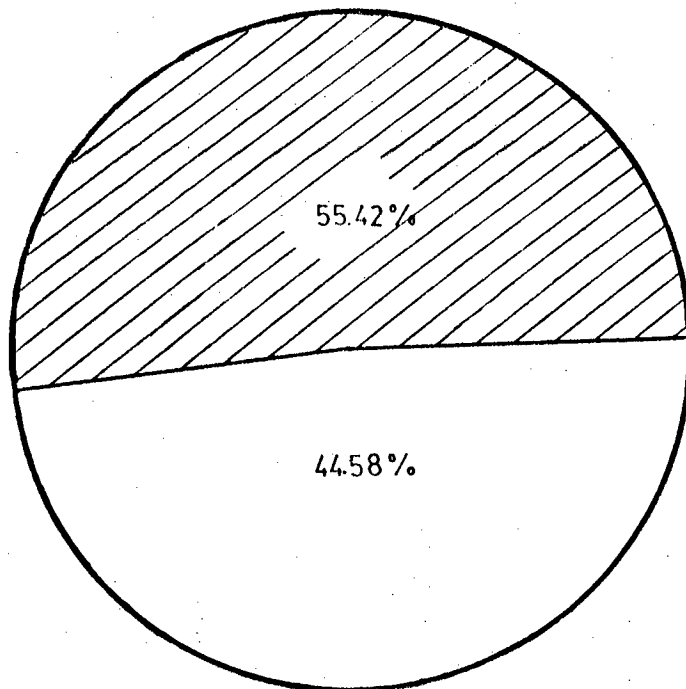


1988 - 1989



OBJECTIVE AND COMPOSITION TEST PERCENTAGES, BASIC CYCLE
ADOLFO VALAREZO HIGHSCHOOL
STATISTIC SAMPLE

1988-1989

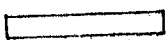


HIGHSCHOOL	OBJ. TEST	COMP. TEST
ADOLFO VALAREZO	55.42 %	44.58 %

LEGEND:



= OBJECTIVE TEST



= COMPOSITION TEST

GRAPHIC No 5

In the bars graphic representation (Graphic No 5) we observe that in the objective test the investigated students have got grades between 8 and 20 while in the composition test they have got grades between 03 and 20. Moreover, the bars corresponding to the grade of 18-20, present a notable advantage of the objective - test over the composition test. Therefore, we conclude that the investigated students get better grades - with the objective test.

4.1.6. DIFFERENCES BETWEEN THE ARITHMETIC MEAN OF THE OBJECTIVE
AND COMPOSITION TEST

1. The highest arithmetic mean of the objective test is - 17.80 which is found in the second course of the Adolfo Valarezo high school.
2. The lowest arithmetic mean of the objective test reaches to the 13,00 and is found in the third course of Manuel Cabrera Lozano high school.
3. The highest arithmetic mean of the composition test reaches to the 14.60 and it's found in the second course of 27 de Febrero high school and the lowest arithmetic mean is found in the first course of Bernardo Valdivie^{so} high school.
4. As we can see the arithmetic mean of the objective tests maintain a score superior to 13,00 which proves the hypothesis: Appropriate objective testing techniques determine higher scores than composition ones; proposed in the present investigation work, the mean of the arithmetic tests are lower than 14.60.

