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FACULTAD DE LENGUAS Y LINGUISTICA

"Methodology Of English Teaching:
The Learner as a Key Factor To Effective Teaching
Of English as a Second Language"

Experiment with UTPL Students at 4 th Level of Peritaje
Associate Center Guayaquil

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Guayaquil, April 1988

2017

CERTIFICATE

It is certified hereby that the research work for the thesis:

METHODOLOGY OF ENGLISH TEACHING:

THE LEARNER AS A KEY FACTOR

TO EFFECTIVE TEACHING OF ENGLISH AS A SECOND LANGUAGE

Experiment with students of IV Level of Peritaje

at the Associate Center, Guayaquil

has been reviewed in all its parts and is therefore ready to be presented.

Lic. Anne Moore
Thesis Director

To HENK,

for all his support

ACKNOWLEDGEMENT

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INTRODUCTION

The language teaching-learning process involves necessarily the participation of at least two main actors. On one end is the teacher, the actor who has the knowledge within him and who intends to transmit it through the use of different methods or strategies. On the other end of the process is the learner, the actor who passively or actively receives the information transmitted by the teacher and will eventually transform it in acquired knowledge.

The language teaching process may sometimes do without a teacher in the conventional fashion, as is the case of the pre-recorded cassette English courses or video teaching. However, it's difficult to imagine a language learning situation without learners. Learners are the "sine qua non" of language learning-teaching processes.

In the past it was believed that the success or failure of English teaching was solely determined by the quality of teaching: the actions, attitudes, interest and methodology used by the teacher to come through with the English language. For this purpose, many articles and publications have been produced worldwide in order to provide teachers with some guidelines to effective language teaching. However, it has been proposed --and it's the intention of this research to demonstrate that, if the teaching methodology

takes into account the learner and his role as an active agent in the learning process, the teaching-learning process will become more effective.

The fact that a teacher is also an important factor in language teaching is in no way underestimated; yet, this research work intends to demonstrate that the learner through his attitudes, interest, disposition, can actually direct teaching in a most successful way. It's also the intention of this work to compare the old beliefs and attitudes regarding the teacher's role as the center of the teaching process with the new view of the learner's active role in the teaching-learning process, with the purpose of procuring definite conclusions on the importance of his active participation in class.

In order to feasibly demonstrate the importance of the learner's role in the methodology of English teaching, a research work has been carried out. This research work includes both a bibliographical research and a laboratory investigation which uses two sample groups. The groups investigated are formed by students attending the Open System of UTPL at 4th level of Peritaje in Guayaquil. For purposes of contrasting methodologies these groups were divided in two subgroups, homogeneous in number. One group was exposed to the conventional methodology while the other group was exposed to a new methodology --one which focuses attention on the learner and his active participation in the development of the class.

This thesis is divided into two sections: the first three chapters correspond to extensive bibliographical research on the subject matter; while the remaining chapters are the consequence of the laboratory investigation or "experiment" carried out with the Peritaje students. Additionally, video recordings were taken throughout the experiment in order to analyze more accurately the development of the classes, actual behavior of the students, degree of impact of both methodologies and, in general, to observe all details as precise as possible.

THE LANGUAGE LEARNING PROCESS

CHAPTER I.   THE LANGUAGE LEARNING PROCESS

1.1. Nature of Language Learning

1.1.1. What is Language?

If we are going to teach other people to understand and to speak a second or a third language, we should start by asking ourselves what "language" really is. All of us have spoken our own native language ever since we were between the ages of one and two, but we have done so with little or no conscious thought or effort on our part. Many of us would find it difficult or even impossible to explain what we do when we speak our language: mechanisms of speech put in motion for correct emission of sounds, mental process to know what and how to say it, brainwork to sort out information received from others, etc.

Language is a social as well as an individual phenomenon. As such, it has a place both among the humanities and among the social sciences. It allows human beings in a community, sharing a common language, to communicate orally and/or in writing. At the same time, it reflects the culture of the society of speakers who use it. While each individual speaker may handle language to express himself differently from his neighbor, such individual expression is always within the common language shared by

all community members. If this were not so,
little or no understanding would be possible
among the speakers of the language.

Language, the exclusive possession of all
human beings, is culturally acquired. While
man is born with the physiological and neurolo-
gical capacity to speak, he learns to do so
only as he hears language around him in his
home and in his community; that is, in the cul-
ture in which he lives.

Language is a complex system, based ulti-
mately on a rather small number of sound units
which combine, according to certain rules, into
larger and more complex structures. It's doubt-
ful if all the words in a language could ever
be listed in a dictionary, no matter how large
this may be. But the rules for the formulation
of sentences, in theory at least, can be stated
with completeness and it is not especially diffi-
cult to enumerate and describe the various sound
features of the language and the rules for com-
bining them into well-structured sentences.

The concept that language is a system refers
to the use of signs or symbols for communication.
This implies that the elements used in language
are conventional. These elements, signs or

symbols allow people to communicate; thus meaning is associated with the forms of the symbol. Language is a symbolic system, a system in which words are associated with objects, ideas and actions by convention.

Being that language is the basis of society, it can easily be inferred that it certainly serves as a means of social communication. People use the system of signs to express their communicative needs, to communicate general attitudes towards life and others and above all, to interchange information, essential for the development of society.

1.1.2. Language Learning

No one really knows with absolute certainty how a second language is acquired. Psychologists have formulated two major theories of language learning. Numerous assumptions about how any learning or behavior is brought about in the human organism also exist. In addition, the research of scientists into the description of language and into language behavior has contributed to our knowledge of what should be given priority in bringing about language learning and what may interfere with the learning process.

Since people may learn in different ways and at different places, it is important to know about and use information from linguistics, psychology, and other related sciences for guidance in selecting, grading and presenting the elements of language to be learned and in developing the skills to be acquired.

In addition to formulating assumptions on the nature of language, psychologists and linguists have also done extensive research on native language learning. This is important to keep in mind in order to understand the implications that their findings have for language learning and language teaching.

What are some of their findings?

- Language is a learned behavior. All normal children are born with the ability to make sounds, but the sounds take shape and become meaningful only through the constant hearing and repetition of those sounds which produce responses. Although all normal persons are born with the capacity to understand and to speak, the baby probably learns to say the word "water" because he is given water. He also hears the word "water" so many times each day for several years, and generally in association with water itself.

- Native speakers of a language are not cons-
cious of each sound or word they say or of the
sequence of sounds or words. They are conscious
primarily of the thoughts they are trying to
convey. The stringing together of sounds in
certain positions is generally unconscious.
It is a habit which is usually automatic by
the time children are six or seven years of
age. After that, they may -perhaps, sharpen
their knowledge of the grammar, increase their
stock of vocabulary, and develop one or more
styles of speaking, depending on the situation;
but the basic knowledge of the sound system
and the meaningful arrangement of the sounds
into words and utterances have already been
acquired.

- Native adult speakers, even those who are
illiterate, have linguistic competence. They
can generally recognize all the well-formed
(grammatical) utterances in the language although
they may not be able to produce them. They
have internalized in their own way --through
association of utterances and experiences, analo-
gy, or trial and error --the "rules" which govern
verbal behavior in their tongue.

The quality and degree of their general performance in the language will be determined of course, by the performance of other native speakers by whom they have been surrounded at age levels when such influences are most effective, by opportunities they have had to speak and read, by formal teaching, and by their innate aptitude and ability.

1.2. Theories of Language Learning.

"Learning is any relatively permanent change in behavior occurring as a result of experience or practice".[1] Certain factors are common to many situations in which learning takes place. These include: arousal and motivation, association between stimuli or between stimuli and responses and reinforcements.

As many as eight psychological theories of learning have been developed to account for at least some part of the learning process. Theories for trial and error, continuity, dissasociation, gestalt and that of transfer have provided some guidelines to help understand and manage the learning process. For instance, through the theory of positive transfer, it is said that a student of a foreign language can apply or transfer a habitual response in his native language to the foreign language he is learning.

Other theories included that of imitation, which assumed that children learn language by imitating what adults say. The Theory of Reinforcement, on the other hand, held that children would learn by being encouraged positively for any utterances that conformed to adult structure and function. At the same time, they would be discouraged and corrected whenever their utterances were at variance with the adult's.

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(1) MORGAN, Clifford and KING, Richard:
    Introduction to Psychology, page 104

No one really knows how learning takes place. In fact, one of the major reasons for studying verbal behavior is to be able to gain insight into the mental processes of human beings. We can at present say that language learning cannot be acquired through trial and error, association, gestalt, imitation or overt behavior alone. It requires a more comprehensive explanation because it involves simultaneously the widest range of human activities.

There are two major theories currently in vogue and numerous research studies in linguistics and other sciences which make it possible to infer some principles that can serve as guidelines in understanding the learning process. The works of Lenneberg, Chomsky and others underscore the existence in every human being of a language acquisition device.

The learner's active participation in the learning process is a fundamental premise of the currently favored learning theories. Stated simply, one --the cognitive code theory-- underscores the fact that the learner brings to the task of learning an innate mental capacity. Mary Finocchiaro, a Professor of Applied Linguistics at the University of Rome, describes the learner's participation:

"The learner brings his perception of relationships and his unconscious formulation of the "rules" resulting

from his discovery of the structure and organization of
new material and from his perception of its relationship
with known material". (1)

Closely tied in to this theory of the importance
of the individual's mental organization of learned
material is research which seems to indicate that the
nervous system stores up images and memories which
can then be evoked without a preceding stimulus.

The other theory --the association or operant
conditioning theory-- is based on experimentation indi-
cating that bonds can be forged between a stimulus
and a response and that responses are shaped and streng-
thened or extinguished by the reinforcements or rewards
which should always follow the learner's response to
a stimulus. Such continous association between stimulus
and response, followed immediately by confirmation
of the learner's correct response by a teacher, a tape,
a record, etc., leads to the formation of the habits
needed for placing sounds and words in appropriate
arrangements.

Both of these theories have a place in language
learning. After the student has cognitive control
of the phonological, grammatical and lexical patterns,
he will develop the habit of using them with facility
as he practices them in numerous activities.

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(1) FINOCCHIARO, Mary: English as a Second Language:
                         From Theory to Practice, page 17.

1.3. Classroom Language Community

One area of the language learning process which has increasingly attracted the attention of researchers and educators is the interaction process that takes place between teacher and students from the moment they enter the classroom to the end of a lesson. This interaction, which further extends to include a student--to-student communication within the classroom, may be viewed as a community in which teacher as well as students share a common, unique and characteristic way of communication.

Indeed, what goes on in a classroom is a very special atmosphere, particular to that specific class-room. The approach used in the classroom will certainly determine the kind of communication language to prevail during the lesson. For instance, if the teacher talks or lectures most of the time and student participation is minimal, then the classroom is teacher-dominated. As such, this classroom will develop its own language community. The teacher, being the main actor, will supress considerably the participation of the students thus minimizing the student-student and the student--teacher interaction. The language community resulting out of classrooms thus structured presents limitations since the language interaction in play is limited to a simple repetition, imitation and a stimulus-response mechanism.

Viewed differently, the teacher may organize activities in which students can initiate and control much of the interaction, then the classroom becomes student--centered and the teacher becomes the facilitator behind the scene. In this type of classroom structure, the language community is quite different from the previously-described one. With the active participation of the student, his scope of communication increases tremendously, feeling more at ease to develop his own ideas and express them in a more natural way, acknowledging his limitations and thus, making a conscious effort to improve in perfectly defined areas of failure or doubt.

The classroom language community is clearly affected by four main factors: social climate, variety of learning activities, opportunity for student participation, feedback and correction.

Social climate is perhaps the most important aspect since without it everything else becomes meaningless. If students are not at ease and don't feel good about their language class, there will be no real communication. The main goal, then, to develop a good social climate in the classroom language community is to establish the proper atmosphere so that students can relate to the teacher and to each other in a positive and constructive way.

1.4. Motivation

1.4.1. The meaning of motivation.-

It has been stated earlier that arousal and motivation are factors common to many situations in which learning takes place. However, in order to ascertain its real contribution to the learning process, it becomes necessary to understand the real meaning of motivation. A practical definition of motivation is given by Dennis Child: "Motivation consists of those internal processes that stimulate us to satisfy some need."[1] It has also been stated that motivation can elicit a specific behavior and thus it can control the variability of behavior. In the case of language learning, motivation can play a very important role, as indeed through motivation, the desire and drive to study are forms of behavior elicited, which can be increased, decreased and controlled according to the degree of desire or motivation found in the individual.

For instance, a boy is moved to learn a second language merely because he likes it. His appeal to the language stimulates him to take courses and study "at his own pace". Then, all of a sudden he travels to a foreign country where he is faced with this same second language

(1) CHILD, Dennis: Psicología para los Docentes, page 48.

for which he had a mere interest in the past. Now, faced with this new challenge, he will be strongly motivated to learn this language: one, because he likes it, and two, because he has to. This need for communication drives him to learn much faster than he would have had otherwise. Likewise, in the classroom, motivation is directly related to the successful learning process. The higher the motivation, the higher the rate of learning. One simple explanation for this correlation could be the satisfaction of the urge of fulfillment achieved in language learning.

There can be little doubt that motivation is a powerful factor in language learning. Its effects are to be seen on the rate and success of language learning, rather than on the route of acquisition. Precisely how motivation affects learning, however, is not that clear. One of the problems of the correlational studies, which constitutes the bulk of the available research, is that it is only possible to show a relationship, not the direction of this relationship. It is not known whether it is motivation that produces successful learning, or successful learning that enhances motivation. Nevertheless, the relationship between learning more and higher motivation is clear and evident.

1.4.2. The Theories of Motivation.- Traditional psychology propounded a number of conflicting theories of motivation. The Behavioral School, whose theories have most influenced techniques of language teaching, and the Biological School, which is concerned with explaining the physiological functioning of the human organism, have offered only the most limited explanations in their theories to define and interpret human attitudes and motivation.

Without denigrating the major contribution made by the empirical techniques of the Skinnerian School to methodology, course, content, and teaching techniques, it must be acknowledged that the contribution of the behaviorists to the role of attitudes and motivation in learning is extremely limited. It cannot be denied that much of human behavior is similar to animal behavior, particularly at the level of basic instincts. But in seeking a more realistic, functional definition of human motivation, other factors cannot be ignored.

As its name implies, the Biological School related motivation to biological survival as noted, for instance, in the desire for food, water or warmth. It isolated three characteristics of motivated behavior:

1. <u>Persistence</u>: If behavior persists in spite

of obstacles, we can infer that there is an underlying state of agitation or tension which continues to initiate new actions.

2. Variation: If tension is not relieved by one pattern of action, motivated behavior will lead to diversified actions to achieve the goal --for example, a hungry child will beg for food, cry, become aggresive, and so on.

3. Emotional Overflow: When there is a delay in reaching a goal, the individual who is strongly motivated will react emotionally with anger, tears, pleading, silence and so on.

Tension --the Biological School insists-- provides the persistent physiological basis underlying and determining the dynamics of motivation. If we interpret the words "tension" and "agitation" to mean a dynamic impulse to action and extend the third characteristic of motivated behavior to include "emotionally-toned processes"; that is, the intense feelings fostered by parental and community attitudes, self-concepts, and individual personality structure, we may be approaching a more acceptable definition of motivation.

The man whose name is most closely associated with the theory that, in the hierarchy of human needs, the satisfaction of physiological needs must precede cognitive, creative, or affective needs is A. H. Maslow. Maslow places the

physiological levels of human needs in the first stage of this hierarchy. At the next level he considers these along with the higher psycho-logical levels of human personality to the point that he is at times classified as a "spiritual-ist". Although Maslow's theory was developed more than a generation ago, it forms the core upon which present trends are being developed in the area of motivation for second language learning. The steps in Maslow's hierarchy are:

1. Physiological needs: At the most basic level for survival --the need for air, food and water.

2. Needs for security: The need for shelter, stability, protection, and freedom from fear.

3. Needs for belonging: The need for a sense of personal identity, to be able to occupy a respected place within a group.

4. Needs for esteem: The need to feel adequate, independent, to be appreciated and valued by others.

5. Needs for self-actualization: By this Maslow and others refer to the need of each individual to realize his or her intellectual and creative potential, and to achieve human relations and vocational goals in consonance with these capa-bilities.

There can be no doubt that these needs are essential components of human motivation which had been disregarded by both Behaviorist and Biological Schools. Attitude and motivation at the human level must include the need to think rationally --the ability, for example, to consider alternatives in the choice of a long-term goal, and to pursue such a goal despite intervening obstacles and short-term failures. Maslow's explanation of human motivation is not only functional, but also appealing to those who wish to apply his hierarchy of needs to the learning situation. As it has been seen, it accounts for human motivation on the physiological and the affective, as well as on the cognitive level.

While researchers continue to develop new theories generally based on the traditional schools of psychology, language teaching methodologists have applied what is relevant from this research, in many cases with intuitive awareness of its appropriateness for improving attitudes and raising the levels of motivation.

As conclusion it must be admitted that psychological research has not evolved a definite encompassing theory of human attitudes and motivation. We cannot fully account for the complexities of individual personality structure and

the behavior resulting from it. We all know that each individual has a different set of habits, drives, needs and impulses. Teachers must strive towards a thorough discovery of their students, attitudes and motivations. Only after a serious study by constant observation will teachers be able to effectively motivate each student to attain both his or her immediate and long-term goals.

CHAPTER II

THE TRADITIONAL METHODOLOGY
OF ENGLISH TEACHING
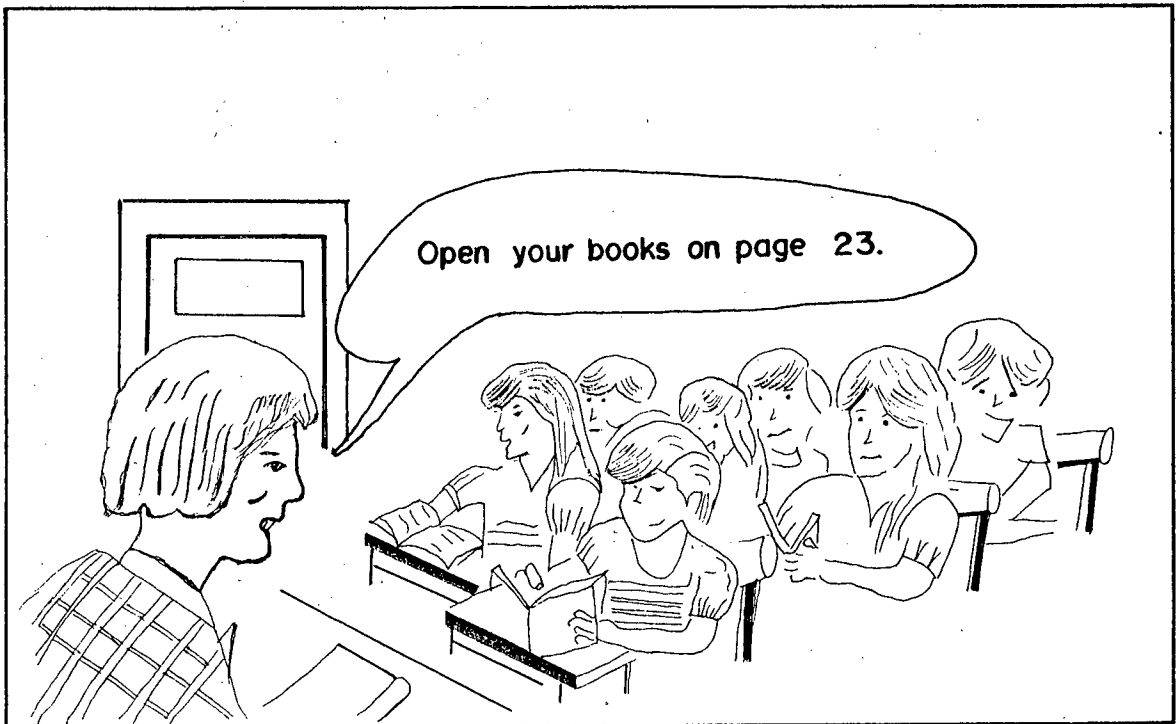
CHAPTER 2. THE TRADITIONAL METHODOLOGY OF ENGLISH TEACHING

2.1. Characteristics

The conventional methodology of English teaching dealt with in this research work refers to the methodology being used at present by most teachers both at university and secondary-school levels in Guayaquil. To support this concept, a survey was carried out on twenty English teachers at university and secondary schools chosen at random but which represent a selective group of educational institutions in Guayaquil.[1] Additionally, observations were made during a sequence of five English classes given to students of 4th level of Peritaje at UTPL-Guayaquil, using the widespread methodology in which the teacher dominates the classroom.