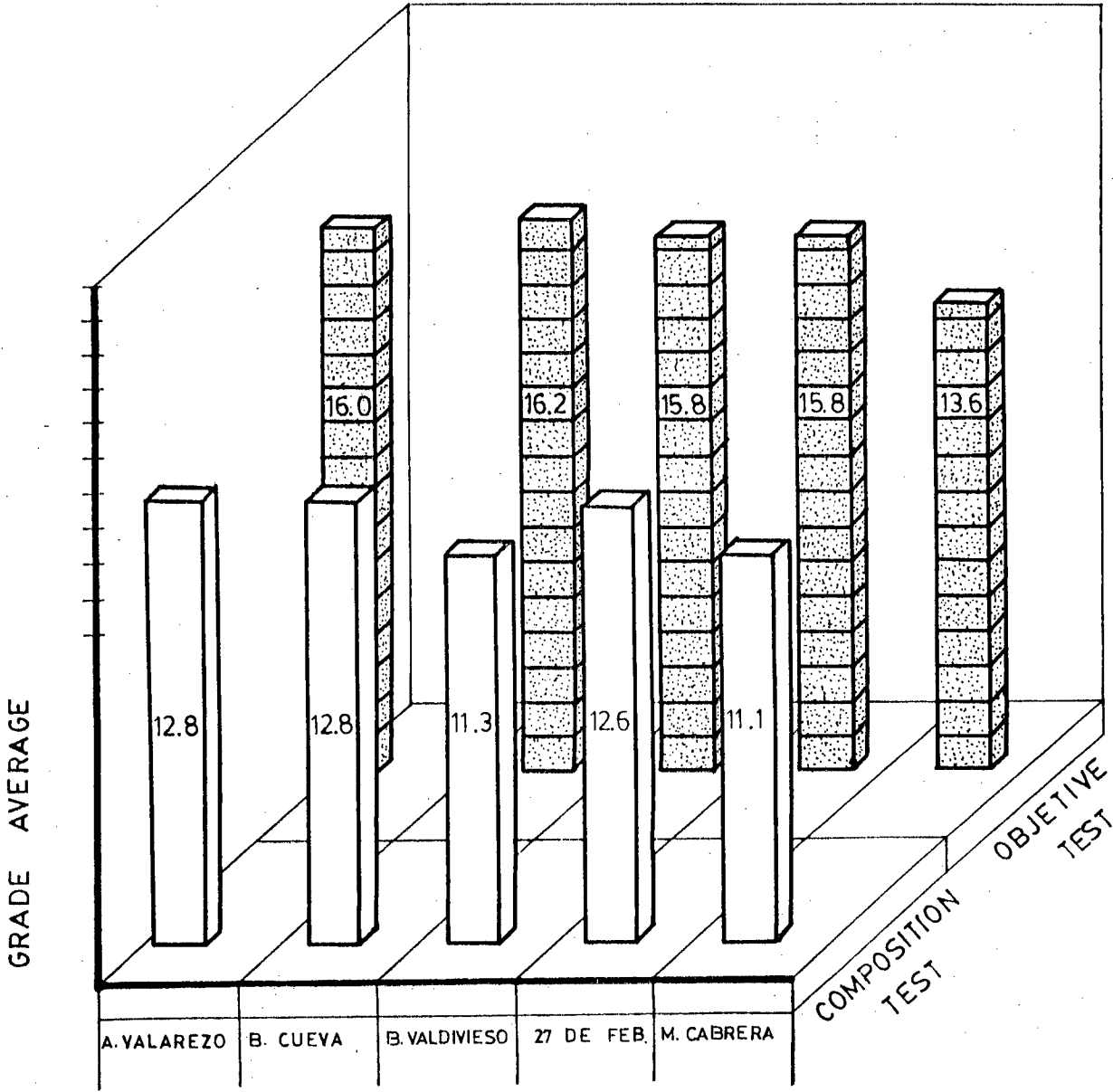
GRAPHIC No 11

Observing the graphic No 11, we can realize that there is a notable difference between the total percentages of the objective and composition tests of the five investigated - high schools.

GRADE AVERAGE OF THE OBJETIVE AND COMPOSITION TESTS APPLIED
IN THE FIVE INVESTIGATED HIGHSCHOOLS OF LOJA CITY

STATISTICS SAMPLE

1988-1989



4.2. APPLICABILITY OF OBJECTIVE TESTS FOR EVALUATING SPECIFIC SKILLS

In this part of our work, we have made a study about specific skill: Reading and Writing are the most taught and evaluated in high schools.

In the charts 1 to 6 we have made a comparison between the parts considered as SPECIFIC SKILLS, of each kind of test.

The arithmetic mean is obtained for each specific skill, for each course, for each high school, for the total of investigated high schools. The chart of arithmetic mean is drawn, in order to visualize more clearly the differences between the objective and composition test.

Concluding this part we can say that for specific skills (writing and reading) the objective test gives better results, that is to say that the most students are better adapted to this kind of test.

The results by courses are the following:

FIRST COURSE

SPECIFIC SKILL : WRITING	OBJECTIVE TEST	$\bar{X} = 3.75$
	COMPOSITION TEST	$\bar{X} = 2.74$
SPECIFIC SKILL : READING	OBJECTIVE TEST	$\bar{X} = 3.94$
	COMPOSITION TEST	$\bar{X} = 2.84$

SECOND COURSE

SPECIFIC SKILL WRITING	OBJECTIVE TEST	$\bar{X} = 3.91$
	COMPOSITION TEST	$\bar{X} = 3.19$
SPECIFIC SKILL READING	OBJECTIVE TEST	$\bar{X} = 4.15$
	COMPOSITION TEST	$\bar{X} = 3.03$

THIRD COURSE

SPECIFIC SKILL	WRITING	OBJECTIVE TEST	$\bar{X} = 3.45$
		COMPOSITION TEST	$\bar{X} = 3.00$
SPECIFIC SKILL	READING	OBJECTIVE TEST	$\bar{X} = 3.29$
		COMPOSITION TEST	$\bar{X} = 2.71$

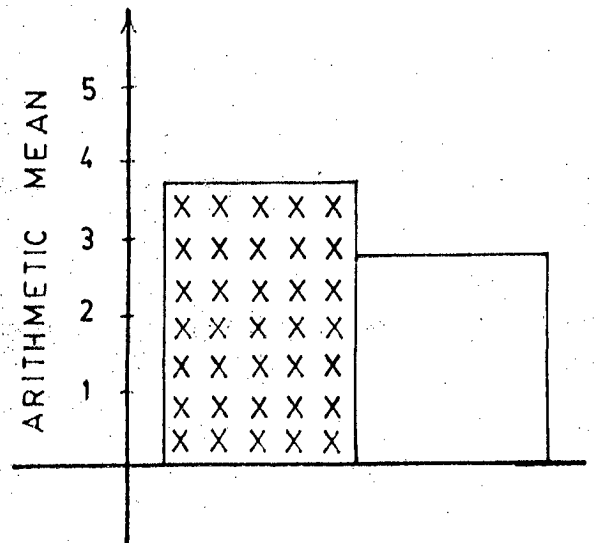
NOTE: The grades of each part of the test have been qualified
with five points.

COMPARISON OF WRITING AND READING AS SPECIFIC SKILLS,
BETWEEN THE OBJECTIVE AND COMPOSITION TESTS

FIRST COURSE

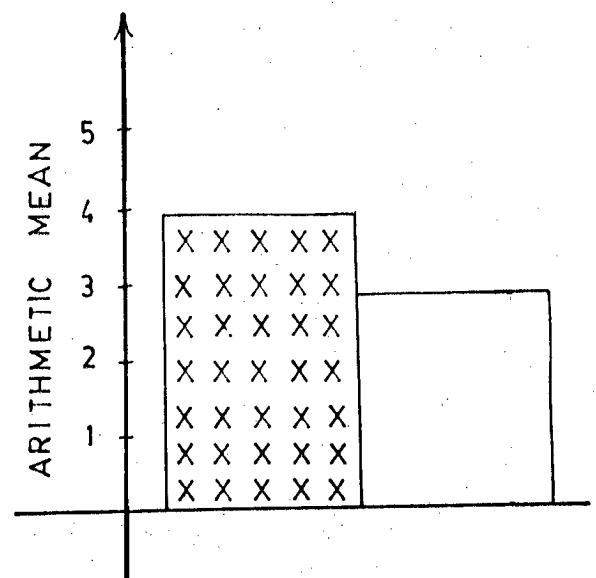
W R I T I N G		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	3.83	2.63
M. CABRERA L.	3.17	3.30
B. VALDIVIESO	4.10	2.23
27 DE FEBRERO	3.70	2.50
A VALAREZO	3.97	3.03
\bar{X}	3.75	2.74