The survey taken among the 20 English teachers shows that, although 50% of them are familiar with group work methods of teaching, only a small percentage (10%) employs them when dictating their class. On the other hand, the methods most popular among these teachers seem to be the text-oriented and audiolingual methods; methods which structure their classes in a teacher-centered fashion. (For an easier appreciation, please refer to Graph No.1). In spite of the above,

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(1) Please refer to Appendix 1 for further details.

it is curious to note however, that 100% of the teachers surveyed are of the opinion that the active participation of the student is essential for the development of the class.

The results of the survey made to UTPL English students also conclude that the text-oriented method is by far the most popular approach to English teaching and its use is widespread. Seventy percent of the students surveyed have been exposed to this methodology although it is not precisely the kind of methodology they would have preferred. (Please refer to Graph No. 11).

Teachers consider reading and comprehension as the most important area to teach, degree of importance which does not coincide with the view and attitudes of students. According to the answers provided in a survey made to UTPL Peritaje students, there is a marked preference for conversation and idiomatic expres-sions, leaving on a secondary level, reading & compre-hension and grammar.

The answers to the questionnaires, which are con-tained in the Chart of Results -Appendix 1, are pretty homogeneous. This shows that indeed, at present the so-called conventional methodology of English teaching predominates in our English classrooms. In addition,

a glance to the Plans and Programs issued by the Ecua-
dorian Ministry of Education and Culture reveals that
the general objective of teaching English in public
secondary schools is to:

> "Use a basic vocabulary and the main phonological,
> morphological and syntactic structures for the
> understanding of graded readings of a scientific,
> technical and cultural nature." (1)

But let us see now what are the characteristics
of this so-called "traditional methodology" we are
talking about.

The traditional methodology of English teaching
fundamentally calls for learning structures, sounds
or words attending to structure and form more than
meaning. This methodology aims at mastery of the second
language; therefore, drilling becomes a central tech-
nique. The textbook is one of the main tools of the
teaching-learning process and the classes become text-
book oriented. Since linguistic competence is the
desired goal, native-speaker like pronunciation is
sought, focussing all attention to the close imitation,
repetition and drilling. Additionally, freedom of
expression is not possible due to the lack of suitable
social climate. Classes using this methodology usually
present a very formal layout and a formal environment,

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(1) Plan y Programas para el Bachillerato de Humanidades,
     page 88. (Author's translation)

marking a clear differentiation between teacher and students. An illustration that clearly visualizes this layout follows as Chart No.1.

One of the strongest characteristics of this conventional approach to English teaching is probably the strong participation of the teacher in the classroom. He controls the class and the learners and prevents them from doing anything that conflicts with the theory. The preparation of this type of class implies little use of didactic material and little effort on the part of the teacher. The teacher merely transmits the language by telling, rephrasing and reading rules and instructions contained in the textbook.

Although there is some kind of class participation in some activities such as going to the blackboard and answering questions for which the answer is already known, this participation could be considered minimal and always controlled by the teacher whether consciously or subconsciously.

There are several reasons why teachers may prefer to apply this methodology. Among them we find the lack of training in innovative methods, or the lack of access to newly published textbooks and reference books as well as the little incentive they may have for complying with a specific program, but yet this is not a subject to be dealt with in this research work.

CHART Nº I
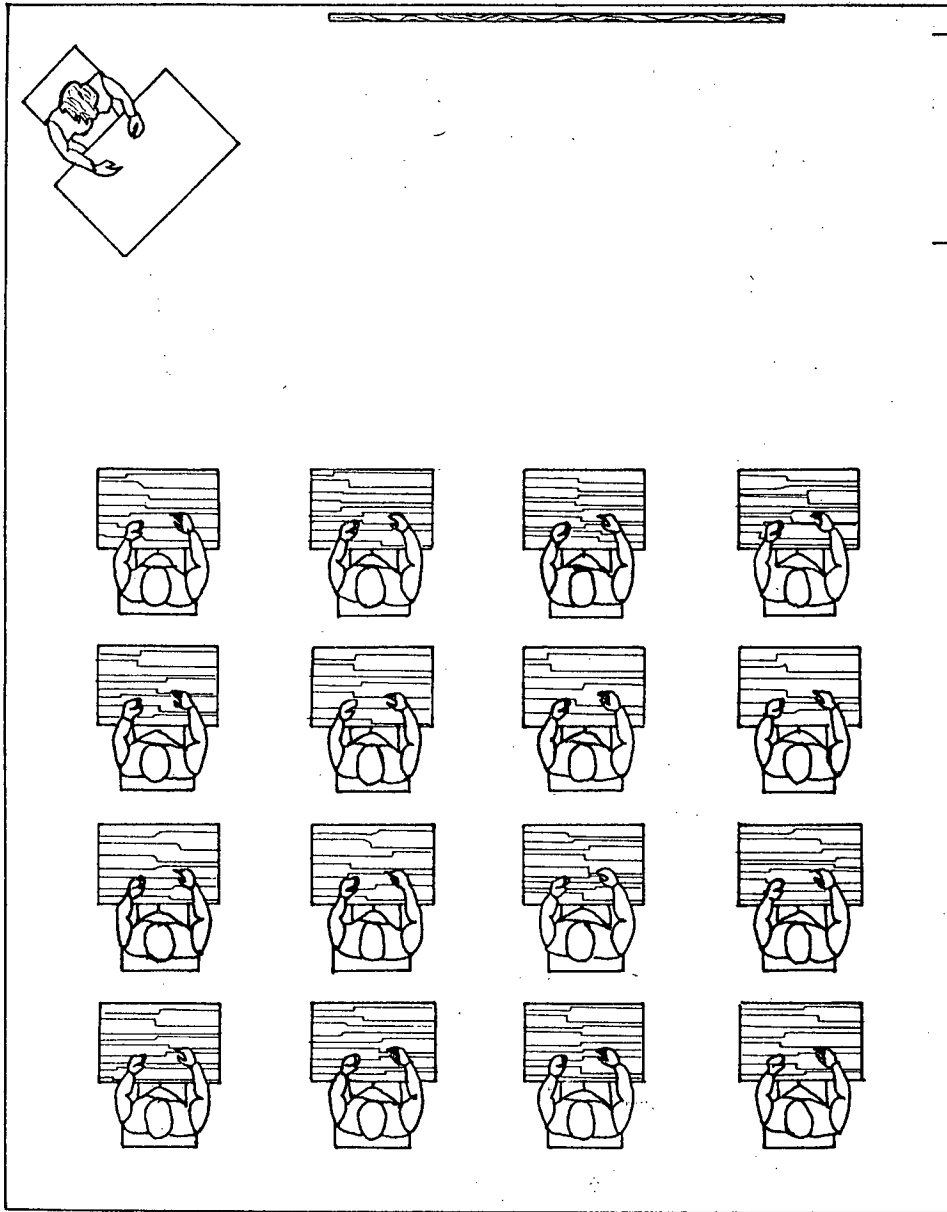
FORMAL SEATING ARRANGEMENT

2.2. Role of the Teacher in the Classroom

The role of the foreign language teacher is central to the learning process. While teachers of other disciplines are called upon to inculcate habits, attitudes, knowledge, or skills in a medium already familiar to their students, the foreign language teacher must bring about changes or modifications in behavior, habits attitudes, knowledge, or skills in an unfamiliar medium requiring additional or different physiological activity. The organs of speech must be taught to move in unprecedent ways; the sounds striking the listener's ears must be perceived without distortion from, or confusion with the known sounds of the native language.

The teacher has to be a combination of linguist, sociologist, anthropologist and pedagogue. He has to be technical enough to be able to pass on his knowledge to others adequately yet keeping always a humanistic approach to teaching.

Whether or not all segments of society recognize the fact, it is the teacher who eventually shapes the future of our nations by shaping our children, future citizens of the world. It is in the classroom that the majority of the teachers acquired knowledge, skills and attitudes, which to a large extent, will shape the kind of individual the student will become.

2.2.1. Characteristics of a good teacher.-

Since the traditional methodology views the teacher as the main actor in the teaching-learning process, it is he who holds all responsibility for the success or failure of the teaching-learning process. For achieving this he relies on the methods and techniques available. The attributes and qualifications that he is to possess must also encompass to this great responsibility.

Robert Lado states that the teacher, in addition to the professional duties that a qualified teacher must possess, the foreign language teacher should:

"1) Know the target language well enough to be imitated by students...; 2) He must know the description and the structure of the language as well as linguistics facts of the language of the students...; 3) He must understand the intimate relation between a language and its culture...; 4) He must be familiar with audio-lingual techniques as well as those that are used to teach reading and writing. He should also be familiar with modern theory and practice in the testing of language aptitude, achievement and proficiency; and 5) He should be familiar with language laboratories and their use..." (1)

This formidable set of qualifications represents a standard of what teachers ought to be; nevertheless, many good teachers do not fulfill.

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(1) LADO, Robert: Language Teaching. A Scientific Approach
page 9-10.

In addition to these professional qualifica-
tions, the English teacher -or any teacher-
must also possess quite a number of personal
attributes. Imideo G. Nerici lists the follow-
ing:

> "1) capability for adapting to situations;
> 2) emotional balance; 3) intuitiveness;
> 4) sense of duty; 5) ability to direct;
> 6) love for others; 7) honesty; 8) interest
> for the scientific, humanistic and aesthe-
> tic; 9) ability to discern from general
> conclusions; 10) sense of justice; 11)
> good disposition towards teaching." (1)

The list of assets sometimes seems endless.
Other authors insist that teachers must have
a great deal of patience, devotion, creativity,
good humor, etc.

If we have to summarize what the character-
istics of a good teacher are we will also have
to make a differentiation between a good teacher
and an effective teacher. The good teacher
might possess all or more assets of those dealt
with above, yet his effectiveness is not warrant-
ed. However, a teacher who has a good dose
of enthusiasm, flexibility, charisma and above
all remembers that the student is the most impor-
tant part of the teaching-learning process could
be a very effective teacher, as he is dealing
with the cause and effect of teaching: the learn-
er.

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(1) NERICI, Imideo G.: Hacia una Didactica General Dinamica.
pages 98-99.

2.2.2. Methods and techniques available.-

2.2.2.1. Textbook-oriented method.- This method, long standing in our Ecuadorian classrooms, calls for the use of the textbook as the center of attention in the class. Both teachers' and students' role is very passive in class, as all they do is read and follow the book, step by step. The procedure used in this type of class is routinary. As soon as the lesson is started, the well known phrase: "Open your books, please-..." gives a clear hint of what is to follow.

The textbook-oriented method is a deceiving approach to English teaching. The English teacher does not feel the need to prepare didactic material for the lesson: it is all contained in the textbook. As long as he follows the textbook, step by step, he feels he is safe and complying with the demands for English teaching. On the other hand, students feel that if they follow the textbook and they are passing from page 10 to 12, for instance, they

are indeed making progress; progress which is sometimes measured on how well they have learned those pages.

Students also feel attached to their books as without them they feel at loss. They have only learned to repeat and assimilate exercises and drills given in the textbook. Any other question that is not in the textbook only confuses and puzzles them.

During the Pedagogic Orientation exercise for graduating at UTPL, I had the opportunity to observe five different English teachers. They were all high school teachers, three taught at private schools and two at public ones. All five teachers followed the textbook literally. Not one of them provided any didactic material nor promoted any type of interaction in the classroom.

The degree of motivation that this method raises in students is minimal, if not zero. This method does not demand much from the teacher nor from the students, and its effectiveness is highly questioned.

2.2.2.2. <u>Audio-lingual Method</u>.- This method considers listening and speaking as the first and central task in learning a language, and reading and writing as skills that follow speaking and listening. Although this method offers much more both to students and teacher than the textbook-oriented method, its scope is still somewhat limited as the teacher once again keeps total control and direction of the classroom. He is still regarded as the source of language and learning. He is the conductor of the orchestra, whose prime goal is to keep players in tune and time, and without whom no music could be performed.

The audio-lingual method relies heavily on drilling and demands memorization of structure-based dialogs. For this purpose students are urged to imitate and repeat continuously. Likewise, language is learned attending to structure and form more than meaning and the phrases or words are not necessarily contextualized.

Under this method, language is viewed as a set of habits; therefore, audio-lingual drills aim at internalizing all patterns drilled in class. Because "language is habit" errors are prevented at all costs and a linguistic competence is strongly inculcated.

If indeed students can benefit more from this method than from the textbook-oriented one, the student's expectations as to being able to communicate with each other fall short. They don't have much opportunity to freely express emotions or feelings in their own words as the teacher usually specifies and controls the language to be used in the classroom.

In summary, this approach can be viewed as a tedious mechanistic process to which the student is not expected to make any spontaneous, personal contribution. It can be questioned whether real learning can take place when students are giving automatic responses in drill, without understanding the crucial element they are practicing or its relationship to other features of the language system.

2.3. Role of the Learner

Confronted with a subject which demands a complete-
ly different set of habits to attain pronunciation
skills, discrimination of sounds, intonation, etc.,
the language learner is not given the opportunity to
adjust properly to such change of environment. More
so, when he is also faced with methods in which classes
are teacher-centered; here the role that a learner
could play has very limited options available. In
the case of the textbook-oriented method, the language
learner receives a determined input but he is not pre-
pared to process such data and transform it into practi-
cal knowledge. He merely memorizes loose information
such as vocabulary lists, structures, grammar rules,
etc., becoming a passive receiver of information.
In the audio-lingual approach, learners are seen more
as a stimulus-response mechanism whose learning is
a direct product of repetitive practice. The individual
participation is highly delineated, participants encoun-
ter an authoritarian atmosphere and avoidance of errors
is crucial.

The success of any learning depends on the student
interest and the degree of motivation to which they
are expected to respond. The degree of motivation
that these two approaches arise in students is minimal
as the student is not taken as an active participant

of the class.

The system imposes a specific behavior on the learner and demands that he complies with the structured pattern. He is only to do what he is expected to do and the teacher is ready to hear only what she expects to hear from the student, with no variation whatsoever. Students placed in this position respond automatically without putting any emphasis on the meaning of the words they are uttering but rather to the form or structure.

Additionally, students become very conscious of the errors they make because the setting does not allow for a social or informal exchange nor does the teacher allow free speech in students, regardless of the mistakes they might make. Under conditions of restriction it is very difficult that any student can overcome the shyness that speaking a foreign language produces in an individual, nor can he behave in a natural, spontaneous way.

Another aspect of the learner's role within this approach is that of testing. The learner knows he will be tested for a specific material taught to him; therefore, he tries to learn all that material -by heart if necessary- in order that he can pass the test and feel that he has made some progress. This attitude perhaps explains the reason why many students pass

English tests with excellent grades although their knowledge and fluency of the target language has not made much progress. This attitude in students, though, merely reflects the flaws of the system. The students comply with the objectives for passing the test, they study and learn just what they were told to learn.

Many of the students surveyed, for instance, showed interest in Conversation (40%), yet conversation may not be possible if classes are structured in such a fixed-pattern which excludes any active participation from the student.

If the main reason why you learn English, as is the case of the UTPL students surveyed, is because you like the language, obviously you want to speak and communicate in it; therefore, learning English should respond to your expectations. The use of a methodology which does not promote active involvement on the part of the student cannot respond to the expectations of the learner to speak or to express himself in English.

Many students perceive the language classroom primarily as an opportunity to have a teacher's guidance through a textbook, or for examination on their own mastery of a textbook. Furthermore, the teacher is viewed as the authority on all subject matters not treated in the textbook. Thus, attending class, while

considered a rewardable behavior in its own right, is perceived mainly as exposure to a body of material that will inevitably reappear in part or in full in some critical final examination.

This particular perception in many students is encouraged by years of previous schooling in which textbooks and examinations are centrally produced and uniformly required across nation. In that past experience, uniformity in course content and assessment may have restricted teachers' innovation and students' creative response.

CHAPTER III

THE NEW METHODOLOGY OF ENGLISH TEACHING
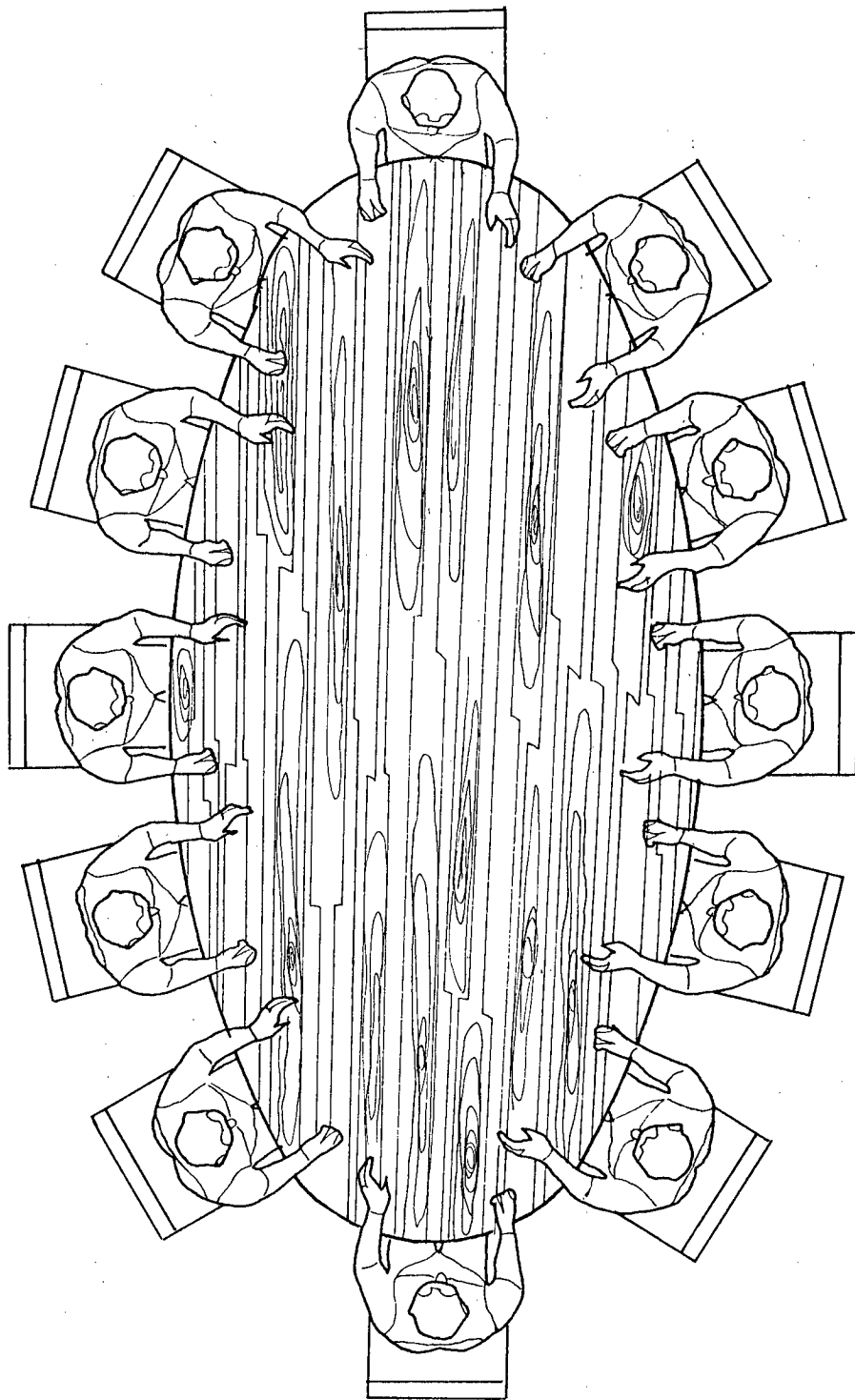
CHAPTER III. THE NEW METHODOLOGY OF ENGLISH TEACHING

3.1. Characteristics

The most common classroom procedure is for the teacher to ask a question for which he already knows the answer (What's your name? Are you wearing a blue shirt?), to call on a student to answer the question, to correct or evaluate the reply and then begin the cycle again. This pattern is deficient for two reasons: it is found only within classrooms and courtrooms and is thus alien to the real communicative needs of students; secondly, it fails to provide students with the necessary opportunities to reevaluate and synthetize the information that has been presented to them.