CHART N- 1



R E A D I N G		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	3.97	3.03
M. CABRERA L.	3.30	3.03
B. VALDIVIESO	4.23	2.23
27 DE FEBRERO	3.97	2.90
A. VALAREZO	4.23	3.03
\bar{X}	3.94	2.84

CHART N- 2



LEGEND :

X X X X X

OBJECTIVE TEST

COMPOSITION TEST

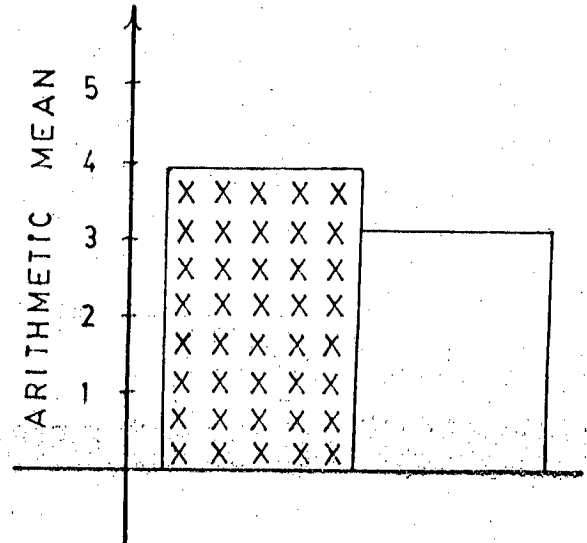
ELABORATION: AUTHORS

COMPARISON OF WRITING AND READING AS SPECIFIC SKILLS BETWEEN THE OBJECTIVE AND COMPOSITION TESTS

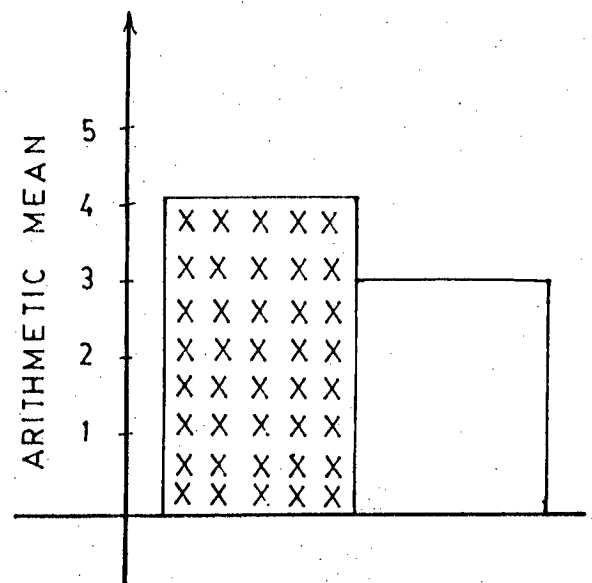


SECOND COURSE

W R I T I N G		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	3.83	3.43
M. CABRERA L.	3.17	2.77
B. VALDIVIESO	4.50	3.17
27 DE FEBRERO	3.83	3.43
A. VALAREZO	4.23	3.17
\bar{X}	3.91	3.19

CHART N^o 3

R E A D I N G		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	4.37	3.70
M. CABRERA L.	3.97	1.83
B. VALDIVIESO	4.10	2.77
27 DE FEBRERO	4.10	3.57
A. VALAREZO	4.20	3.30
\bar{X}	4.15	3.03

CHART N^o 4

LEGEND

X X X X X OBJECTIVE TEST

COMPOSITION TEST

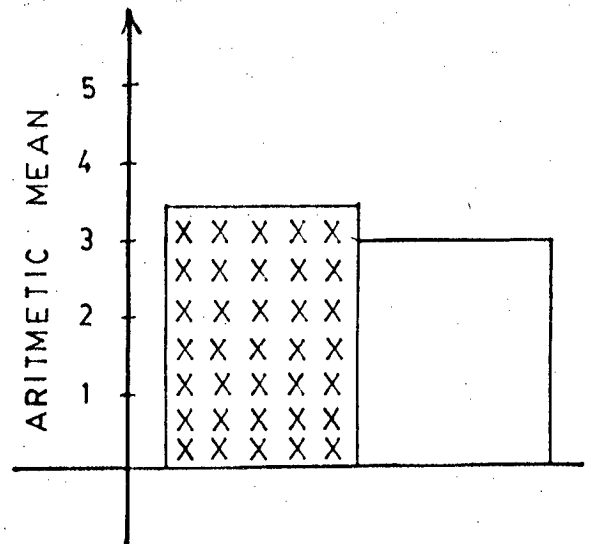
ELABORATION: AUTHORS

COMPARISON OF WRITING AND READING AS SPECIFIC SKILLS
BETWEEN THE OBJECTIVE AND COMPOSITION TESTS

THIRD COURSE

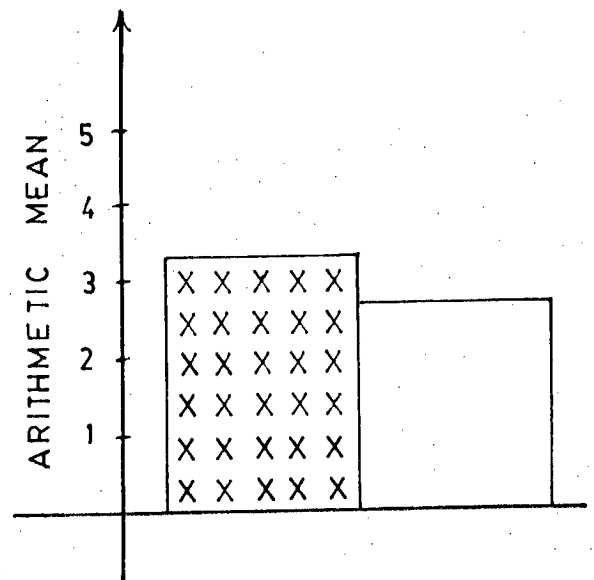
W R I T I N G		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	3.17	3.43
M. CABRERA L.	3.83	2.73
B. VALDIVIESO	3.27	3.00
27 DE FEBRERO	3.83	3.03
A. VALAREZO	3.17	2.77
\bar{X}	3.45	3.00