The question, answer and evaluation pattern described above is totally divorced from a normal conversation setting. The emphasis in a non-classroom setting is not on how an idea is expressed --whether the structure and pronunciation are correct-- but on what is being said. The content is the heart of any true conversation.

In marked contrast to the discrete-point grammar based orientation of audiolingual days, the past decade has been a period of growing concern with meaning. The nature and development of the abilities such communication demands continues to be a focus of research and discussion among the more theoretically inclined.

Meanwhile, responding to learner needs, and relying for guidance on research data and experience gathered to date, language teachers around the world have proceeded to develop teaching strategies and techniques that put more emphasis on meaning.

The new methodology of English teaching dealt with in this research work does not refer specifically to one particular approach alone, such as the communicative approach or the functional approach, instead it tries to incorporate all current approaches to language teaching which account for a greater participation of the student in the development of the class.

The new methodology of English Teaching called so in order to contrast it with the conventional approach to English teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes referred to as "communicative competence"[1] For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes' theory of communicative competence was a definition of what a speaker needs to know in

(1) HYMES, D.: On Communicative Competence. page 269.

order to be communicatively competent in a speech community.

Given that a significant amount of student-student interaction is necessary if communication is to be achieved in the English classroom, the teacher must at all times facilitate this interaction. The appreciation of the teacher towards teaching is both of language as an expression of self and of the ways in which meaning is created and exchanged. He sees the learner as a physical, psychological and intellectual being with needs and interests that extend far beyond those of the classroom.

The setting which predominates classrooms employing this methodology is one of informality, creating usually a positive social climate within which students feel at ease to interact and communicate. Please refer to the following Chart No.2 which shows some layouts of possible sitting arrangements in an informal classroom.

Another characteristic of this teaching approach is to introduce a wide variety of learning activities to the students in such a way that they are continuously motivated for the novelty of the activities to be undertaken and at the same time exposed to different activities which could be easily related to their everyday life outside the classroom setting.

CHART Nº 2

INFORMAL SEATING ARRANGEMENTS
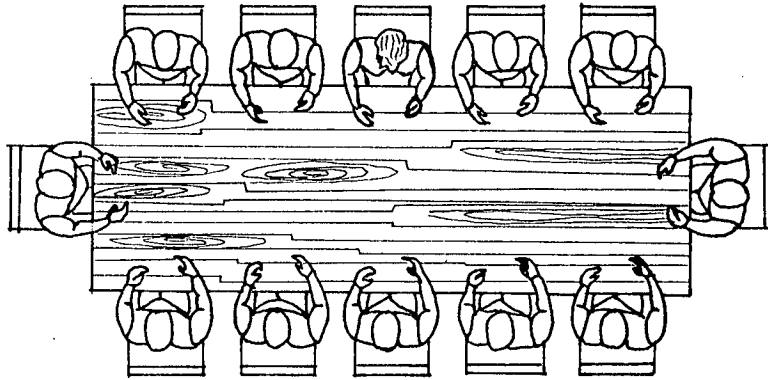
SAMPLE A
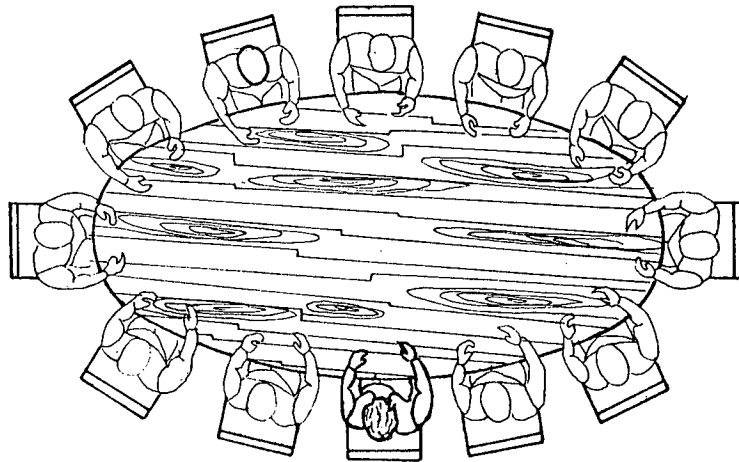
SAMPLE B

SAMPLE C
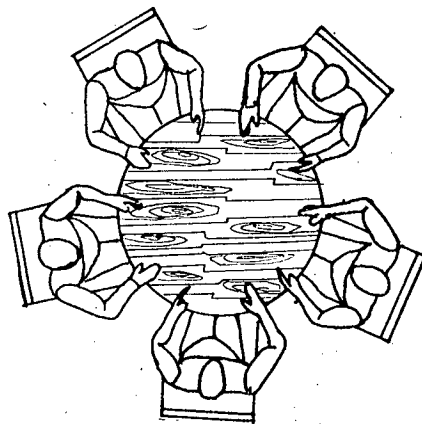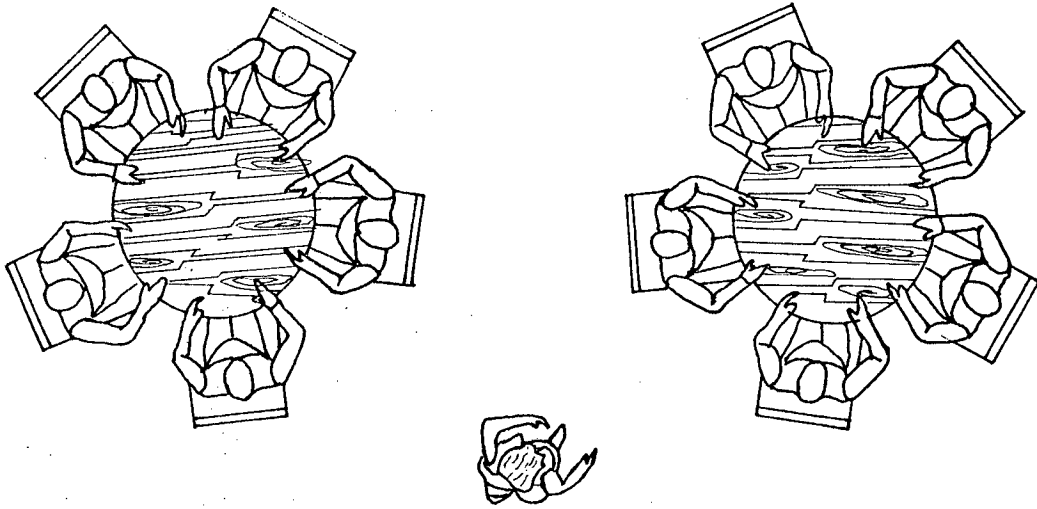
The key factor in this methodology is the opportunity given to the students to participate. This participation is to be active during classroom activities and passive within the development of the curriculum by the teacher. By passive it is meant that the participation of the student, demonstrated by means of interest, attitudes, etc., will influence directly in the preparation and development of the curriculum by the teacher.

Another important characteristic of the new approach to language teaching is the flexibility exercised in using instructional material. Any device which may help the learners is accepted. Since the methodology allows for individualized approach to English teaching, the student is left free to accomodate himself to any specific device he may find as a suitable aide in the learning process. The use of these devices may vary according to the age or interest of the students. For instance, for children and youngsters, games and illustrations can easily be used; whereas for adults, the resource of video-recorded programs or even movies is very useful, especially for teaching cultural notions.

3.2. Role of the Teacher in the Classroom.

The teacher is no mere bearer of knowledge; he is the architect of such an environment in which students constantly inspire each other through the creativity they share, and continuously amaze themselves with their newly discovered capacities. The teacher's task is to bring about a tension-free and joyful atmosphere, where everything is taught on a micro and macro level. This is a form of "internal" motivation since the teacher motivates the students indirectly by promoting good feelings in the class.

The new methodology does not in any way underestimate the teacher's role in the classroom; furthermore, it holds that the teacher also plays a crucial role in the teaching-learning process. Yet, the role played by the teacher within this methodology contrasts somewhat with the one established for the conventional methodology.

Whereas with the conventional methodology the class becomes teacher-centered, with the new methodology the focus is diverted away from the teacher, transforming him into a mediator or facilitator of the interaction that takes place in the classroom with the active participation of the students.

3.2.1. Active Participant in Class.- The active participation of the teacher in class may be considered as camouflaged because although he controls what is going on in the classroom setting, he is in no way dominating it.

His active participation promotes communication among the students yet he is not the main source of this communication. He creates the proper atmosphere so that students can relate to the teacher and to each other in a positive and constructive way. One obviously good technique is for the teacher to learn all of the student's names as soon as possible --finding out the name that each student wants to be called rather than using the official name on the class list, since there is often a difference.

By encouraging students to communicate his own notions or ideas, the teacher relinquishes total control in the language class --the student must be encouraged to risk error, and errors must be accepted as inevitable. Instead of being the prime mover in the classroom the teacher becomes a classroom manager or guide encouraging students to make the committment to take risks and helping them to communicate what comes from within themselves rather than from within the teacher.

The control that the teacher exercises on the class may be aided by the effective use of nonverbal communication: whole body movements, gestures, facial expressions and especially eye contact. Even more important is the teacher's paralanguage aspects of voice such as tone, pitch, volume and intonation.

To keep motivation of the students at high level is one of the main tasks of the teacher's participation in class. He is to do this not only by varying his method of presentation or his instructional materials but also giving students a sense of security, success and achievement.

Another aspect for which the teacher's active participation becomes essential is that of correction and feedback during the class activities· in which students are taking active part. It is up to the teacher's good judgement to determine whether the correction should be made directly or should he encourage rather self-correction. The teacher has available devices for correction, some are verbal, others nonverbal; as for instance, the use of visual hand signals.

3.2.2. Researcher and Learner.- In addition to the tea-
cher's role of facilitating the communication
process between all participants in the classroom
and between these participants and the various
activities and texts, the teacher is to act
as an independent participant in the classroom
context and becomes researcher and a learner
himself.

Every class is a new and exciting experience
both for students and the teacher. Students
benefit from the learning they assimilate during
the teaching session. The teacher, on the other
hand, benefits from the experience of teaching
and of dealing with each individual separately.
He makes observations, hypotheses and conclusions
after each class. This in turn gives him light
and feedback for programming future classes,
for coping with specific learning problems he
may have had with any one of his students, or
simply to correct mistakes detected in the teach-
ing process.

As a learner he is, he should also keep
abreast of all innovative methods and techniques
in language teaching. This may well be accom-
plished by research or by interchanging informa-
tion with his colleagues.

Educational research is extremely important in the language teaching process. From the research results offered, we are able to attempt to assess the effectiveness of our educational system. At the same time, however, we need to be constantly receiving information about alternatives to traditional methods, so that the alternatives can be introduced, in some systematic way, into the system. Ideally, this process of experiment, report, implementation, observation and feedback would be a permanent feature of any educational system, which would be catered for in the administration and organization of the system.

3.3. Role of the Learner

The main concept behind the present research work is that the learner is a key factor in achieving success in an English class. We all realize that the learner is the "sine qua non" of the teaching-learning process; we also acknowledge that the learner represents the cause and effect of this process. In view of the above, it is needless to mention that the role he is to play is the essence of any methodology and/or of any approach to English teaching. Breen and Cadlin describe the learner's role as:

> "The role of learner as negotiator --between the self, the learning process, and the object of learning-- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way." (1)

In simpler terms the learner's role should become the focus of the attention of the teacher in the class-room. It is his interest, attitudes and preferences the ones that should prevail in programming and developing all classes. For this reason, the teacher must facilitate conditions in the classroom in order that the learner becomes the center of the classroom activity.

Social climate and variety indirectly encourage

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(1) BREEN, M. and CANDLIN, C.N.: The Essentials of a Communi-
cative Curriculum in Language Teaching.
page 89

interaction and communication in that they set the right atmosphere and provide instant motivation. The most direct way in which students are geared towards communication is to provide ample opportunity for student participation. This brings two advantages: (a) little or no teacher domination, and (b) minimal teacher talking time. At the most general level, effective students participation is obtained by allowing students to have beforehand, as much input as possible of the class itself.

Communicative activities lend themselves well to work in pairs or groups. In pairs, students can carry out interviews, write or complete dialogues and have one-to-one conversations or role playing. In groups, they can do problem solving, values clarification or role playing, and can prepare group outlines or compositions. In order to make such activities fruitful, the activity must be carefully planned, the students must have a specific task, there should be a limited but reasonable period of time for completing the task, and there must be time allowed for feedback; i.e., correction, checking and reconciliation of the various responses.

Since the teacher encourages students to communicate their own thoughts and ideas regardless of the errors they may make, this encouragement makes the students build "inner criteria" about the appropriateness of various language forms for expressing notions

in the new language. By using the new language for purposeful communication, it is internalized and becomes part of the student's personal and unique communicative strategy.

This student-centered approach provides for the nurturing of each student's self-esteem. Students are not made to feel totally dependent on the teacher as the "giver of knowledge". The teacher may "know" the language, but only the student "knows" what he wants to express through that language. The student and teacher are therefore placed on a more equal footing. They have something to offer each other, so the learning process is not a one-sided flow of information.

3.3.1. Individual Characteristics

Language learning proceeds at different rates for different persons under seemingly the same conditions. These differences are related to different capacities which are the results of genetic potential plus total past experience. These differences are not all of a single dimension; they can vary as to the number of units that can be learned, memory span, recall time, ability to imitate sounds, etc. Age, educational level, capacity, handi-caps, level of proficiency, goals and linguistic & cultural background are also significant varia-bles with regards to individual characteristics. Even a more important factor accounting for individual differences in learning is that of internal motivation. The reason why individuals enroll in English courses, for instance, are obviously a strong influence in determining the degree of assimilation of the material taught to the student.

Individual differences among the students demand a variety of appropriate drills and mate-rials not only related to their interests but also geared to their ability levels. These materials may not need to focus on problems of phonology, structure, reading or writing.

They may be needed for whole class presentation,
for sub-groups within the class, or for indivi-
duals. Provision must be made for self-checking
devices so that groups or individuals may some-
times work without the immediate supervision
of the teacher.

3.3.2. Motivation

A high degree of motivation among students
is one of the main features at which the new
methodology aims to achieve. By creating an
informal atmosphere in which the teacher is
not the "supervisor" but rather a guide and
by presenting quite a variety of activities
in which active participation of the students
is necessary, a good dose of motivation is being
injected into the stream of the classroom comuni-
ty. It has been sustained by psychologists
in the past that all novel experiences attract
our attention, curiosity and interest. The
same principle lies behind the presentation
of the group and class activities.

Successful second language learners are
nearly always highly motivated to learn the
language, and they persist in spite of the frus-
trations that almost inevitably accompany that
learning. This means that they are able to

tolerate and accept the difficulties and frusta-
tions, particularly those encountered in the
early stages when the second language may seem
strange-sounding and irrational, and when they
are almost totally unable to communicate in
it because of their lack of mastery.

Repetitious and monotonous activities and
drills are strongly avoided with the new methodo-
logy thus preventing that the student's degree
of motivation decreases and falls in the trap
of boredom and routine.

The teacher's role for this task becomes
crucial. Yet the teacher does not have to go
out of his way to achieve this. Some insignifi-
cant details used by the teacher in the classroom
may determine the amount of the interaction
achieved, for instance: eye contact. By keeping
eye contact with the student, the teacher, in
addition to giving the student a sense of securi-
ty, is also providing him with a personalized
approach and attention to the student, thus
giving him a sense of importance.

As it has been noted before, each individual
possesses his own characteristics of personality
and learning abilities. Additionally, each
one is driven by a certain internal motivation

when carrying out any kind of activity. This internal motivation is extremely important in language learning and it certainly accounts for individual differences in the classroom. For instance, a student who strongly needs to learn the language because he is in a foreign country and his need to communicate becomes imperative, will certainly have a higher degree of motivation to learn than another student who is learning English as a hobby.

In the survey made among UTPL students of Engligh Peritaje at different levels, students were asked the reason why they learn English. Their answers were not homogeneous; however, a relative majority (23%) replied that they liked English as a language, and 33% stated that they were learning it to be able to communi- cate with others in English. This, of course, motivates students a great deal in the process of learning a foreign language. On the other hand, there also exists those students who learn English just to comply with academic require- ments, those students have little motivation to start with, or to continue learning English.

It was noted from the results of the survey made to Peritaje students that their reason for learning English varied somewhat from level

to level. The higher the level, the _more_ earnest the interest in the language. Lower levels showed a tendency to learn English just to fulfill a requirement or as a pastime. To visualize it more clearly, please refer to Graph No.3.

3.4. Interaction between Teacher and Learner

The study of social interaction is admittedly far from neat. The study of human behavior is not an exact science, and it is made all the more complex inasmuch as human beings themselves are the ones doing the studying. But then, the fact that human behavior eludes neat description and prediction is, in part, what makes life so interesting.

A New York Times report on computer technology explained how difficult is proving to be to get computers to listen, to interpret speech. Although computers have been made to speak and to act, speech recognition is proving an elusive goal. Computers still do not even have the speech comprehension ability of a toddling infant. Thus, the ultimate goal of a computer that can talk with people as people talk with one another, or even a computer that can type dictation, is still very far off.

That this should be so is not surprising. To interpret speech we rely on much more than linguistic forms. We also have a general awareness of who is speaking, where and why, and interpret the message accordingly. The background perspective needed to understand how people talk and what it means when they do, comes not from linguistics alone. To understand language as human behavior, in the full social context in which it occurs, we must look to perspectives provid-

ed by a broad range of disciplines, among them: philoso-
phy, sociology, anthropology, psychology, literary criti-
cism and communication theory.

Teacher and learner roles define the type of inter-
action characteristic of classrooms in which a particu-
lar method is being used. Group work, as promoted
by the new methodology of English teaching, leads way
for social interaction to occur in class, as the teacher
does not dominate the class but rather becomes one
of the students himself. This interaction does not
occur only at the teacher-student level but rather,
in a student-to-student exchange. Please see graphic
on class interaction following as Chart No.3.