CHART N- 5



R E A D I N G		
HIGHSCHOOLS	OBJ TEST	COM TEST
BEATRIZ CUEVA	3.83	3.30
M. CABRERA L.	2.87	1.97
B. VALDIVIESO	3.13	2.23
27 DE FEBRERO	3.83	3.30
A. VALAREZO	2.77	2.77
\bar{X}	3.29	2.71

CHART N- 6



LEGEND:

X X X X X

OBJECTIVE TEST

COMPOSITION TEST

ELABORATION: AUTHORS

4.3. TESTING SOME SKILL'S COMPONENTS GIVE BETTER RESULTS.

In this part of our investigation work we have made a study about skill's components : Grammar and Vocabulary, because this skill's components are the most taught and evaluated in high schools.

In the charts 7 to 12 we have compared between the parts considered as SKILL'S COMPONENTS of each kind of test. Firstly - the arithmetic mean has been obtained of each skill component, for each course, for each high school and for the total of the investigated schools. Moreover, in order to obtain a better - idea in the comparison, we have drawn the obtained average - values graphics for each kind of test.

Observing the charts 1 to 6, it is concluded that according to skill's components (grammar and vocabulary) the objective tests present a better adaptation by part of the investigated students. The total results for each course are:

FIRST COURSE

SKILL'S COMPONENT	GRAMMAR:	OBJECTIVE TEST	$\bar{X} = 3.65$
		COMPOSITION TEST	$\bar{X} = 2.85$
SKILL'S COMPONENT	VOCABULARY	OBJECTIVE TEST	$\bar{X} = 3.94$
		COMPOSITION TEST	$\bar{X} = 3.06$

SECOND COURSE

SKILL'S COMPONENT	GRAMMAR	OBJECTIVE TEST	$\bar{X} = 3.91$
		COMPOSITION TEST	$\bar{X} = 2.79$
SKILL'S COMPONENT	VOCABULARY	OBJECTIVE TEST	$\bar{X} = 4.02$
		COMPOSITION TEST	$\bar{X} = 3.33$

THIRD COURSE

SKILL'S COMPONENT	GRAMMAR	OBJECTIVE TEST	$\bar{X} = 3.03$
		COMPOSITION TEST	$\bar{X} = 2.71$
SKILL'S COMPONENT VOCABULARY		OBJECTIVE TEST	$\bar{X} = 3.57$
		COMPOSITION TEST	$\bar{X} = 3.05$

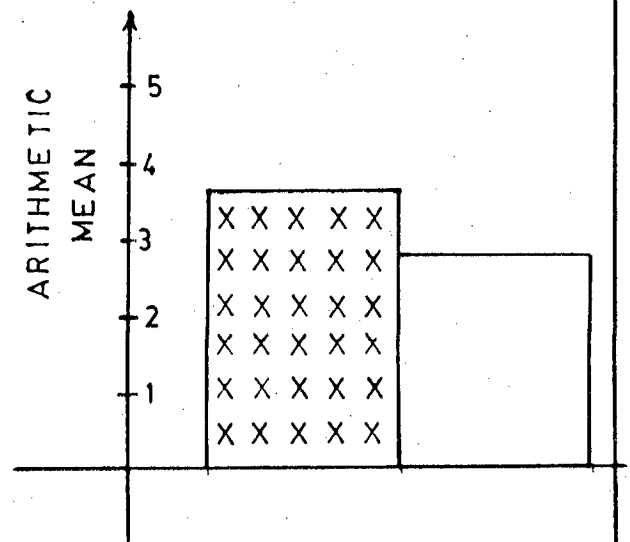
NOTE: The grades of each part of the test have been qualified with five points.

COMPARISON OF GRAMMAR AND VOCABULARY AS SKILLS COMPONENTS BETWEEN THE OBJECTIVE AND COMPOSITION TESTS

FIRST COURSE

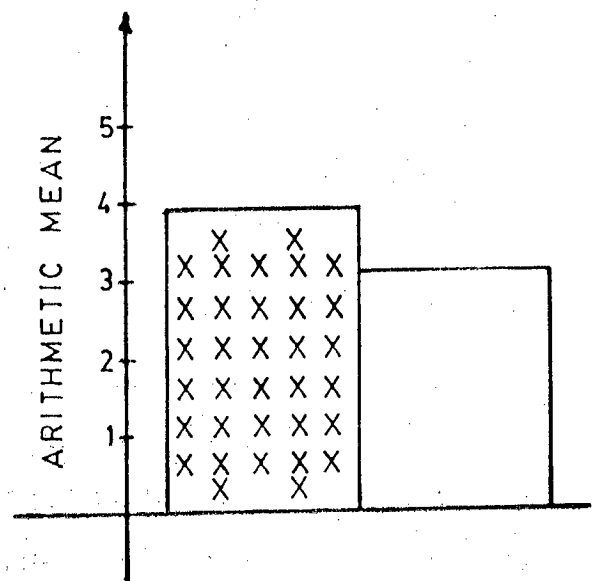
G R A M M A R		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	2.90	2.77
M. CABRERA L.	3.70	2.90
B. VALDIVIESO	3.70	2.77
27 DE FEBRERO	3.83	2.50
A. VALAREZO	4.10	3.30
\bar{X}	3.65	2.85

CHART N° 7



V O C A B U L A R Y		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	4.50	3.70
M. CABRERA L.	3.30	2.90
B. VALDIVIESO	4.10	1.57
27 DE FEBRERO	4.10	3.17
A VALAREZO	3.70	3.96
\bar{X}	3.94	3.06

CHART N° 8



LEGEND:

X X X X X

OBJECTIVE TEST

COMPOSITION TEST

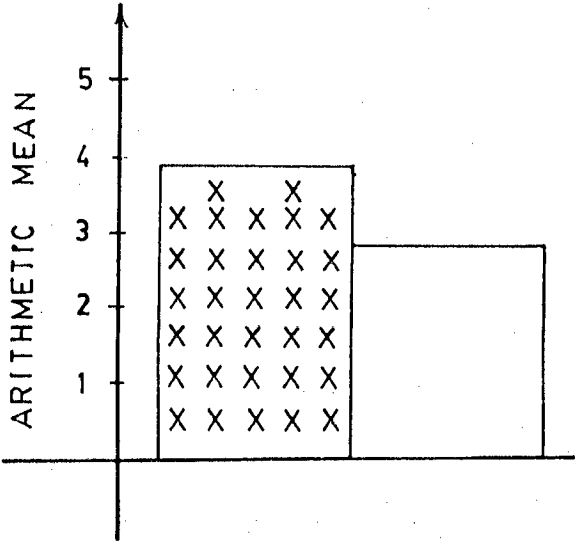
ELABORATION: AUTHORS

COMPARISON OF GRAMMAR AND VOCABULARY AS SKILLS COMPONENTS
BETWEEN THE OBJECTIVE AND COMPOSITIONS TESTS

SECOND COURSE

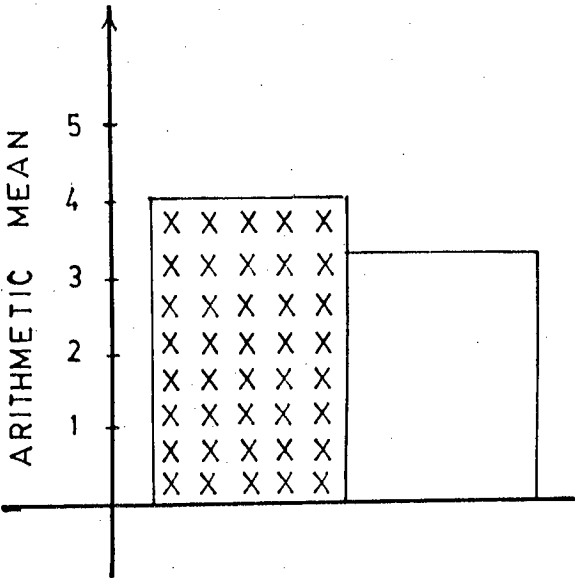
G R A M M A R		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	3.83	3.17
M. CABRERA L.	3.43	1.83
B. VALDIVIESO	4.23	3.03
27 DE FEBRERO	3.97	3.17
A. VALAREZO	4.10	2.77
\bar{x}	3.91	2.79

CHART N= 9



VOCABULARY		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	3.97	3.30
M. CABRERA L.	3.43	3.17
B. VALDIVIESO	4.10	2.77
27 DE FEBRERO	4.23	3.70
A. VALAREZO	4.37	3.70
\bar{x}	4.02	3.33

CHART N= 10



LEGEND:

X X X X X

OBJECTIVE TEST

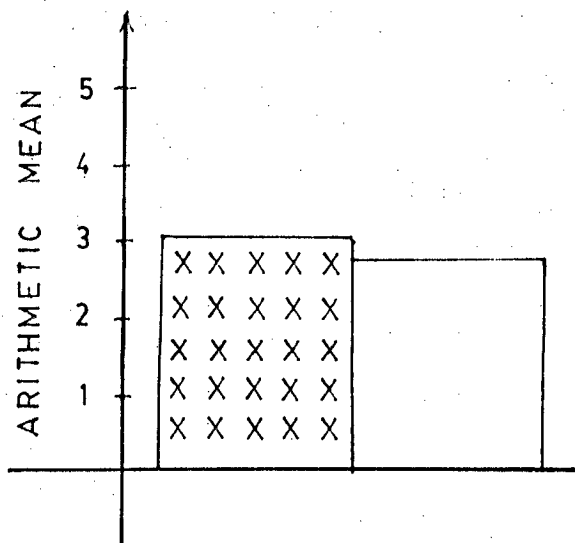
COMPOSITION TEST

COMPARISON OF GRAMMAR AND VOCABULARY AS SKILLS COMPONENTS
BETWEEN THE OBJECTIVE AND COMPOSITION TESTS

THIRD COURSE

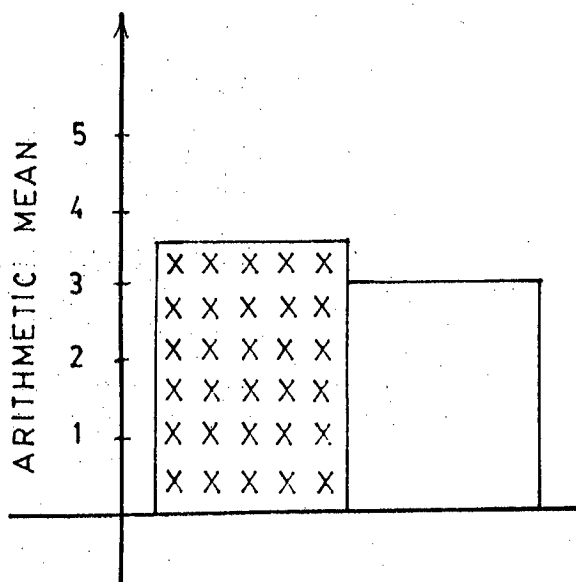
G R A M M A R		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	3.97	2.90
M CABRERA L	2.77	3.03
B VALDIVIESO	3.03	3.03
27 DE FEBRERO	2.63	2.23
A VALAREZO	2.77	2.73
\bar{X}	3.03	2.71

CHART N.º 11



VOCABULARY		
HIGHSCHOOLS	OBJ. TEST	COM. TEST
BEATRIZ CUEVA	3.83	3.17
M. CABRERA L.	3.30	2.60
B. VALDIVIESO	3.13	3.13
27 DE FEBRERO	3.83	2.77
A. VALAREZO	3.70	3.57
\bar{X}	3.57	3.05

CHART N.º 12



LEGEND:

X X X X X

OBJECTIVE TEST

COMPOSITION TEST

ELABORATION: AUTHORS



ANNEXES

ENGLISH TEST

FIRST COURSE (O)

Name:.....