With the proper social climate and the high motiva-
tion elicited by the need and desire to communicate
and express himself, the student feels pretty much
at ease to develop his own ideas and express them in
a more natural way. Error-making, as has been noted
earlier, is only a device for coming through with learn-
ing the language and being able to express himself
using it.

When students are given the opportunity to "disco-
ver" the answers for themselves in groups, pairs or
individually, even the physical arrangement of the
classroom must change. As they are encouraged to commu-
nicate with one another, they must be given the opportu-
nity to face one another as they would in a normal

CLASSROOM   INTERACTION

STUDENT	↔	STUDENT	◄--►	TEACHER	◄--►	STUDENT	↔	STUDENT

STUDENT	STUDENT

STUDENT	↔	STUDENT	↔	STUDENT	↔	STUDENT	↔	STUDENT
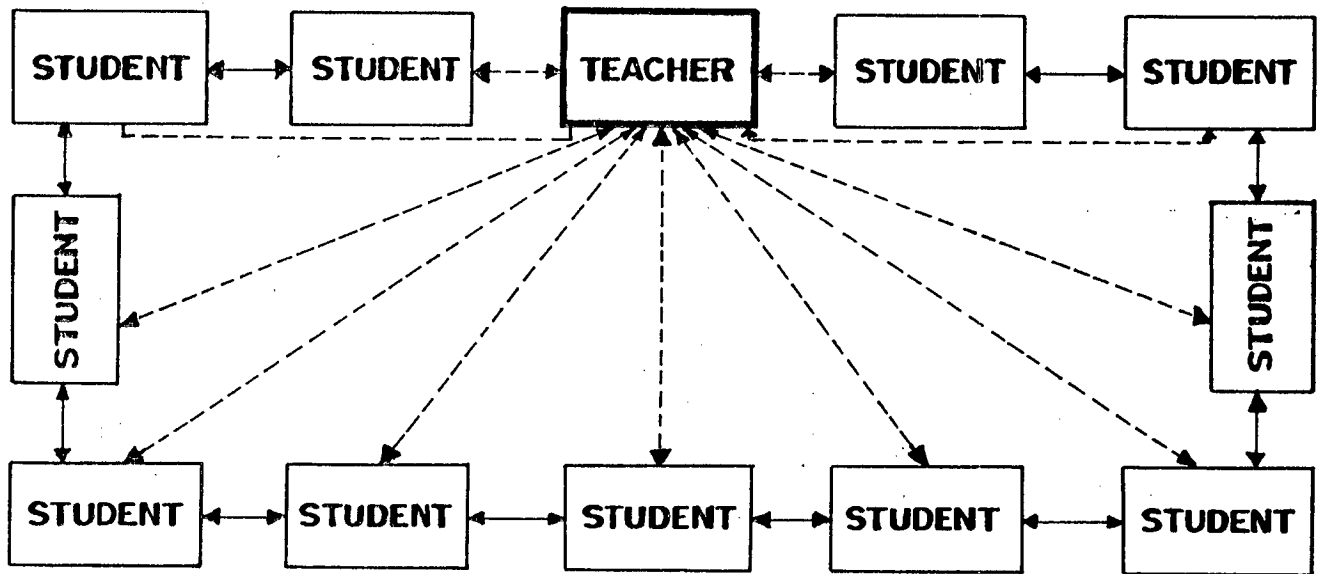
◄——► STUDENT TO STUDENT INTERACTION

◄----► TEACHER - STUDENT INTERACTION

conversation. The teacher as well could be included in this circle-seated arrangement, placing himself at the same level of the students, and mixing in with them. Likewise, knowing that the teacher is not after the student correcting each mistake the student makes, but instead is guiding and supervising the activities taking place, makes the student relax and concentrate more on the meaning of his communication more than the structure or form of such.

3.5. Interlanguage Talk.

In the course of learning a second language, lear-
ners will produce utterances which are ungrammatical
or otherwise ill-formed, when judged by the generally
accepted rules of the language they are learning.
This is, of course, obvious not only to teachers of
languages but to any native speaker of the target lan-
guage who comes in contact with them. The new methodo-
logy of English teaching, through development of group
activities offers the students a greater opportunity
to interact and communicate with one another. Obvious-
ly, in the course of this interaction, the students
who do not possess fluency in the foreign language,
make mistakes and express themselves as non-native
speakers. This special type of conversation that goes
on between non-native speakers in the classroom is
known as interlanguage talk.

The elicitation of interlanguage is essential
for the teacher because, as it has already been ob-
served, learners as well as teachers learn from the
mistakes made. Additionally, interlanguage functions
as a ladder for motivating the students to improve
their own knowledge of the language. The learner conti-
nues to upgrade his understanding of the target language
only as long as he has a motive for doing so. When
his interlanguage grammar reaches that state of elabora-
tion which enables him to communicate adequately for

his purposes with native speakers, his motive to improve his knowledge or elaborate his approximative system disappears.

The progressive elaboration of the interlanguage system of the learner is a response to his developing need to handle even more complex communicative tasks. If we can control the level of these correctly, the grammar will look after itself. Then, instead of grad-ing the linguistic material that we expose the learner to, the teacher should consider grading the communica-tive demands we make on him, thereby gently leading him to elaborate his approximative system.

3 .5.1. The significance of learner's errors.

There have always been two justifications proposed for the study of learner's errors: the pedagogical justification, namely that a good understanding of the nature of error is necessary before a systematic means of eradica-ting them could be found; and, the theoretical justification, which claims that a study of learner's errors is part of the systematic study of the learner's language which is itself neces-sary to an understanding of the process of second language acquisition.

In the field of methodology there have been two schools of thought in respect of learners' errors. First, the school which maintains that if we were to achieve a perfect teaching method, errors would never be committed in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching techniques. The philosphy of the second school is that we live in an imperfect world and consequently errors will always occur in spite of our best efforts. Our ingenuity should be concentrated on techniques for dealing with errors after they have occurred.

Whether we view errors through the mirror of the first or second school, we can determine that mistakes are of no significance to the process of language learning. However, the problem of determining what is a learner's mistake and what a learner's error is one of many difficulties and involves a much more sophisticated study and analysis of errors than that which is usually granted to them.

A branch of Applied Linguistics, known as "Error Analysis" devotes attention to determining what is a learner's mistake. It has two functions in general. The first is a theoretical one and the second a practical one. The

theoretical aspect of error analysis is part
of the methodology of investigating the language
learning process. In order to find out the
nature of these psychological processes, we
have to have a means of describing the learner's
knowledge of the target language at any particu-
lar moment in his learning career in order to
relate this knowledge to the teaching he has
been receiving. The practical aspect of error
analysis is its function in guiding the remedial
action we must take to correct an unsatisfactory
state of affairs for learner or teacher.

From the teacher's point of view, learner's
errors are important as they provide evidence
of the system of the language that the learner
is using at a particular point in the course.
These errors are significant in three different
ways. First to the teacher, in that they tell
him, if he undertakes a systematic analysis,
how far towards the goal the learner has pro-
gressed and, consequently, what remains for
him to learn. Second, they provide to the re-
searcher evidence of how language is learned
or acquired, what strategies or procedures the
learner is employing in his discovery of the
language. Third (and in a sense this is the

most important aspect), they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn. It is a way the learner has of testing his hypotheses about the nature of the language he is learning. The making of errors then is a strategy employed by both children acquiring their mother tongue and by those learning a second language.

3.6. Indivualized Approach to English Teaching.

When the methodology focuses on the learning, the class becomes student-centered, allowing for more active participation on the side of the learner and approaching each student in an individualized fashion. When the teacher motivates the student to express himself, he is personalizing language instruction. The role of the learner in such an approach becomes one which includes several aspects: a) the learner becomes a planner of his own learning program and thus ultimately assumes responsibility for what he does in the classroom; b) the learner is monitor and evaluator of his own progress; c) the learner is a member of a group and learns by interacting with others; d) the learner is a tutor of other learners; e) the learner learns from the teacher, from other students and from other teaching sources.

On the other hand, the teacher's role is to evaluate the learning process, detect flaws in the teaching-learning process, analyze the errors made in order to infer remedial actions and last, but not least, to predict to some extent the needs of the students, as a group and as individuals.

One way to motivate students is to personalize instruction. Students, whether highly motivated or

not, seem to enjoy talking about themselves and their own immediate experiences. No matter what textbook is used, its material can be related to the students; for instance, using the students themselves as examples to illustrate points of vocabulary and structure, or by letting the students create their own examples to illustrate a particular aspect of vocabulary.

CHAPTER IV
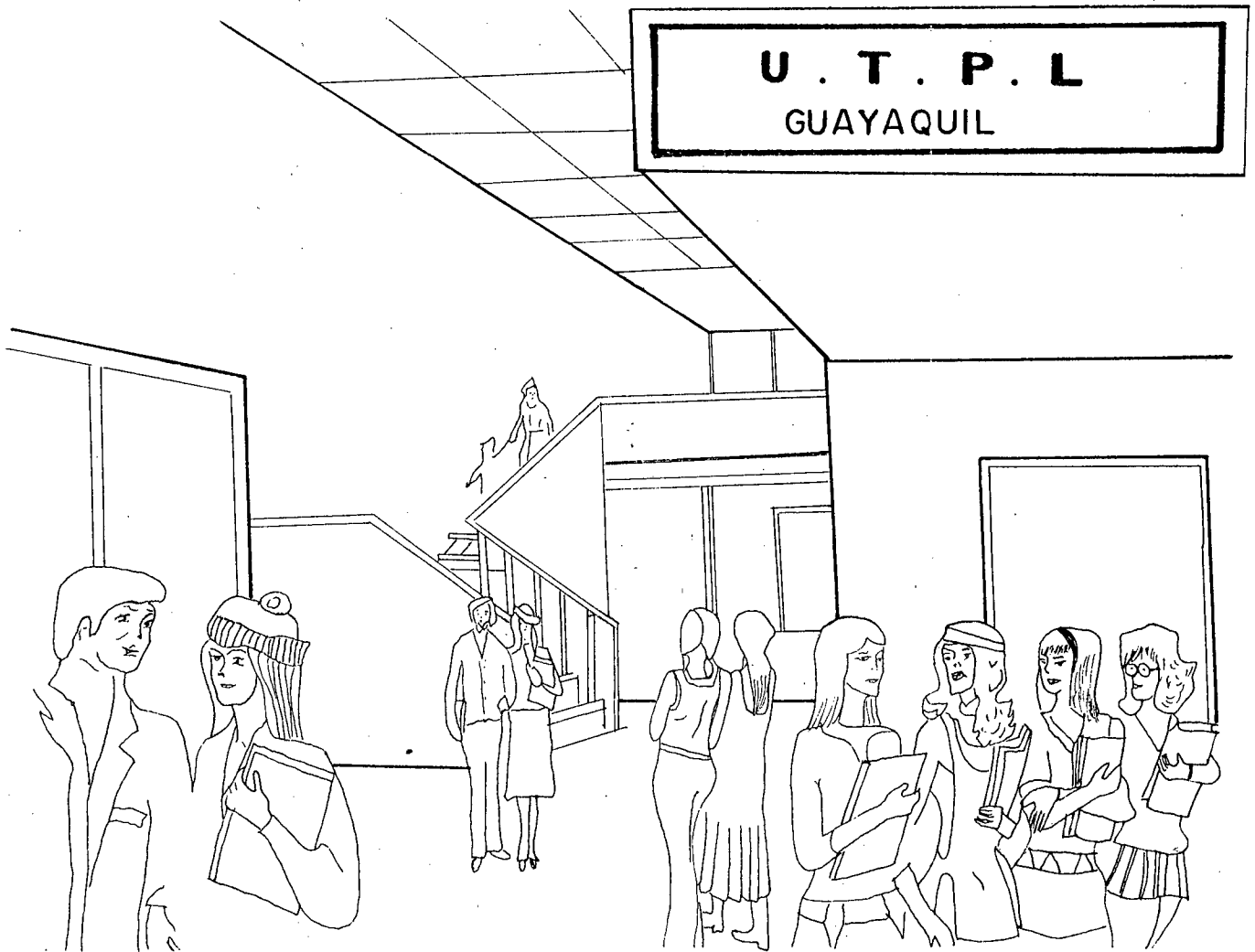
U . T . P . L
GUAYAQUIL

THE TEACHING / LEARNING PROCESS USING THE NEW METHODOLOGY AT THE UTPL ASSOCIATE CENTER IN GUAYAQUIL

CHAPTER 4. THE TEACHING/LEARNING PROCESS USING THE NEW

METHODOLOGY AT THE UTPL CENTER IN GUAYAQUIL

4.1. Statistical data and other information on the students
at Peritaje Level at the UTPL Associated Center in
Guayaquil.

An associate center is a supporting entity which
links the students of the Open System of the Universidad
Tecnica Particular de Loja to the headquarters of the
UTPL in Loja. There are 46 associate centers throughout
the country. One of the main centers, because of size
and number of students, is that of Guayaquil. With
720 students and located in the commercial downtown
area of Guayaquil, it offers UTPL students not only
the linking benefits of a center of its class, but
also the benefit to group other students and promote
a wide variety of activities in the teaching field.
Thanks to the existence of this center, this research
work was possible.

The English Specialization at Peritaje Level re-
cords 215 students registered for the period October
1987 - February 1988, which represents a 30% of the
total population of the Associate Center of Guayaquil.

Following is a chart on the number of students
registered in the English Specialization at all levels
of Peritaje:

CHART No. 4

ENGLISH SPECIALIZATION

ASSOCIATE CENTER GUAYAQUIL

U.T.P.L. (1)

Level	Registered	Withdrawn
I	55	17
II	51	4
III	38	8
IV	20	3
V	27	9
VI	24	2
	215	43

Data Source: Associate Center Guayaquil

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(1) Information obtained covers the period October 1987 –
     February 1988

English students of Peritaje attending the Open System follow the same methodology as the rest of the students at the Open University --they work on their own.   For this, they are provided by the university with four programs to be developed and completed within a period of 4 months.   These programs are complemented with specific strategies and instructions clearly indicated in the programs.   Students are also advised to follow the textbook corresponding to their specific level.   The textbooks are edited by UTPL and have been adapted specifically to respond to the needs of an open system of study.   The textbook and the programs also have another complement, the recorded cassettes. These provide the model for pronunciation and are the main support to the students.   From observations made at the Associate Center, though, most students complain that the recordings are not as clear as they should be.   Indeed, in a couple of occassions when I was asked to listen, especially at lower levels of English, recording was not too clear and the pronunciation gave ground for confusion.

Structured this way, students try their best to learn English in a very innovative fashion: at distance, that is without a direct control and guidance such as the one offered by a teacher in a regular classroom.

For a couple of years now the Associate Center in Guayaquil has been carrying out a program of mutual assistance among the students. This mutual assistance is effected through what is known as "Asesorías". "Asesorías" are given voluntarily by students of higher levels of any specialization to other students who find difficulties with any subject of the specialization. In the case of English, students of higher levels of Licenciatura and/or Peritaje assist their colleagues in lower levels by dictating classes which focus on the areas the students have most difficulties with.

Based on the fact that Asesorías was an activity already known to students at UTPL Guayaquil, therefore making it possible to work with a group of students, the idea of carrying out the investigation in-house was born and later crystalized.

4.2. The Students Investigated: 4th Level of Peritaje

Fourth Level of Peritaje was chosen to be investi-
gated in view of the fact that at this level students
offer more opportunity for participation; their level
of English is good enough to understand and follow
instructions thoroughly and, most essentially, they
are eager to learn more and faster.

With the assistance of the staff at the Associate
Center, each member of the IV Level of Peritaje was
contacted either personally or by phone in order to
form the groups that were to participate in this re-
search. Students were advised on the scope of the
work and were requested in advance to inform what aspect
of teaching they wanted to deal with. As a result,
three main areas were selected: Grammar, Reading &
Comprehension and Conversation. With this information
ready, a sequence of ten teaching sessions were then
structured. The contents for the class were obtained
from the Programs provided by UTPL, with the aid of
the textbook and taking into consideration the prefer-
ences of the students.

Following is a chart showing the names of the
students of 4th Level of Peritaje who took part in
this research:

Alcozer, C. Lila

Altaminarono Castro, Jeannette

Bayancela Guerrero, Patricia

Carpio C., Carmen Adela

Espinoza C., Doris

Fernandez F., Elba

Gonzalez S., Valentina

Izquierdo V., Kleber

Kravorovich, Paquita

Lallangui G., Manuel

Macías C., Eva

Mantilla M., Luis

Portacarrero M., José

Robles M., Fanny

Ruiz B., Mary

Villafuerte P., Raymundo

Vinces C., Adalguisa

In order to carry out this experiment it became necessary to divide the group into two subgroups: the Control Group and the Tested Group.

4.3. The Control Group

4.3.1. Structure

As is the case in any field investigation, the Control Group was formed by those students who were not to be exposed to the subject of the investigation. In this case, the students who formed this group were exposed to the ordinary conventional methodology of English teaching as conceived in this research work --one that focuses the main attention on the teacher and not on the learner.

In order to keep the Control and Tested groups with the same number of students, six students were selected at random from the list of students who signed in for this program. The six students who participated in this experiment under the Control Group were:

CARPIO, Adela

FERNANDEZ, Elba

LALLAGNUI, Manuel

MACIAS, Eva

ROBLES, Fanny

VINCES, Adalguisa

4.3.2. Development of the Class

During the first class session students were advised on the scope of the classes to be given to them, yet they were not informed explicitly on the contrast being made with the new methodology. In order to create motivation among the students they were told that the classes will be dealing with those aspects of their English learning which they encountered the most problems with. For instance, one of the main suggestions was to review the pronunciation since they all had problems in understanding the recorded cassettes corresponding to the programs. Therefore, in order not to interfere with the programmed classes, the class session was divided in two parts --one to carry out a regular class of 40 minutes, and the other to review the cassettes and practice dictation, as required by the 4th program contents.

The regular class portion of the session was normally executed during the two-week period. However, it should be noted that attendance to classes was in no way regular, creating some-times difficulties for continuing with the experiment and affecting also the development of the video recording aspect of this thesis.

The development of the classes was carefully controlled and observed using two devices: a) the filming or video recording of classes; b) the observation sheets filled out by a colleague who worked as assistant during the total experiment. This assistant, in addition to carefully jotting down all information on the sheets annexed as Appendix 20, also provided support for coordinating activities during the experiment.

For purposes of contrasting the conventional methodology with the new approach classes, three main areas were selected: Reading & Comprehension, Grammar and Conversation.

First, we were careful to use a classroom which was arranged in a very conventional manner --teacher in front, dominating the students sitting in rows, facing her. Also, we tried to maintain a formal classroom atmosphere throughout the experiment with this group.

The Reading & Comprehension class followed pretty much the same routine teachers in our environment often do. Upon the instruction from the teacher to open the book on certain page, students carefully followed the reading first made by the teacher and then by them,

repeating after the teacher. A variety of this activity was achieved by having each student read a paragraph on his own. The teacher carefully corrected the pronunciation achieved. No discussion took place after finishing the reading but proceeded to answer the questions already mentioned in the textbook.

The Grammar class, on the other hand, was given to students in a direct, formal manner. Taking the contents from page 298 of the IV Level Textbook, students were given the Rule of Sequence of Tenses. Teacher read the rule and students repeated. Likewise, the different examples given in the textbook were read and repeated. Once the whole lesson had been read, we proceeded to do the exercises contained at the end of the lesson in the textbook. For this purpose, the teacher called on each student individually to complete each sentence of the practice exercises on the blackboard.

For the Conversation class, dialogue on page 315 of the textbook was selected. First the dialogue was read aloud twice with books open. Then the group and in turn the individuals repeated each sentence after the teacher, encouraging them to closely imitate pronunciation,

intonation and stress. Following, two students

at the time were chosen to play the roles of

the dialogue people until all the students had

participated in the conversation reading. To-

wards the end, the teacher asked each student

the first question of the reading: "Are you

going to study in the U.S.?" and students an-

swered either "Yes, I am" or "No, I am not".

4.3.3. Results

In order to get the following results,

careful attention was given to the remarks regis-

tered on the observation sheets filled out by

the experiment assistant, the results of the

video recording, and the answers provided by

the students to a survey taken at the end of

the sequence of five-class sessions. Based

on the above, the following comments and conclu-

sions can be reported:

1) The class atmosphere was very formal.

2) Students had very little participation in

   these classes.

3) No free interaction student-student or

   student-teacher was observed.

4) Teacher was the main focus of all learning-

   teaching process.

5) Students had little motivation for receiving these classes in spite that these were partly in response to their interest or preference.

6) No English was spontaneously spoken by the students, using it only for the drills and repetitions they had to make. All the talking was done by the teacher.

7) Good pronunciation habits were inculcated.

8) The teacher hardly used any didactic material.

4.4. The Tested Group

4.4.1. Structure

This group, although receiving the same material as the Control Group, were given classes applying the new approach to English teaching, that is, focusing the attention on the learner.

Six students were chosen at random from the group of 12 who had originally signed in for this program. Within this group there were four women and two men. The students participating in these classes were: PATRICIA (Bayancela), LUIS (Mantilla), MAGALY (Doris Espinoza), PAQUITA (Kravorovich), RAYMUNDO (Villafuerte) and JEANNETTE (Altamirano). The ages of this group ranged from 18 to 45, thus forming a pretty heterogenous group. All the students had a full-time job and their motives for learning English were very similar. They were all highly motivated to learn English as they either liked to speak English as a second language or they felt it complemented their professional career.

4.4.2. Development of the experiment

From the very first class session --during which students were advised on the scope of this experiment, students of this group showed much enthusiasm and great cooperation spirit, which accounted for a large part of the success of this experiment. Although attendance was more regular than that of Group No.1, nevertheless it didn't show a 100% attendance record.

Like with Group No.1, classes for Group No.2 were also divided in two parts. One 40-minute session for classes with the new methodology and 20 additional minutes to review those aspects of the 3rd and 4th Program which they had difficulties with. Therefore, the experiment covered a sequence of five 40-minute classes. These classes were also under close observation using the same mechanisms as was done with Group No.1 --video recording and observation sheets.

The Reading and Comprehension subject was the first class of the series to be given to this group as it was felt that students had to adjust themselves to, perhaps a totally different approach. Carrying out a Reading & Comprehension class could introduce them to an informal

environment easier than any other type of class. For this purpose, the same reading that was chosen for Group No.1 was also used in this class: "The Peoples of Soviet Russia".

To promote motivation and some interaction at the initiation of the reading, students were asked to give their opinion as to what they thought the title implied. By doing this, at the same time that students were introduced to a new methodology, the teacher had the opportunity to evaluate the level of fluency of English that each student possessed. The development of the class took place without much effort from the students as they became accustomed to each other and to the new approach in a totally informal atmosphere. One student at a time was asked to read a paragraph and then urged to make a question to find out from one of his classmates something that would imply good reading comprehension of said paragraph.

As a visual aid, a book with a map of Russia showing the actual Republic's division was left on top of the table for their perusal.

Towards the end, and using the final sentence of the reading as a basis, the teacher promoted a discussion among the students on

whether Russia might become the first industrial power in the world. By this time, the students were quite at ease and much enthusiasm and total interaction was achieved.

The Grammar class was perhaps the class in which the new methodology contrasted the most with the conventional one. For this class a role playing situation was devised, making student's participation the essence of the class and at the same time drilling the indirect speech structure peripherically. Role assignment, instruction sheet and other material used in this class is annexed under Appendix 12.

Since students had already been exposed to an informal environment in class and by this time, everyone knew each other pretty well, the play devised took place without much difficulty. In the conventional approach, indirect speech was taught in a dull manner: converting direct speech into indirect speech, following the rules step by step. During the preparation of the new methodology class, it was obvious that repetition is a must if indirect speech is taught, therefore, it was necessary to have someone hard of hearing and, perhaps a non-English speaker.

The play took place at a "hotel", the UTPL

Hotel. Posters and signs were made beforehand and pasted in different places in the classroom: there was a corner for the "Reception" and one for the "Dining Room". The "UTPL Hotel" poster also had drawings of a conversation pattern using indirect speech, as a guide for students.

Other realia was brought to class in order to give students a closer feeling of their roles: the associate center contributed with a speaker's booth as the Receptionist counter, a bell and a hotel room key were also provided. The guest used a briefcase as luggage, the waiter used a napkin on his arm, the cook used a Chef's hat, and the dining guest used a tray as a soup dish.

The theme was given to the students beforehand and they were supposed to fill in the dialogues: "There is a hard-of-hearing guest trying to check-in the UTPL Hotel. The receptionist encounters difficulty when trying to get normal checking-in information, so the guest constantly turned to the bell-boy for help, asking him to repeat what the Receptionist had said".

The same hard of hearing guest engaged in a similar situation at the dining room when the waiter wanted to take the order. The guest
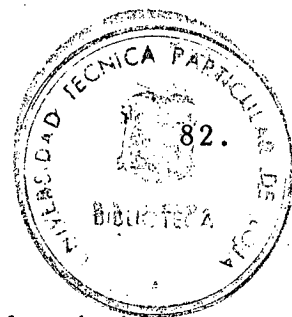
kept turning to another dining guest for help.

Another situation was created when a dining guest found a fly in the soup and wanted to complain to the cook. It so happened that the cook only spoke Spanish, thus calling on the waiter --who was bilingual-- for help.

Some of the above situations were suggested by the teacher, others came from the students' own creativity. This was an excellent way to show their acting abilities as well as to express themselves in a most spontaneous manner. They enjoyed the class very much.

The conversation class did not follow the same contents as the conventional class. Here students were provided in advance with the sub-ject of the conversation, as well as a list of useful expressions which could be used in the possible conversation. These items are attached under Appendix 14. During the class, students developed a conversation on what they would do if they could speak English fluently. Students participated in full again in this class, turning to the teacher every now and then looking for reassurance and/or correction.

The classes given to Group No.2, because of their environment of informality, allowed

that some games be played in class at times. These games not only were used to easen up the tension in class but also as a drill and practice of newly acquired vocabulary. Such was the case when the game of "Guess what I have in this Bag" took place, and the use of hyphenated modifiers ending in -ed was elicited in a most natural manner (two-headed man, hand-painted card, snow-covered mountain, etc.).

4.4.3. Strategies Used in Class

Careful and extensive preparation of the classes was necessary in order to anticipate for a stronger and more active student participation. Following the recommendations and hints provided by skilled teachers consulted, as well as by specialized books and magazines, the strategies specified below came into play during these classes.

The first thing attempted was to create a social climate in which students would feel at ease. Instead of using the formal-physically organized classroom, either the teacher and students shared the same table, or seats were organized so as to form a circle, making students face each other and the teacher --not sitting in rows behind each other. This informal set-up made it therefore easier for the teacher and students to interact. Whenever the teacher had to give instructions or explain or ask questions, attention was given to maintain eye contact with the students in order to create some reassurance and control feeling in the student.

Classes were not spelled out entirely; that is, the lesson was given peripherically. A clear example was the Grammar class. As with

the others, posters, drawings and other devices dealing with the class were unobtrusively presented to the students: charts on the wall, a book on the table, etc.

English was spoken in class and students were requested at the beginning of each class to express themselves in English, in their own words. It was also explained that if they felt they could not go on with a sentence because they didn't know a certain word in English, they could say it in Spanish as long as they could finish the rest of the structure in English. It was also reminded to the students that this was an English class, the students' opportunity for using English; that they were wasting their time by speaking their native language.

Students were encouraged to speak regardless of the errors they may make. They were also advised that their participation in class will be taken into account for the obtention of results.

Correction was made indirectly, sometimes using nonverbal communication such as gestures and hand movements. Students often turned to the teacher asking for this kind of correction.

At other times, correction was not possible to be done indirectly, therefore the structure was repeated by the teacher in the correct form but without making emphasis on the correction itself. Those students who seemingly had more difficulty in expressing themselves were given more opportunities for making their contribution to the class.

4.4.4. Results

Like it was done with the conventional approach, the conclusions made on the results of this experiment are based on the findings registered both in the video recording of the classes, as well as on recorded events in the observation sheets and the answers from the survey. The findings are:

1) Class atmosphere was informal and tension-free.

2) Students' participation was the essence in each class.

3) Students felt highly motivated to partici-pate in the classes.

4) Much interaction student-student and student-teacher was accomplished.

5) Teacher's active participation was not the center of the class.

6) Students understood much more of the contents of the reading when discussing it in class.

7) Students felt they were actually speaking English.

8) Teacher had to prepare a good deal of didac-tic material for the classes.

9) Students showed spontaneity and creativity
as their personal contribution to the
class.

10) Students had the opportunity to use struc-
tures learned in the context of actual
everyday speech.

11) The teacher was able to give individua-
lized attention to particular needs found
in each student.

For an easier appreciation of the above results,
please refer to Graphs 2 - 4.

CHAPTER V

IMPLICATIONS OF THE USE OF THE NEW

METHODOLOGY OF ENGLISH TEACHING
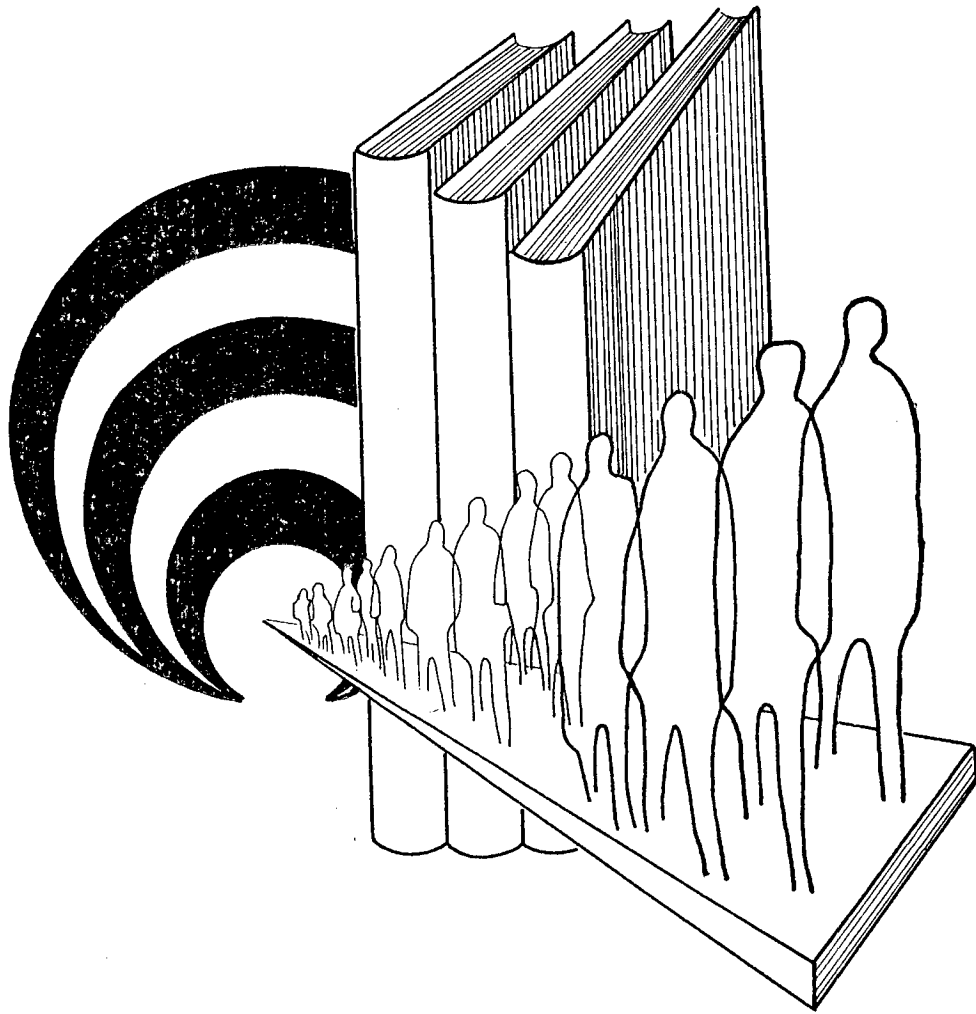
CHAPTER V. IMPLICATIONS OF THE USE OF THE NEW METHODOLOGY OF ENGLISH TEACHING.

5.1. For the English Students at Peritaje Level at the Associate Center in Guayaquil.

The system of education at distance used by UTPL in its Open University makes this a unique education system. The main objective of the University, conceived this way, is to reach even the most remote place in the country and offer an opportunity to those students who want to advance in their knowledge, skills and formation. To do this, the Open System has to carefully prepare the material to be provided to the students as a basis and as a guide to study, taking into consideration that the student has to work on his own without the direct participation of the teacher.

Upon enrolling in the Open System of studies, all students are briefed on the procedures and norms regulating the system and for this purpose they are handed out a manual which outlines what is expected from the students.

This manual on its page 3 reads:

"The Open System requires that the student:

-   Instead of being an expectator of his own education, he becomes the actor of such.

- Obtain solid habits and attitudes in his formation and in the acquisition of knowledge.

- Acquire ability for criticism and analysis and always come up with an original and positive answer.

- Become subject of his own promotion through a system of self-teaching." [1]

There are several characteristics around this system of studies, all aiming to an individualized approach to learning. For instance, assignments to be carried out by students require by force that the student undertakes some research work: sometimes bibliographical, sometimes in the field. The personal contribution or personal touch given to this work accounts for a higher score of the work. Teachers and evaluators accord a high percentage of the score to the aspects of investigation, originality and crea- tivity.

If a student has to investigate first to then make his own conclusions and then summarize them, without realiz- ing it, he is going deep in the subject matter and therefore really learning the material. It is different if the student were just asked to learn hundreds of pages from a book and then asked to memorize them.

Following is a chart prepared by UTPL which outlines the teaching-learning process at the Open System..

_____

(1) UTPL. Manual para el Estudiante, page 3. Author's translation

ENSEÑANZA - APRENDIZAJE EN UTPL

PROGRAMACION

POSIBILITA

PROFESOR ←— IN TERACCION —→ **ALUMNO**

CANALIZA

ESTIMULA Y PROMUEVE

Actividades ético-morales
Nuevas formas de aprendizaje
Habitos metodologicos

ELABORA

objetivos
autoevaluación
Apoyos Complementarios
Contenidos
Guias - Asesorias
Actividades

AL DESARROLLAR LA PROGRAMACION

Adquiere conocimientos científicos
Interioriza habitos
investiga
Descubre y aplica nuevos metodos
Realiza autoaprendizaje
Expresa su originalidad
Crea

ASPECTOS EVALUATIVOS

Personalización
Espíritu crítico
Originalidad investigación
Puntualidad
Aplicación de tecnicas
Estructuración lógica
Presentación
Creatividad

**PROGRAMACION
DESARROLLADA**

CHART № 5

The above description of the Open System was deemed necessary in order to make it clear that the students of UTPL are no ordinary students' who are attending ordinary classes like those found in public educational centers. The UTPL students yet are exposed to the best system of studies, one that calls for a high degree of student participation in the development of their education. However, a further distinction has to be made at this point and that is that there exists a marked difference between learning regular new material in your own native language and learning a totally foreign language. In other words, students attending UTPL at any of the other specializations differ greatly from those learning English at Peritaje level.

The Peritaje Level at UTPL aims at teaching a foreign language to its students just like any other language school. Yet, as we have seen above, the system is no ordinary system, and a foreign language is indeed different than dealing with your own native language.

For teaching English the Open System also offers its students the same concept of education at distance and in doing so, likewise contemplates the execution of monthly programs and two evaluations "in person" per semester. Additionally, UTPL offers its students a textbook to be followed, textbook which has been edited at UTPL and adapted for this system. As a complementary material, students are provided with cassettes, which mostly contain readings from the textbook,

exercises of sound discrimination and dictation exerci-
ses. The whole program calls for 6 levels of study
and students are placed accordingly to their level
of knowledge of the language, according to the results
of a placement examination.

The basis of this research work underlies in the
fact that an active participation of the student is
a determining factor for a successful learning. As
seen in the brief description given of the Open System,
students in general are demanded of a high degree of
participation in their learning process. However,
Peritaje level does not conform to this individualized
approach to teaching. Most programs and assignments
are fixed and only require one type of answer: there-
fore, the aspects of creativity, originality and indivi-
duality cannot be applied here. At the same time,
the students who are being exposed to a completely
new set of habits of pronunciation and patterns find
themselves in a great need of a live model to follow
and a direct intervention from the teacher, or his
substitute. This is more notorious at the lower levels
where students are learning the basic notions of pat-
terns and sounds.

The use of the recorded cassettes in this system
does not compensate for the lack of a live teacher.
The cassettes do not contain any address to the student
at the initiation, nor do they provide a motivating
introduction for the development of the exercise, as

would normally do a teacher when beginning a class. The completion of the recorded exercises is turned into a mechanical chore as there is no incentiveness involved, nor there *is* a reinforcement of the material learned. In this context, the so-called audio-lingual method comes into play. The learner repeats automatically and responds only to a specific stimulus.

The use of the new methodology, as conceived and described in Chapter III of this research work, for the Peritaje level will certainly imply that a whole new set of provisions be made in order to compensate for the lack of direct guidance of the teacher and the lack of interaction both among students and with the teacher. In order to promote activity among students, several aspects would have to be restructured, so as to facilitate that students are together in a designated room and can carry out some meaningful activities. The students expect to learn English to communicate in it; therefore, they should be given the opportunity. These expectations are reflected on Graphs 6-9, prepared based on the results of a survey made to these students.

Although the author does not know in detail the general objectives of Peritaje level, it is assumed that one of them is to prepare them for a future English teaching career and therefore it aims to teach, improve and sharpen the knowledge and fluency of the English

language of its students in order that they pursue superior studies in Licenciatura. Based on this assumption, a more communicative and participative approach has to be stimulated to students in order that they may profit from the English teaching and be prepared to further university-level studies.

The present structure of the Peritaje level does not provide any conditions for the application of the new methodology --one which focuses on the active participation of the learner-- as it does not respond to their needs. The majority of the students surveyed declared that they are most interested in the conversation aspect of English, as can be appreciated on Graph 10. These type of classes are impossible to carry out under the present conditions, first because of the physical layout of the learning situation and second, because it takes at least two individuals to carry out a conversation or a dialogue.

5.2. For the potential teachers at present studying English Licenciatura at UTPL

The Open System at UTPL additionally offers to its English students' studies at Licenciatura level. At present the system allows for enrollment at Licenciatura to those students who have either completed the sixth level of Peritaje or scores 90 points in the placement examination.

English Licenciatura aims at providing its students with an overall general formation at University level with the view of training English teachers for high-school level. For this purpose, it is contemplated that students complete six semesters' work. The pensum of studies required for Licenciatura includes 52% of courses in English and 48% in Spanish. Within the 52% of English courses, a 7% is dedicated to teach English at an advanced level, the remaining 45% corresponds to the subject of specialization, such as methodology of English teaching, testing, analysis and comparison of English with Spanish, etc. The Spanish courses, on the other hand, are those courses common to all specializations and which include general cultural knowledge.