Date:.....

INSTRUCTIONS: The present test will evaluate the contents of the first and second trimesters of the English subject.

INSTRUCCIONES: El presente examen evaluará los contenidos del primero y segundo trimestres de la asignatura de Inglés.

I. Complete the sentences with the correct form of to be verb.

Complete la oración con la forma correcta del verbo TO BE

- | | | | |
|--------------------------------|--------|-------|-------|
| 1. Paul.....in Quito now | a) are | b) is | c) am |
| 2. There..... two pencils here | a) are | b) is | c) am |
| 3. I..... in the school | a) are | b) is | c) am |
| 4. Mary and I.....friends | a) are | b) is | c) am |
| 5. Philip.....a student | a) are | b) is | c) am |
| 6. You.....doctor | a) are | b) is | c) am |
| 7. The dog.....white | a) are | b) is | c) am |

II. Complete the sentences with the correct word

Complete la oración con la palabra correcta.

- | | | | |
|------------------------------------|-------------|--------------|--------------|
| 1. Helen is a..... | a) boy | b) tourist | c) tall |
| 2. The book is | a) History | b) easy | c) school |
| 3. John and Alex are..... | a) a friend | b) mechanics | c) classmate |
| 4. I am..... | a) students | b) doctor | c) men |
| 5. The pear and the apple are..... | a) things | b) fruit | c) fruits |
| 6. The students..... | a) park | b) at school | c) city |
| 7. You are a..... | a) Paul | b) thing | c) student |
| 8. I am..... | a) nurses | b) a doctor | c) college. |

III. Read and understand the following paragraph and then answer the the questions according to the reading.

Lea y comprenda el siguiente párrafo y luego conteste las preguntas de acuerdo a la lectura.

This is Helen, she is Ecuadorian, she is from Loja, she is a teacher, she is beautiful, she is short. Her friend is Philip, he is Colombian, he is a mechanic, his father is Albert, he is a pilot, he is Venezuelan, Philip and his father are tall, they are happy.

Mark with an X the letter of the correct answer.

Marque con una X el literal de la respuesta correcta.

1. Helen is.....
 - a) Ecuadorian
 - b) Colombian
 - c) Venezuelan
2. She is a
 - a) pilot
 - b) teacher
 - c) nurse
3. Philip is.....
 - a) a student
 - b) a mechanic
 - c) a pilot
4. He is.....
 - a) tall
 - b) handsome
 - c) short
5. He is.....
 - a) tall
 - b) handsome
 - c) short

IV. Select the best phrase to complete the sentence

Seleccione la mejor frase para completar la oración

1. Mary is a student.....
 - a) he is a teacher
 - b) she is at school
 - c) It is in class
2. Charles and Ann are at the airport
 - a) We are pilots
 - b) You are teacher
 - c) they are tourist
3. Are you and Helen at the hospital?
 - a) Yes, we are
 - b) Yes, you are
 - c) Yes, they are
4. Is Loja in Colombia?
 - a) No, she is not
 - b) No, he is not
 - c) No, it is not
- 5) Are Paul and Alice friends?
 - a) Yes, we are
 - b) Yes, he is
 - c) No, they are not.

Each question will be scored with 0.8 points, total twenty points.
Cada pregunta tendrá un valor de 0.8 puntos, total veinte puntos.

Signature.

ENGLISH TEST

FIRST COURSE (O)

Name:.....

Date:.....

INSTRUCTIONS: The present test will evaluate the contents of the first and second trimesters of the English Subject.

INSTRUCCIONES: El presente examen evaluará el contenido del primero y - segundo trimestres de la asignatura de Inglés.

I. Change to Yes/No Questions the following sentences:

Cambie a Preguntas Simples, las siguientes oraciones:

- a. You are a doctor
- b) Catherine is absent
- c) I am a teacher
- d) Paul and Bill are mechanics

II. Rewrite the sentences, changing the object as we indicate in the example:

Vuelva a escribir las oraciones cambiando el objeto, como le indicamos en el ejemplo.

- | | |
|----------------------------|----------------------------|
| English is easy | English is difficult |
| 1. Helen and Paul are tall | ..... |
| 2. My brother is fine | ..... |
| 3. The school is big | ..... |
| 4. I am present | ..... |

III. After to read the following paragraph, construct four questions and answer them.

Luego de leer el siguiente párrafo, construya cuatro oraciones y con téstelas.

Paul and Charles are friends, they are students, they are in the first course, Paul is Colombian and Charles is Ecuadorian, Paul is short, his father is a lawyer and he is in our country to solve a problem.

- 1.?
- 2.?
- 3.?
- 4.?

IV. Write a short composition about yourself, using fifty words.

Escriba una composición corta de usted, utilizando cincuenta palabras.

.....

.....

.....

Each question will be scored with 1,5 points, and the last one will be scored with 2 points, total 20 points.

Cada pregunta tendrá un valor de 1,5 puntos, y la última de 2 puntos, total 20 puntos.

Signature.

ENGLISH TEST

SECOND COURSE (O)

Name:

DATE:.....

INSTRUCTIONS: The present test will evaluate the contents of the first and second trimesters for the English subject.

INSTRUCCIONES: El presente examen evaluará los contenidos del primero y segundo trimestres de la asignatura de Inglés.

I. Complete the sentences with the correct possessive pronoun.

I. Complete la oración con el pronombre posesivo correcto.

1. Is this your book?

Yes, it's

- a) mine
- b) yours
- c) hers

2. Is this our basket?

Yes, it's.....

- a) mine
- b) yours
- c) our

3. Are these John's glasses?

Yes, they're.....

- a) theirs
- b) his
- c) ours

4. Is this his jacket?

Yes, it's.....

- a) hers
- b) him
- c) his

5. Are these their trucks?

Yes, they're.....

- a) theirs
- b) their
- c) them

6. Is this your poem?

Yes, it's.....

- a) mine
- b) yours
- c) his

7. Are they her children?

Yes, they're.....

- a) his
- b) hers
- c) theirs

II. Mark with an X the correct answer, or complete it.

Marque con una X la respuesta correcta o complétela.