The students of English Licenciatura follow the same system of studies as the rest of the University-level specializations. As we have noted, this system

indeed provides for a high student participation in the learning process --situation which is considered of utmost benefit in the learning process. However, the basic premise here is that the student's active participation is essential to the language learning specifically. Students at Licenciatura are no longer learning English as a foreign language. To support this, just take a glance to the pensum of studies. It provides only for a 7% of the whole program to focus on the sharpening of the English language. The students here are learning new material in a foreign language, material which deals with the training of English teachers.

We can say that the use of the new methodology to English teaching in Licenciatura doesn't have implications for the learning process per se, as language learning is not the objective at this level. Nevertheless, students at Licenciatura are placed in an optimal position --they are being taught how to teach and they are learning how their prospective students are to learn. Therefore, in view of this excellent perspective, students should be made aware of the several innovative methods to teaching that exist in order that they may realize the advantages and disadvantages of each one of them.

Being that students at Licenciatura are themselves beneficiaries of a system which inculcates a high degree

of active student participation in the learning process, it would be a loss not to expose them academically to this approach to teaching-learning. At present, there exists one course on methodology of English teaching in the pensum, yet it focuses only on one perspective. Additionally, the textbook used dates back 17 years and an efficient teacher --as he is trained to be at UTPL-- needs to keep abreast of all innovative approaches to English teaching.

Being exposed to newer methods of English teaching will also give students a greater sense of security in the field of teaching and can even motivate them to engage into deeper studies in methodologies, such as research work for a thesis.

The Open System does not need to do the work for the students, yet it can incentivate them into searching and finding out about other approaches to English and, why not, put them into practice.

As a conclusion, and having just finished my training in Licenciatura, I can speak on behalf of my colleagues in regard to the importance that entails knowing about other views to English teaching and better yet, if you can have the opportunity to try it yourself.

5.3. For the UTPL Faculty

The findings of the experiment carried out at the Associate Center in Guayaquil give way to the formulation of several considerations that should be taken into account by the UTPL Faculty.

To start, I think it is necessary and important to emphasize the key role that an associate center plays in the successful development of the open system of studies. As demonstrated in this experiment, it was due to the existence of this center that it was possible to investigate students of our own University. Additionally, the associate center in question is equipped and furnished adequately as to provide an appropriate environment for students' meetings as well as classrooms for some pedagogic activity. The assistance of the Center's staff in the organization of the different activities carried out also deserves some recognition and leads to the conclusion that the center can be a more agile, active institution than what it already is, if it is given the opportunity.

The good disposition that the students showed in participating in the experiment indicated that indeed they were all eager to learn and find out ways to improve their learning. This could also lead us to the conclusion that there is enough human resources at the University to enable other students and teachers

to carry out any group activities, such as Seminars, practical classes, "Asesorias" and/or even experiments.

When the students were contacted to sign up for the experiment they were offered an "Asesoria" which meant a voluntary assistance and guidance on the material they had most difficulties with. The students' response was unanimously positive which indicates that students indeed needed some help and advise in completing their cycle of study.

Based on the results of the surveys and of the observations recorded, an increasing fluency of speech and expression was registered for the students conforming the Tested Group. Indeed, the gradual progression of speech was noticeable. The eagerness to express themselves and speak English actually disinhibited most of them. Since conversation was the most attractive aspect they were interested in, special emphasis was given to it. At the end of the experiment students were grateful for having been given the opportunity to interact in English. This fact is supported by the survey questionnaire administered to them which indicates 100% satisfaction of the classes using this approach. Please refer to Graph No. 5.

Based on the results of the surveys made to both the tested and the control group, it is also demonstrated that students who were given the opportunity to

participate actively in class believed they had assimi-
lated the material much more than those who did not
participate. Likewise, most of the students of both
groups felt that the active participation of the stu-
dents was essential to the learning-teaching process.
Furthermore, the tested group unanimously believed
that the classes given to them had helped them accom-
plish the objective that motivated them to learn En-
glish; not so in the case of the control group whose
answers were pretty heterogeneous. Graphs 4 & 5 reflect
these opinions.

For the English teachers to implement a new ap-
proach to English teaching at Peritaje level is a very
complex task and as we have analyzed previously it
would not be an easy one. The open system as presently
structured for its Peritaje level does not contemplate
an individualized approach to English teaching; the
levels of English are too varied and there is no homoge-
neity in teaching procedures. For instance, students
at first and second level cannot expect to hold conver-
sations or do much of group activity; their learning
is one of drilling, repetition and probably theory.

However, and taken into consideration the results
of the experiment, teachers can respond to the needs
of the learners at higher levels in a more creative
fashion so as to bring the learner into immediate play

in the learning process. In view that direct contact with the teachers is not possible, provisions can be made in order to substitute for it. The recorded cassettes could help in. Yet, they are not to be a mere mechanical device. Recording should be made so as to resemble a real class. For instance, the cassette could start:

"Good morning students, today is a beautiful day here, the sky is clear and it is just a bit warm. How is the weather over there? (pause) Well, are you now ready to start your new dialogue....."

instead of the formal and impersonal introduction that cassettes have at present. It should be borne in mind that in absence of the teacher to direct any participation of the student, there has to be another person either in live or in recording that can elicit any participative or communicative behavior from the student.

It is the intention of this work to reach the UTPL Faculty at the Open System in order that they appreciate that the needs of the learners do play an important role in the learning-teaching process, and if indeed the new approach cannot be implemented at the level of teaching the language, it can be implemented at the level of training students to become more efficient teachers. Whether the methodology is implemented or not, students at Licenciatura should be given

at least the opportunity to learn about innovative approaches to English teaching, since as Mary Finocchiaro once said: "Each one of the methods has value".[1]

(1) FINOCCHIARO, Mary: English as a second language, page 38

SUMMARY

Being a recent graduate of English Licenciatura and facing a teaching career in the future, motivated the author to undertake a thorough analysis of the existing alternatives for approaching English teaching. It is indeed interesting to find and to prove that language teaching at present does not conform to the most recent studies of effective language education.

In order to give this research work the scientific character that a work of this type entails, it was first deemed necessary to present under Chapter I the basic notions involved in the learning process. Different theories of language learning and of motivation are described therein, including the most recent views to learning which advocate for a more active participation on behalf of the learner, and definitively underscoring the existence in every human being of a language acquisition device.

Chapter II of this research work deals with the old view to English teaching --one in which the teacher is the main actor. The term "traditional methodology" has been applied here for purposes of contrasting it with the new approach to English teaching --one which focuses on the learner's active participation. Although this methodology does not refer to a specific method in particular, it has been noted that the audio-lingual and textbook-oriented methods are directly linked to this category because they

do not call for an active student participation. It is claimed all throughout this research work that it is the traditional methodology the one that prevails at present in most of our classrooms. To support this claim a survey was made to a selected group of 20 English teachers both at University and high-school levels in Guayaquil. The results are clearly visualized on Graph No.1 which accounts for a high percentage of use of audio-lingual and textbook--oriented methods and a small percentage of group work.

Additionally, in this chapter two polarizations are clearly marked: the teacher's role and the learner's role. Under the teacher's role we see that he directs, controls, dominates the entire classroom. He prepares his classes based on the contents given to him by the educational center and does not adapt them to the actual needs of the learner. Seventy percent of the teachers surveyed confirmed the former statement. The learner's role, on the other hand, is one of being a passive agent in the teaching-learning process. If he is to perform any activity, such is merely a mechanical one or one of imitation. His spontaneity, creativity and ability to express himself in the foreign language does not come into play at all. The fact that most students learn English because they like the language and would like to communicate in it, is also demonstrated in this chapter through a survey made to 30 students at UTPL Peritaje who, in a 70%, also believe that the active participation of the student in class is essential for a successful language learning process.

The new methodology of English teaching introduced
in Chapter III analyzes, through several different headings,
how this approach works and what are the benefits of its
use. The relevant aspect dealt with herein is the flexibili-
ty displayed by teachers and learners for the application
of any particular method which may result in a higher degree
of student participation and which corresponds directly
to the learner's needs. The student participation in classes
results as an inevitable response to the student's needs
for learning the language. Here again the teacher's role
and the learner's role are analyzed thoroughly reaching
the conclusion that the teacher's role should be one of
mediator or facilitator of a relative communicative interac-
tion between teacher and students and among students.

Another important issue raised in this chapter is the
importance of accepting errors made by the students and
the value they have for the teacher in evaluating his own
working procedures and future preparation of classes.

It is in Chapter IV where the hypothesis of this re-
search work is verified. In order to do so, an experiment
was carried out with students of IV level of Peritaje who
were divided into groups. One group was exposed to the
traditional way of teaching and the second group, to the
new approach to English teaching. The results, registered
both in observation sheets and in video recordings account
for a greater active participation of those students who
declared to be satisfied with the methodology used and who
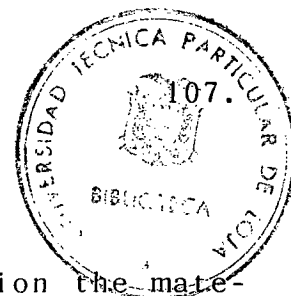
also believed they had learned in a large portion the mate-
rial presented. What was interesting to note in the develop-
ment of the experiment was that tested students showed a
great dose of motivation to act in class, and as classes
gradually developed so did their speech fluency. The control
students, on the other hand, ended the experiment without
other contribution than demonstrating that traditional clas-
ses are indeed teacher-dominated and that such classes didn't
help much in achieving the objectives that motivated them
to learn English.

Other results of the survey show:

Control Group

1) Only 50% of the students were satisfied with the classes
given.

2) 50% believed they had assimilated just a little of the
material taught; while 33.3% believed it was much and a
16.7% believed it was nothing.

3) Only 50% of the students believed the classes given had
helped them achieve the objective that motivated them to
learn English --to communicate with others in English.

4) 83.3% acknowledged that during those classes the teacher
was the main actor and that the student participation was
essential.

5) 50% acknowledged that their participation had been limited
while the other 50% believed it had been none.

Tested Group

1) 100% of students were satisfied with the classes. This explains the high motivation displayed.

2) 100% declared they had assimilated much of the material taught.

3) 83% were of the opinion that the positive aspect of the class was their own participation; another 17% thought it was the informality of the class.

4) 100% believed that the classes given helped them achieve the objective that motivated them to learn English.

5) 100% acknowledges that their active participation was essential in the classroom.

Under Chapter V the author tries to focus the use of the new methodology to the real conditions of the UTPL Open System of studies. Yet certain aspects come to light, among them it is acknowledged the fact that it is a very complex and difficult task to implement a higher active participation of the Peritaje students, especially at lower levels where students are starting to learn the language but, at higher levels it may be possible through a carefully designed plan that demands a higher degree of student's active participation. It is also acknowledged that the Open System of studies already implements this approach to teaching --one which demands that the student creates, participates and investigates. Yet a discrepancy arises when students of English Licenciatura, in their training career, are not

trained nor exposed to this approach to teaching. As demons-
trated in this thesis and as demonstrated all throughout
my career at UTPL, the participation of the learner is a
key factor to a successful learning.

Therefore, the hypothesis "TO ALLOW THE LEARNER TO
PARTICIPATE ACTIVELY IN THE TEACHING PROCESS WILL ENSURE
A HIGHER DEGREE OF ASSIMILATION OF THE GIVEN MATERIAL, SINCE
THIS MATERIAL CORRESPONDS TO THE DEMANDS AND INTEREST OF
THE LEARNER" is hereby verified.

CONCLUSIONS

1.) The role of the learner as an active agent of the teaching-learning process is essential.

2.) Students who participate actively in the teaching-learning process show high motivation to attend classes in order to learn English.

3.) A higher degree of motivation determines that the student actually assimilates and learns more.

4.) When the subject taught responds to the needs of the learner, the learner assimilates it much easier.

5.) Students who engage into group activities and are therefore forced to interact have more fluency of speech than those who are not given the opportunity to interact.

6.) Since the aim of most English students is to learn how to speak the language, their active participation in class facilitates them to obtain a better command of the language.

7.) When the classes are teacher-dominated, students become a passive agent of the teaching-learning process thus preventing them to learn more.

8.) Class interaction offers the student more security for speaking the language and gives them the opportunity to use communicative language; language that they can use once outside the classroom.

9.) Peritaje students are eager to participate actively in classes.

10) In order for the teacher to achieve active student participation in class, careful and detailed preparation of the material is a must.

11) At present the Open System offers its students this new approach to teaching in all specializations other than Peritaje.

12) The approach given to English teaching at present in Ecuadorian secondary schools is not one which aims at teaching English in order that the student actually communicates in English, but rather one that allows the student to understand superficially the foreign language.

RECOMMENDATIONS

Based on the findings of this research work, the follow-ing recommendations can be made:

1.) Extend the pensum of studies for English Licenciatura in order to include more courses or activities tending to train the English teacher as such in a more complete manner. They may include another course on methods and techniques to be used in English teaching.

2.) At higher levels of Peritaje or lower of Licenciatura, programs should incorporate more motivating material. Tapes should be more personalized and informal and should include more survival language, taking into account the student's level of studies.

3.) Additionally, at this level, programs should include strategies or suggestions to the students for carrying out extra-curricular activities that could help the student improve his English knowledge. Such activities may include attending specific movies, plays or reading special articles in magazines.

4.) When correcting programs, teachers should include posi-
tive, negative or praising comments in order to incentivate
the student and really execute the individualized approach
to English teaching.

5.) As part of their teaching training, English students
should dictate classes to other UTPL English students at
lower levels, using for this purpose the facilities at the
associate center.

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G R A P H S

1. Teaching Methods Used in Guayaquil

2. Results of Observation Sheets - Control Group

3. Results of Observation Sheets - Tested Group

4. Results of Survey Made to Students in Control Group

5. Results of Survey Made to Students in Tested Group

6. Opinion of UTPL Peritaje Students in Levels II, III, V & VI - According to Survey Made (**Reasons for Learning English**)

7. Opinion of UTPL Peritaje Students in Levels II, III, V & VI - According to Survey Made (**Active participation of the student**)

8. Opinion of UTPL Peritaje Students in Levels II, III, V & VI - According to Survey Made (**Participation in class was relevant**)

9. Opinion of UTPL Peritaje Students in Levels II, III, V & VI - According to Survey Made (**How to learn English**)

10. Opinion of UTPL Peritaje Students in Levels II, III, V & VI - According to Survey Made (**Aspect. of English of most interest**)

11. Opinion of UTPL Peritaje Students in Levels II, III, V & VI - According to Survey Made (**Methods exposed to**)

GRAPH No. 1

TEACHING METHODS USED IN GUAYAQUIL

Based on a survey made to 20 English teachers

A
33.3%

B
40%

D 6.7%

C
20%
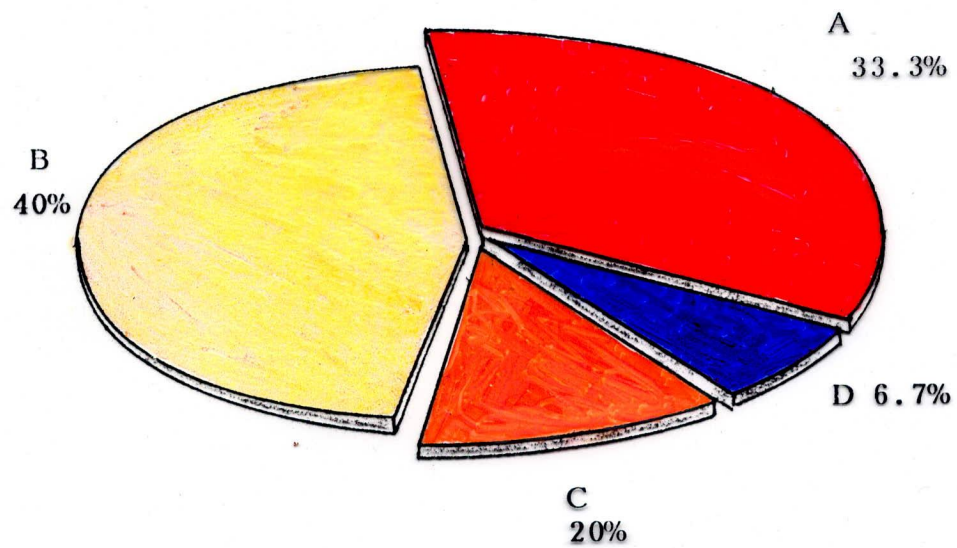
A. Text-oriented method

B. Audio-lingual

C. Audio-visual

D. Group work

(For more details, please refer to Appendix No. 1)

GRAPH No. 2
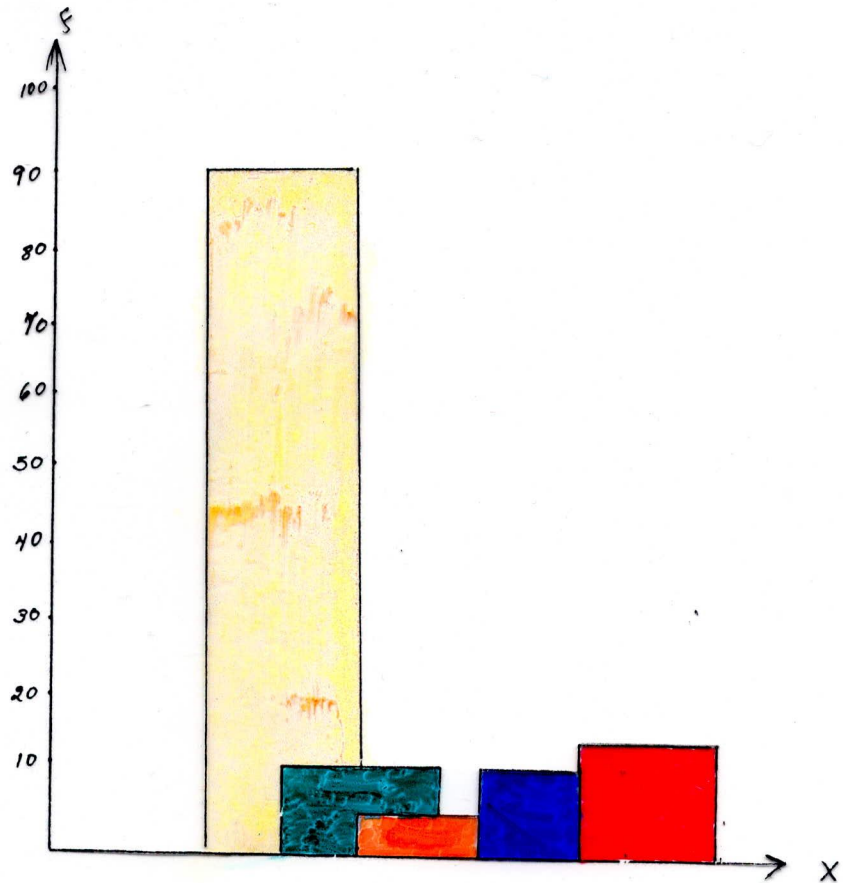
RESULTS OF OBSERVATION SHEETS

CONTROL GROUP

a)   Teacher participation

b)   Students' participation

c)   Students' motivation

d)   Communication

e)   Interaction

(For more details refer to Appendix No. 2)

GRAPH No. 3

RESULTS OF OBSERVATION SHEETS
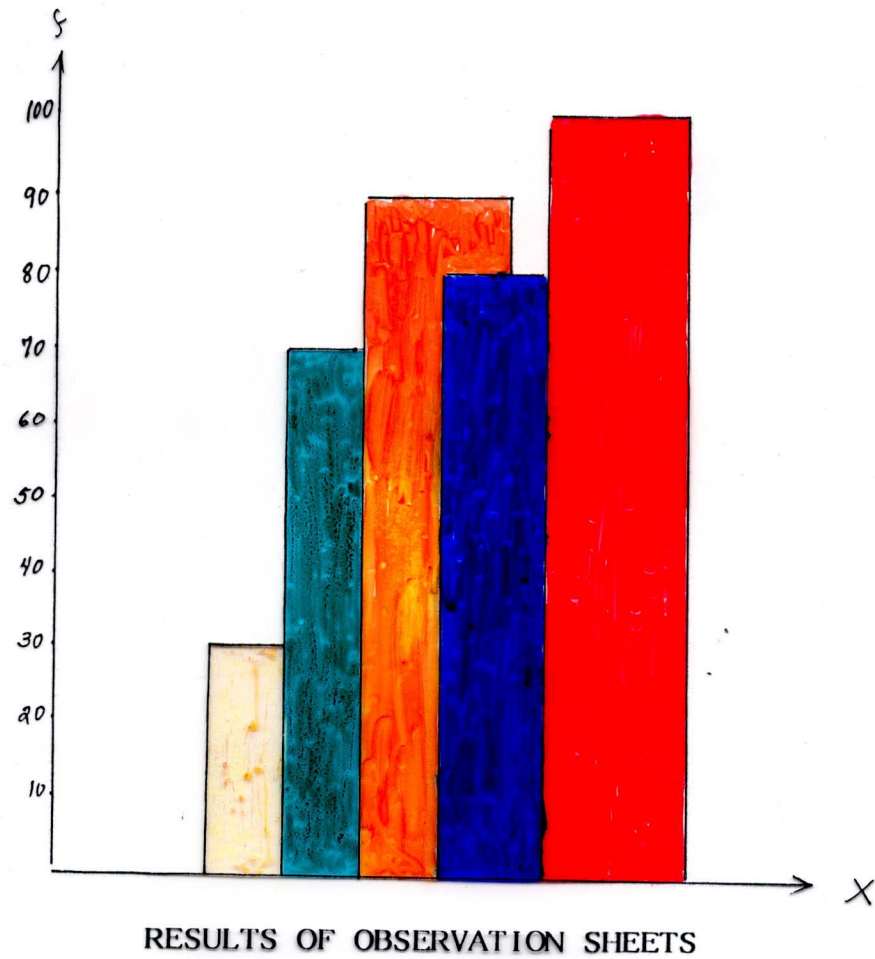
TESTED GROUP

a)   Teacher participation

b)   Students' participation

c)   Students' motivation

d)   Communication

e)   Interaction

(For more details, please refer to Appendix No. 3)

RESULTS OF SURVEY MADE TO STUDENTS IN CONTROL GROUP
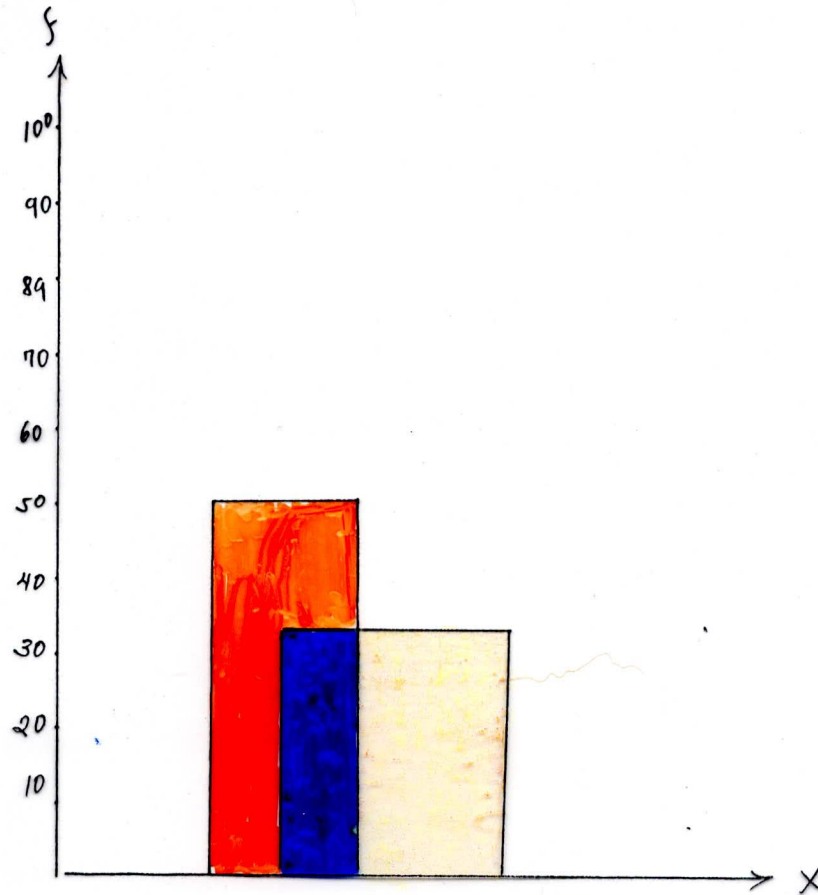
GRAPH No. 4

A. Satisfied with classes

B. Degree of assimilation

C. Objectives for learning English
   accomplished

D. Students' participation in class

(For more details, please refer to Appendix No. 4)

RESULTS OF SURVEY MADE TO STUDENTS IN TESTED GROUP
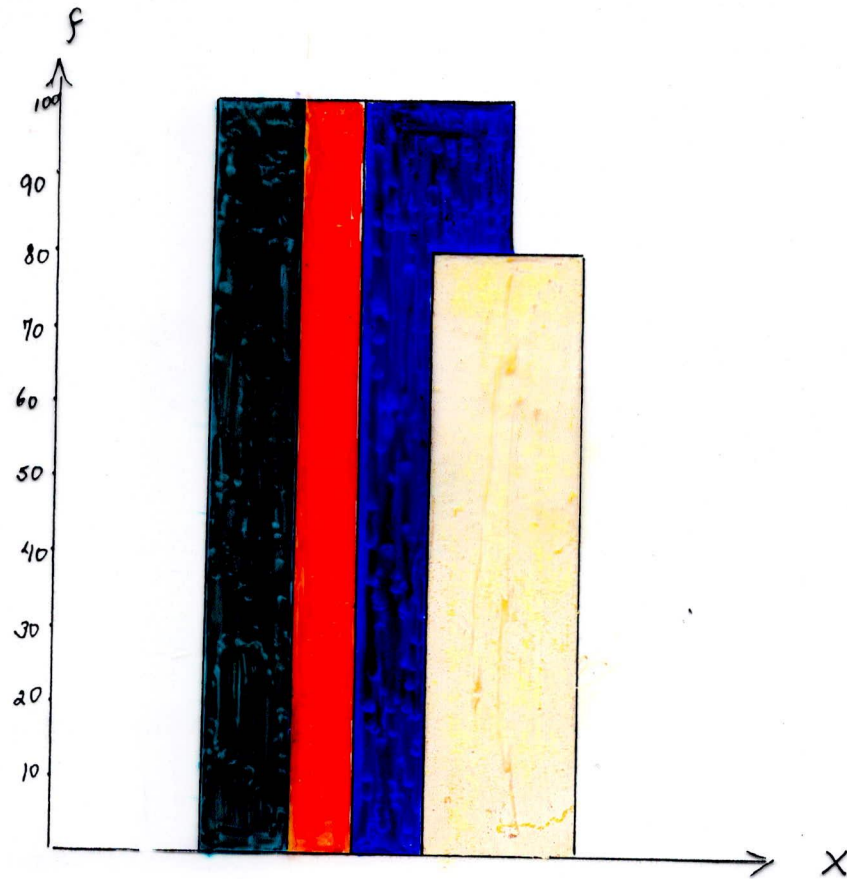
GRAPH No. 5

A.   Satisfied with classes

B.   Degree of assimilation

C.   Objectives for learning English
     accomplished

D.   Students' participation in class

(For more details, please refer to Appendix 5)

OPINION OF UTPL PERITAJE STUDENTS IN LEVELS II, III, V & VI

ACCORDING TO SURVEY MADE

Reasons for Learning English:

a) To understand movies & other
    programs in English

b) To comply with academical
    requirements

c) To obtain a better job

d) Because they like English

e) To communicate with others
    in English
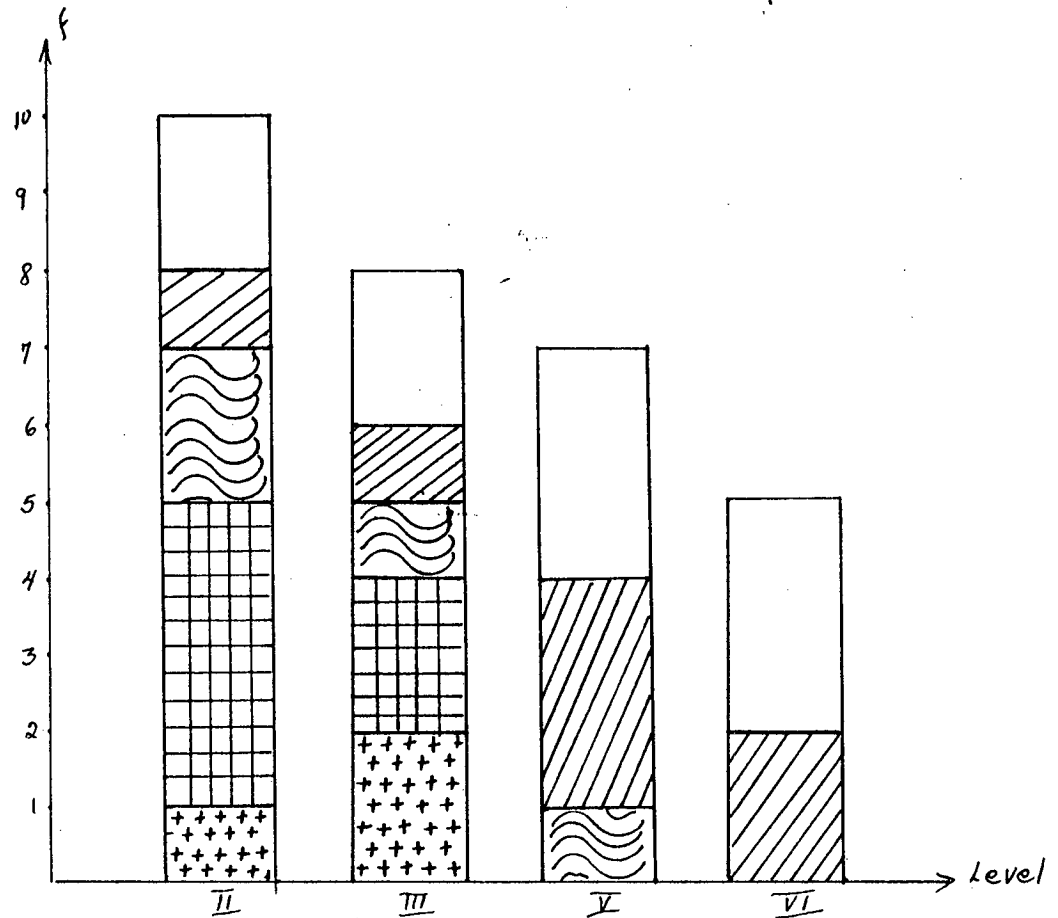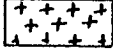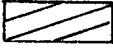
GRAPH No. 6

(For additional details, refer to Appendices 6-10)

OPINION OF UTPL PERITAJE STUDENTS IN LEVELS II, III, V & VI

ACCORDING TO SURVEY MADE

Active participation of the student is:

a)   Essential

b)   Recommended but not necessary
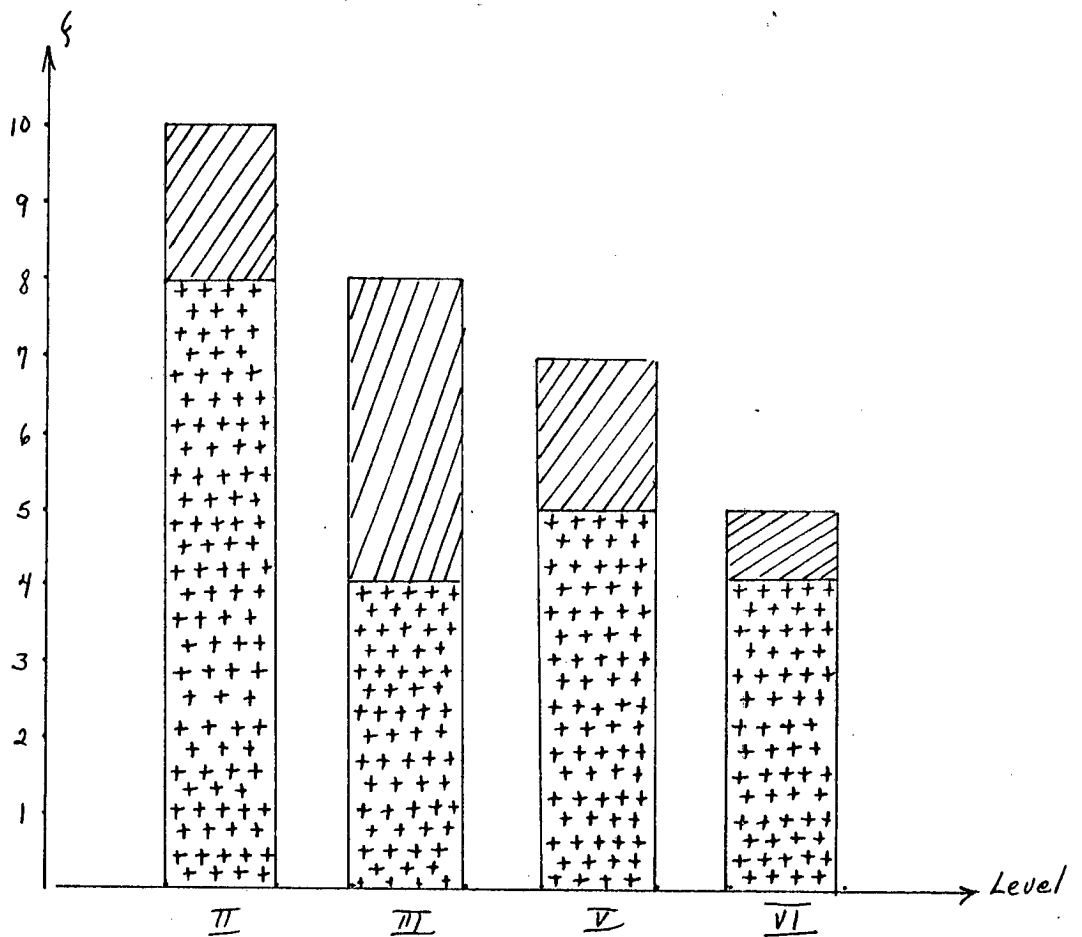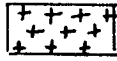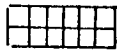
GRAPH No. 7

(For more details please refer to Appendices 6-10)

OPINION OF UTPL PERITAJE STUDENTS IN LEVELS II, III, V & VI

ACCORDING TO SURVEY MADE

Participation in class was relevant:

a) Much

b) Little

c) None
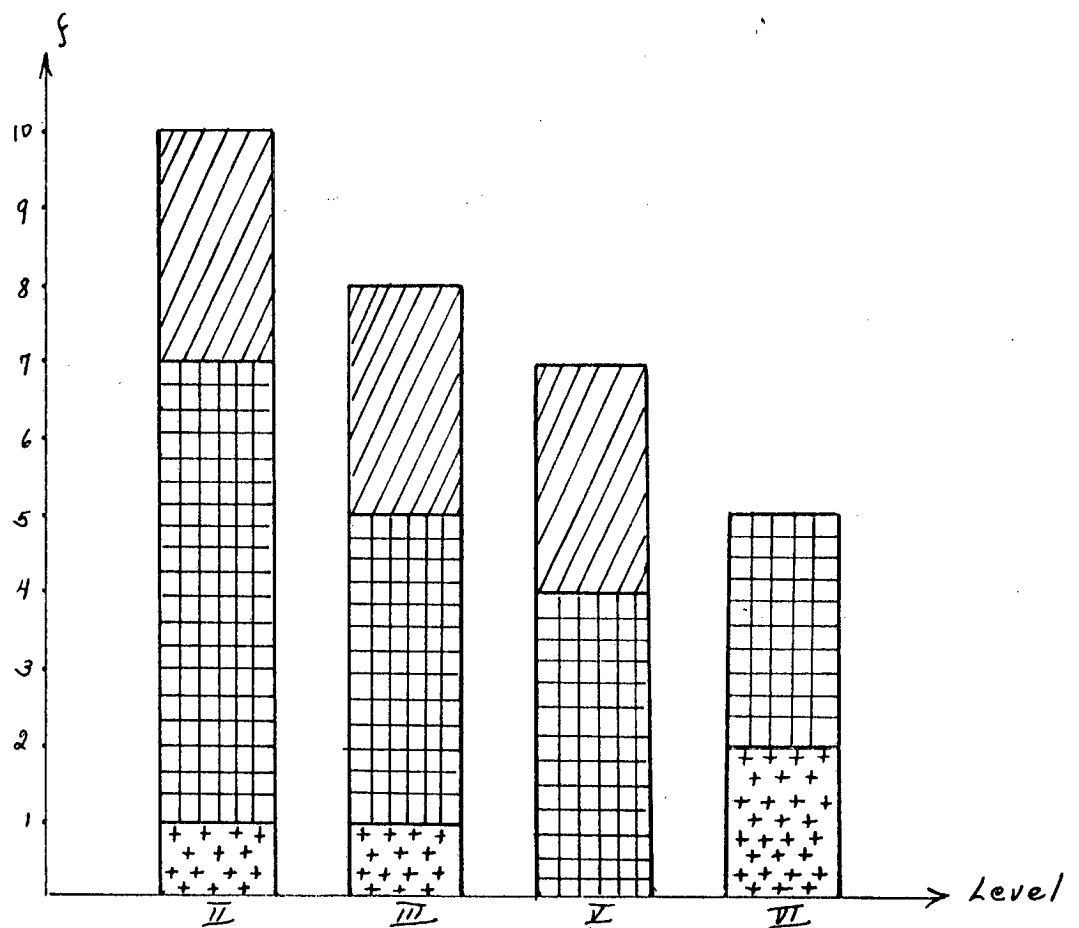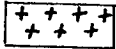
GRAPH No. 8

(For more details, please refer to Appendices 6-10).