1. What are you eating?

- a) at home
- b) a banana
- c) by train

2. Paul and John are

- a) students
- b) a mechanic
- c) a television program

- | | |
|---------------------------|--------------------|
| 3. I am dancing | 6. Charles is an |
| a) yesterday | a) actor |
| b) last week | b) in the school |
| c) with Peter | c) mechanic |
| 4. They are working | 7. I am writing a |
| a) in a project | a) letter |
| b) yesterday | b) in the school |
| c) hospitals | c) yesterday |
| 5. We are going to travel | 8. We are speaking |
| a) to Guayaquil | a) Spanish |
| b) train | b) by bus |
| c) Peter and Charles | c) last night |

III. Read the paragraph carefully and then answer the questions .

Lea el párrafo cuidadosamente y luego conteste las preguntas.

Today, there is a party at the college, the students are happy, Susan and Michael are teachers and they are very happy too. They are good friends, Michael is inviting her to the bar and she accepts. Susan orders coffee and sandwiches and Michael orders tea.

The Party is nice, Susan and Michael are dancing, the students are dancing too, there is romantic and rock music, it's very nice.

It's 11:00 and they go home, the day was nice and the students - and the teachers were very content.

Mark with an X the correct answer.

Marque con una X la respuesta correcta.

- | | |
|-------------------------------|---------------------------------|
| 1. Where is the party? | 4. What are the students doing? |
| a) at home | a) eating |
| b) at the coffee | b) dancing |
| c) in the bar | c) playing |
| 2. What are Susan and Michael | |
| a) doctors | |
| b) students | |
| c) teachers | |
| 3. What does Susan order? | 5. How was the party? |
| a) tea | a) ugly |
| b) soup | b) nice |
| c) coffee | c) bored |

IV. Select the best phrase to complete the sentence
 Seleccione la mejor frase que complete la oración.

- | | |
|--------------------------|---------------------------|
| 1. Anny is a lawyer..... | 3) Are you and Paul.....? |
| a) She is at the office | a) friend |
| b) he is intelligent | b) happy |
| c) It's in class | c) park |
| 2. I am sick..... | 4) They are studying..... |
| a) at the park | a) Mathematics |
| b) last night | b) last year |
| c) at the hospital | c) of Mathematics |

5. Alice is reading a.....

- a) newspaper
- b) grammar book
- c) now

Each question will be scored with 0.8 points, total twenty points.

Cada pregunta tendrá un valor de 0.8 puntos, total veinte puntos.

Signature.

ENGLISH TEST
SECOND COURSE (C)



Name.....

Date.....

INSTRUCTIONS: The present test will evaluate the contents of the first and second trimesters of the English subject.

INSTRUCCIONES: El presente examen evaluará los contenidos del primero y segundo trimestres de la asignatura de Inglés.

I. Change to Yes/No questions the following sentences:

1. These are my notebooks
2. This is a black pencil
3. These are his cars
4. This is Helen Collins

II. Rewrite the sentences, changing the underlined words, as we indicate in the example.

Vuelva a escribir las oraciones, cambiando las palabras subrayadas - como le indicamos en el ejemplo:

- | | |
|---|--------------------|
| I am a <u>student</u> | I am a doctor..... |
| 1. Paul is studying <u>geography</u> | ..... |
| 2. The boys are going to the <u>teather</u> | ..... |
| 3. We are writing a <u>letter</u> | ..... |
| 4. The dog is eating <u>meat</u> | ..... |

III. After to read the following paragraph, construct four questions and answer them.

Luego de leer el siguiente párrafo, construya cuatro preguntas in - formativas y contéstelas.

Phillip is from Guatemala, his parents are bilingual (Spanish/English) His parents are doctors, they are in Ecuador now. Phillip is studying in a college in Quito, he is going to finish his studies next August, when he'll finish his studies he is going to travel to Guatemala with his parents.

1.?
2.?
3.?
4.?

V. Construct four sentences, using the following words:

Construya cuatro oraciones, utilizando las siguientes palabras:
reading - souvenirs - mailman - live.

1.
2.

Each question will be scored with 1,5 points, and the four last questions will be scored with 1/2 point each.

Cada pregunta tendrá un valor de 1,5 puntos, y las cuatro últimas prefun- tas serán calificadas con medio punto cada una.

Signature.

ENGLISH TEST

THIRD COURSE (O)

Name:.....

Date:.....

INSTRUCTIONS: The present test will evaluate the contents of the first and second trimesters of the English subject.

INSTRUCCIONES: El presente examen evaluará los contenidos del primero y segundo trimestres de la asignatura de Inglés.

I. Complete the sentences using the correct form of to be verb (am-are-is-was-were)

Complete las oraciones utilizando la forma correcta del verbo to be.

1. She.....in Mexico last year
2. My fatherstudying now
3. My father.....here in this moment
4. The Brown family.....in Quito last month
5. Iin the college now.
6. We..... writing poems last class
7. Helen.....sick yesterday.

II. Complete the sentences with the appropriate word

Complete la oración con la palabra apropiada.

1. The baby is crying, he is
 - a) hungry
 - b) happy
 - c) young
2. The cathedral is a
 - a) museum
 - b) church
 - c) monument
3. I want water, I am.....
 - a) young
 - b) hungry
 - c) thirsty
4. Paul is sick, he is.....
 - a) in the hospital
 - b) at school
 - c) at work
5. They study in.....
 - a) a university
 - b) a church
 - c) a restaurant
6. You sleep in.....
 - a) table
 - b) bed
 - c) calkboard

7. Jane and Vincent are studying, they are.....

- a) Ecuadorian
- b) tourist
- c) students

8. Hernan was in a party, he was.....

- a) running
- b) dancing
- c) writing

III. Read carefully the following paragraph, then answer the questions.

Lea cuidadosamente el siguiente párrafo, luego conteste las preguntas.

Today we have a party, my family and I are very happy, my mother is cooking dinner, my sister is cleaning the house my father is buying fruits and I am playing the guitar. Yesterday I was in a meeting, and my sister visited a friend and invited her to the party, the party was very nice.

Mark with an X the letter of the correct answer

Marque con una X el literal de la palabra correcta.

1. What is my sister doing? She is.....

- a) cleaning the house
- b) playing the piano
- c) cooking dinner

2. Yesterday my mother was.....

- a) visiting a friend
- b) playing the piano
- c) cooking dinner

3. My family is.....

- a) happy
- b) old
- c) sad

4. Where is the party?

- a) in my house
- b) at hotel
- c) at school

5. How was the party?

- a) bored
- b) nice
- c) angry

IV. Select the best phrase to complete the sentence

Seleccione la mejor frase que complete la oración.

1. I am writing a.....

- a) poem
- b) at school
- c) at the restaurant

2. This is an.....

- a) juice
- b) orange
- c) letter

3. Helen plays tennis in.....
- a) a church
 - b) the school
 - c) at hotel
4. Were you and your sister sick?
- a) No, they are not
 - b) No, we are not
 - c) No, she is not
5. George works in the hospital, he is.....
- a) a doctor
 - b) doctors
 - c) sick

Each question will be scored with 0.8 points, total twenty points
Cada pregunta tendrá un valor de 0.8 puntos, total veinte puntos.

Signature.

ENGLISH TEST

THIRD COURSE (C)

Name:

Date:

INSTRUCTIONS: The present test will evaluate the contents of the first and second trimesters of the English subject.

INSTRUCCIONES: El presente examen evaluará los contenidos del primero y segundo trimestres de la asignatura de Inglés.

- I. Change to Yes/No questions the following sentences.
Cambie a pregunta las siguientes oraciones:

1. The boy and the girl were in the school
2. My mother is writing a letter
3. Paul was drinking tea
4. You were a student

- II. Rewrite the sentences, changing the underlined word as we indicate in the example.

Vuelva a escribir las oraciones, cambiando la palabra subrayada, como le indicamos en el ejemplo:

I was in Guayaquil last year

I was in Quito last night.
.....

1. My mother is working in a factory

2. I am studying History

3. He and Bill are hungry

4. You were in the stadium

- III. Read carefully the following paragraph and then answer the questions.

Lea cuidadosamente el siguiente párrafo y luego conteste las preguntas.

Paul is stuying in the Technical University, he is studying language, he studies it because he thinks it is important to learn a second language, he studies English, he wants to travel around the world because he likes to know new places.

1. Who is studying languages?
2. Why does he study languages?
3. Does he like know new places?
4. Where does he study?

- IV. Construct four sentences with the following words:

school, newspaper, driving, sleep.

1. 3.
2. 4.

Each question will be scored with 1,5 points and the four last questions will be scored with 1/2 point each.

Cada pregunta será calificada con 1,5 puntos y las cuatro últimas tendrán un valor de 1/2 punto cada una.

Signature.

ENCUESTA PARA DOCENTES DE EDUCACION MEDIA

La presente encuesta tiene por finalidad conocer métodos de enseñanza y técnicas de evaluación utilizados en la enseñanza del Idioma Inglés. Datos necesarios para realizar un trabajo de investigación, agradecemos - su valiosa colaboración.

1. Qué método de enseñanza utiliza en la enseñanza del Idioma Inglés?
 - a) Traducción
 - b) Audio-Lingual
 - c) Directo
2. Se acoge usted al Reglamento de Educación Media?
SI () NO ()
3. Cree usted que es necesario evaluar a menudo cuando se enseña el Idioma Inglés?
SI () NO ()
- 4.Cuál prueba le ha dado mejores resultados?
 - a) Objetiva
 - b) Composición o traducción
5. Estima conveniente la enseñanza de traducción cuando se enseña el Idioma Inglés?
SI () NO ()
- 6.Cuál de las siguientes habilidades son evaluadas por usted?
 - a) listening ()
 - b) Speaking ()
 - c) Reading ()
 - d) Writing ()
7. Qué técnica utiliza para evaluar escritura?
 - a) Multiple Choice ()
 - b) Translation ()
8. Qué técnica utiliza para evaluar gramática?
 - a) Multiple Choice ()
 - b) Translation ()
9. Qué técnica utiliza para evaluar vocabulario?
 - a) Multiple Choice ()
 - b) Translation ()
10. Qué técnica utiliza para evaluar reading?
 - a) Multiple Choice ()
 - b) Translation ()

GRACIAS

CONCLUSIONS

The conclusions we are presenting are related with the independent variables that in our case are the techniques of Objective test in relation to the Composition test. We mean that the conclusions present the logic synthesis that we have made in our investigation work.

1. The application of appropriate objective testing techniques gives the students the opportunity to get better grades than the Composition ones; in order to be promoted.
2. About the skills writing and reading we can say that they are the only specific skills considered for teaching and evaluating according to the English Education Program for the Basic Cycle.
3. About skill's components grammar and vocabulary we can say that they are the most taught and evaluated for teaching and evaluating according to the English Education Program for the Basic Cycle.
4. Statistically we can say that the teacher evaluates better when he uses objective tests especially applying Multiple Choice items; therefore the tests are most reliable when using this kind of test.
5. The Composition test is appropriate to evaluate levels where the teaching method has been the one of translation.
6. The Objective test can be used to evaluate any level of knowledge of the English Language in the Basic Cycle of high schools of Loja City,

SUGGESTIONS

We are presenting you little suggestions in order to solve some problems that are present in the evaluation of English in the Basic - Cycle of high schools.

1. The teacher should incentivate the students to the study of English as a second language, by renovating constantly the exercises for teaching-learning and testing the four skills.
2. In class it is important that the teacher makes a deep revision of the students' tests, since this will help them to memorize the correct answer.
3. Whenever the teacher is going to evaluate his students, he should bear in mind what is the specific purpose of the test, that is, what skill he wants to evaluate.
4. The directions given to the students must be clear and specific so they don't get confused about what they are asked to do.
5. The teacher has also to take into account what materials he is going to need for giving the tests, that is, tape recorders, cards, projector, pictures, and so on.



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