OPINION OF UTPL PERITAJE STUDENTS IN LEVELS II, III, V & VI

ACCORDING TO SURVEY MADE

How to learn English:

a) Following a textbook

b) Group work

c) Repetitive drilling

d) Audio-visuals
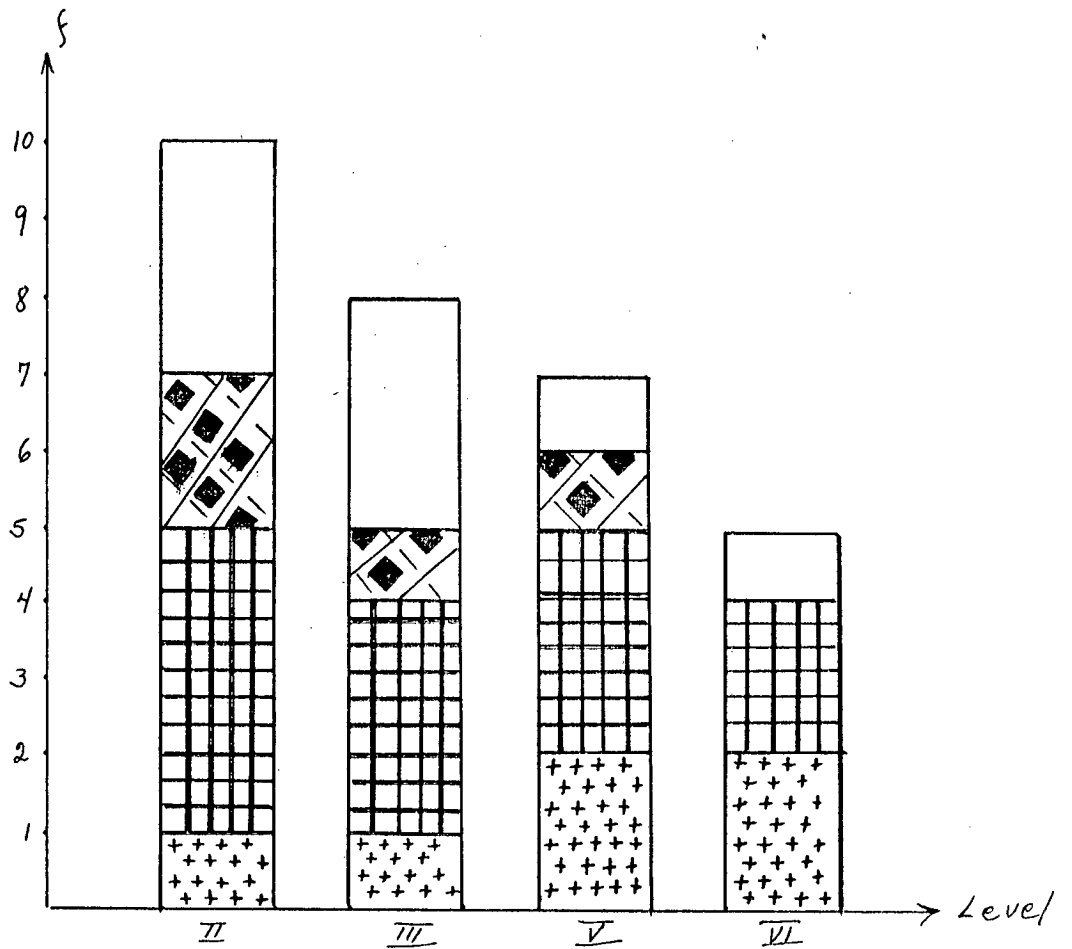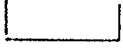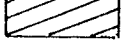
GRAPH No. 9

(Please refer to Appendices 6-10 for more details)

OPINION OF UTPL PERITAJE STUDENTS IN LEVELS II, III, V & VI
ACCORDING TO SURVEY MADE

Aspect of English of most interest:

a) Grammar

b) Idiomatic expressions

c) Reading & comprehension

d) Writing

e) Conversation
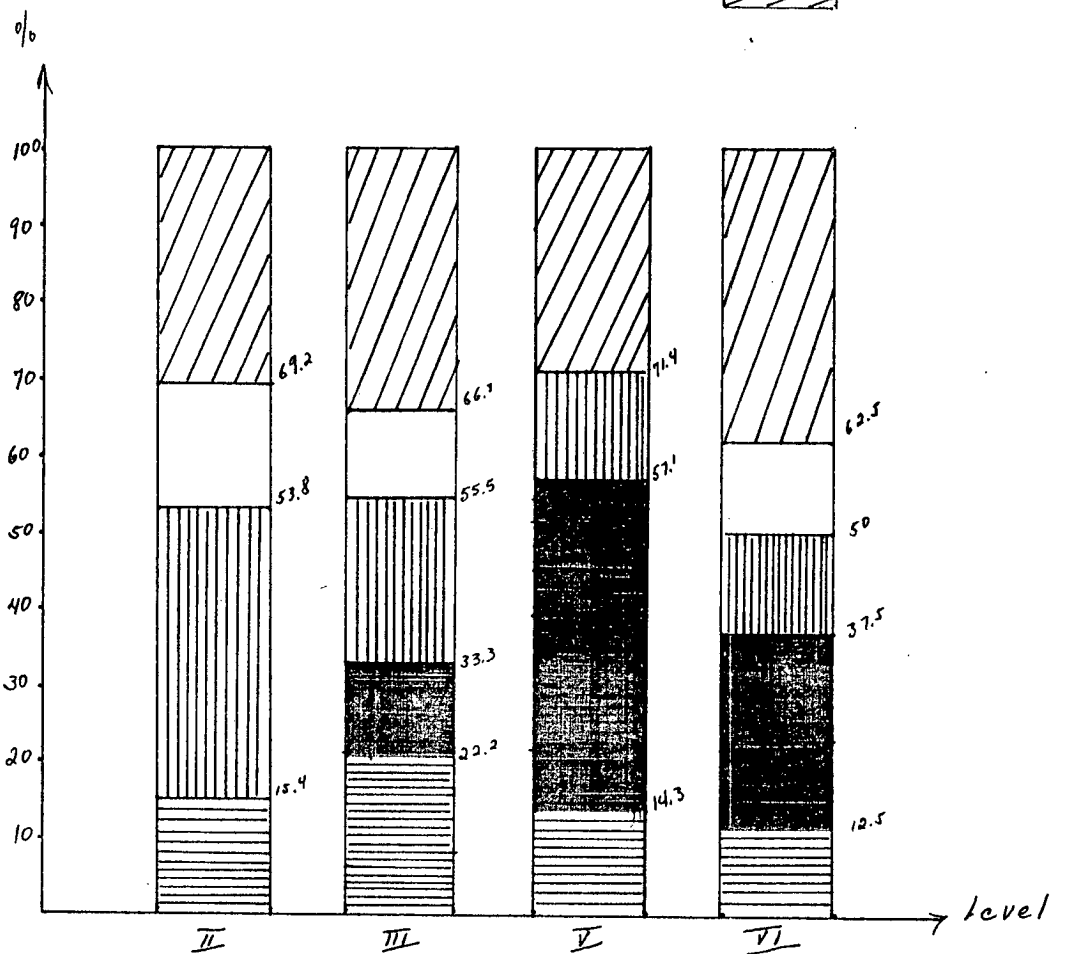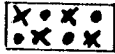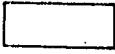
GRAPH No. 10

(For more details, please refer to Appendices 6-10)

OPINION OF UTPL PERITAJE STUDENTS IN LEVELS II, III, V & VI

ACCORDING TO SURVEY MADE

Methods exposed to:

a) Audio-visual

b) Audio-lingual

c) Textbook oriented

d) Group work
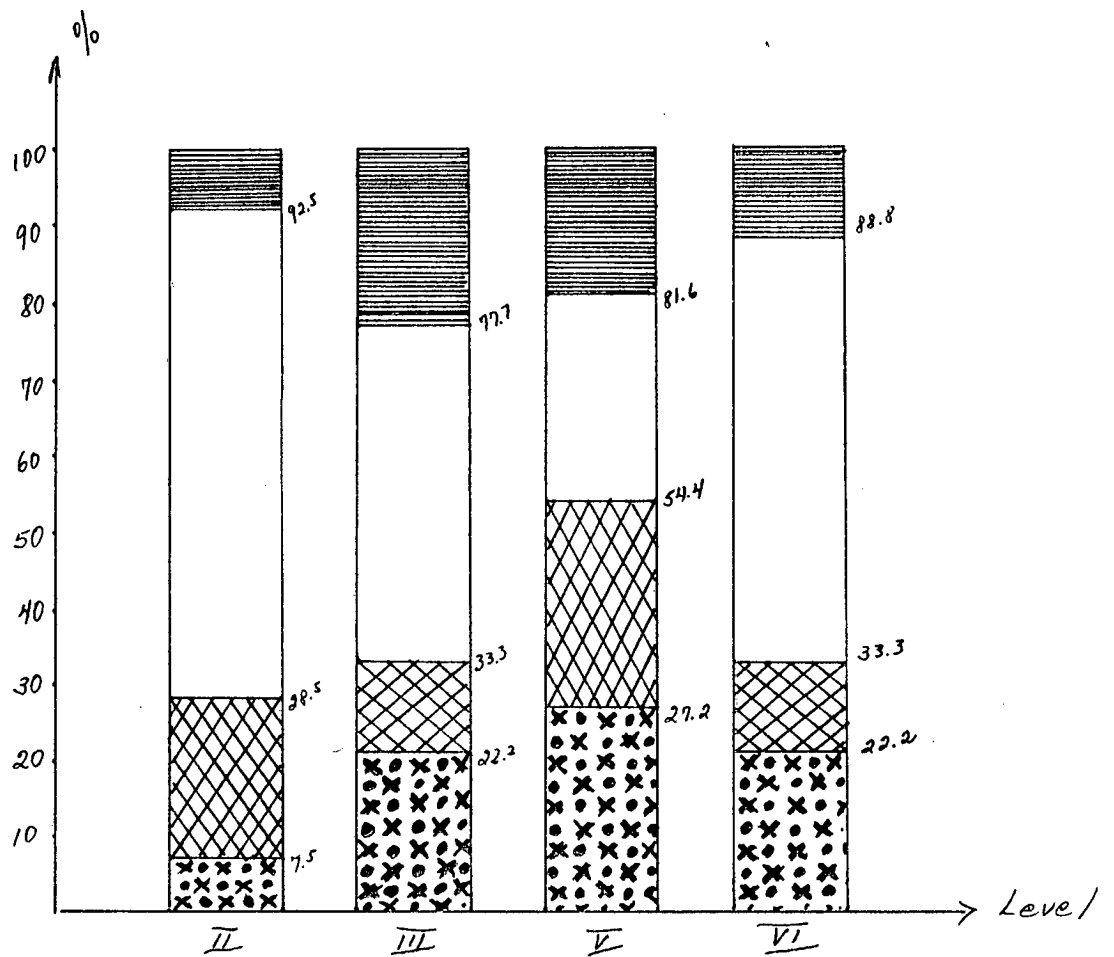
GRAPH No. 11

(Please refer to Appendices 6-10 for more details)

APPENDICES

1. Results of Survey made to English teachers on present teaching trends.

2. Results of Observation Sheets - Control Group

3. Results of Observation Sheets - Tested Group

4. Results of Survey made to Students of Control Group

5. Results of Survey made to Students of Tested Group

6. Results of Survey made to English Students at different levels of Peritaje

7. Results of Survey made to English Students at Level II

8. Results of Survey made to English students at Level III

9. Results of Survey made to English students at Level V

10. Results of Survey made to English students at Level VI

11. Fourth-month Analytic Program - Contents

12. Instructions for Grammar Class

13. List of Useful Expressions

14. Guidelines for Conversation Class

15. Registry of students participating in the experiment

16. Sample of survey questionnaire applied to English teachers.

17. Ficha de encuesta para los alumnos del Grupo de Control

18. Ficha de encuesta para los alumnos a prueba

19. Ficha de encuesta para los alumnos de diferentes niveles de Peritaje de Inglés.

20. Observation Sheet

RESULTS OF SURVEY MADE TO ENGLISH TEACHERS

- PRESENT TEACHING TRENDS -

==

Number of teachers: 20   Percentage: 100%

==

	Number	Percentage
1. Teaching level		
a) Secondary school	11	55
b) University	9	45
	20	100
2. Years of experience		
a) Over 10	14	70
b) Under 10	6	30
	20	100
3. Teaching Place		
a) Private sector	8	40
b) Public sector	12	60
	20	100
4. Teaching methods familiar with: *		
a) Text-oriented	9	80
b) Audio-lingual	20	100
c) Audio-visual	14	70
d) Group work	10	50
5. Teaching method used in class: *		
a) Text oriented	10	50
b) Audio-lingual	12	60
c) Audio-visual	6	30
d) Group work	2	10
6; Access to audio-visual facilities:		
a) Yes	14	70
b) No	6	30
	20	100

* More than one-choice answers

7. Area considered most important to teach:

    a) Grammar   10   50
    b) Idiomatic expressions   2   10
    c) Reading & comprehension   15   75
    d) Writing   4   20
    e) Conversation   4   20

8. What students consider most important:

    a) Grammar   2   10
    b) Idiomatic expressions   2   10
    c) Reading & comprehension   8   40
    d) Writing   2   10
    e) Conversation   6   30
                                        ___   ___
                                        20   100

9. Students' preferences are taken into account when preparing class:

    a) Yes   14   70
    b) No   6   30
                                        ___   ___
                                        20   100

10. Plans and programs provided by the school are strictly followed:

    a) Yes   18   90
    b) No   2   10
                                        ___   ___
                                        20   100

11. Students' Active Participation is:

    a) Essential   20   100

12. Percentage of assimilation of material taught.

    a) 80% or more   4   20
    b) between 50 and 80%   16   80
    c) less than 50%   -   -
                                        ___   ___
                                        20   100

This questionnaire was administered to different teachers working at:

Polytechnic University   Colegio La Inmaculada
State University   Colegio San José
Colegio Nacional Vicente Rocafuerte
Colegio Francés

CHART OF RESULTS

SURVEY MADE TO STUDENTS CONFORMING THE CONTROL GROUP

Total surveyed: 6=100%

==

		Number	Percentage
1.	Satisfied with classes given:		
	a) Yes	3	50
	b) No	3	50
		6	100
2.	From the material taught, you assimilated:		
	a) Much	2	33.3
	b) Little	3	50.0
	c) Nothing	1	16.7
		6	100.0
3.	Reason for learning English:		
	a) To understand movies and other programs in English	1	16.7
	b) To comply with academical requirements	1	16.7
	c) To obtain a better job	-	-
	d) Because you like English	2	33.3
	e) To communicate with others in English	2	33.3
		6	100.0
4.	These classes have helped achieve the objectives that motivated you to learn English:		
	a) Much	2	33.3
	b) Little	3	50.0
	c) Nothing	1	16.7
		6	100.0
5.	The main figure of the class was:		
	a) The book	1	16.7
	b) The teacher	5	83.3
	c) The student	-	-
		6	100.0

6. Students' participation in class is:

a)	Essential	5	83.3
b)	Not necessary	-	-
c)	Recommended but not necessary	1	16.7
		6	100.0

7. Participation in class has been relevant:

a)	Much		
b)	Little	3	50
c)	None	3	50
		6	100

8. ASpect of English you are most interested on *

a)	Grammar	4	66.7
b)	Idiomatic expressions	2	33.3
c)	Reading & comprehension	3	50.0
d)	Writing	1	16.7
e)	Conversation	5	83.3

9. How to learn English:

a)	Following a textbook	2	33.3
b)	Through group work	2	33.3
c)	By repetitive drilling	-	-
d)	By audio visuals	2	33.3
		6	100.0

10. Methods to which you have been exposed *

a)	Audio visual	5	83.3
b)	Audio lingual	4	66.7
c)	Textbook oriented	6	100.0
d)	Group work	2	33.3

* More than one-choice answers

CHART OF RESULTS

RESULTS OF SURVEY MADE TO STUDENTS IN TESTED GROUP

Total surveyed: 60=100%

==

		Number	Percentage
1.	Satisfied with classes received:		
	a) Yes	6	100
2.	From the material taught, you assimilated:		
	a) Much	6	100
3.	Most positive aspect of class:		
	a) Student's active participation	5	83
	b) Informality of class	1	17
		6	100
4.	Negative aspect of class:		
	a) Student's active participation	-	-
	b) Informality of class	1	17
	c) None	5	83
		6	100
5.	Prefer claasses following textbook:		
	a) Yes	1	17
	b) No	5	83
		6	100
6.	Reasons for such preference:		
	a) It's easier to understand class	1	17
	b) Textbook is not necessary	5	83
		6	100

7. Reason for learning English:

   a) To understand movies and other
      programs in English   -   -

   b) To comply with academical
      requirements   -   -

   c) To obtain a better job   2   33.3

   d) Because you lke English   2   33.3

   e) To communicate with others   2   33.3.
      in English   ___   _____
                                                   6   100.0

8. These classes have helped achieve the
   objectives which motivated you to learn
   English:

   a) Much   6   100

The main figure of the class was:

   a) The book
   b) The teacher   1   17
   c) The student   5   83
                                                  ___   ___
                                                   6   100

10. The student's active participation is:

    a) Essential   6   100

11. How have these classes differed to others:

    a) The student's active partici-
       pation involved   1   17

    b) Greater interaction in class
       and the opportunity to speak
       English   2   33.3

    c) They are more dynamic and
       innovative   2   33.3

    d) They don't differ   1   17.
                                                  ___   ____
                                                   6   100

CHART OF RESULTS

OBSERVATION SHEETS - CONTROL GROUP

Students observed: 6=100%

===

1.   Student participation: 10%

2.   Teacher participation   90%

3.   Communication   10%

4.   Interaction   15%

5.   Students' motivation   5%

Procedures used:

- Presentations on chalkboard
- Drills
- Dialogue repetition
- Books open
- Group response

CHART OF RESULTS

OBSERVATION SHEETS - TESTED GROUP

Students observed: 6=100%

===

1. Student participation   70%

2. Teacher participation   30%

3. Communication   80%

4. Interaction   100%

5. Students' motivation·   90%

Procedures used:

-   Oral introduction

-   Communicative activities

-   Books closed

-   Individual response

CHART OF RESULTS

SURVEY MADE TO STUDENTS OF ENGLISH AT UTPL PERITAJE LEVELS

Total surveyed: 30=100%

English Level: I I = 10   I I I = 8   V = 7   V I = 5

==

		Number	Percentage
1.	Reason for learning English:		
	a) To understand movies and other programs in English	3	10
	b) To comply with academical requirements	6	20
	c) To obtain a better job	4	13
	d) Because they like English	7	23
	e) To communicate with others in English	10 / 30	33 / 100
2.	Aspect of English they are most interested on: *		
	a) Grammar	6	20
	b) Idiomatic expressions	6	20
	c) Reading & comprehension	9	30
	d) Writing	4	13
	e) Conversation	12	40
3.	Followers of the textbook oriented method:		
	a) Yes	16	53
	b) No	14 / 30	47 / 100
4.	The active participation of the student in class is:		
	a) Essential	21	70
	b) Not necessary	-	-
	c) Recommended but not necessary	9 / 30	30 / 100

* More than one-choice answers

5. Participation in class has been relevant:

   a) Much   4   13

   b) Little   17   57

   c) None   9   30
                                                     ──   ───
                                                     30   100

6. How to learn English:

   a) By following a textbook   6   20

   b) Through group work   12   40

   c) By repetitive drilling   4   13

   By audio visuals   8   27
                                                     ──   ───
                                                     30   100

7. Methods to which they have been exposed:*

   a) Audio-visual   8   27

   b) Audio-lingual   8   27

   c) Textbook oriented   21   70

   d) Group work   6   20

8. Satisfied with teaching method they
   have been exposed to:

   a) Yes   14   47

   b) No   16   53
                                                     ──   ───
                                                     30   100

* More than one-choice answers

CHART OF RESULTS

SURVEY MADE TO STUDENTS OF ENGLISH AT UTPL PERITAJE LEVELS

LEVEL II

Total surveyed: 10=100%

==

			Number	Percentage
1.	Reason for learning English:			
	a)	To understand movies and other programs in English	1	10
	b)	To comply with academical requirements	4	40
	c)	To obtain a better job	2	20
	d)	Because they like English	1	10
	e)	To communicate with others in English	2 / 10	20 / 100
2.	Aspect of English they are most interested on: *			
	a)	Grammar	2	20
	b)	Idiomatic expressions	-	-
	c)	Reading & comprehension	5	50
	d)	Writing	2	20
	e)	Conversation	4	40
3.	Followers of the textbook oriented method:			
	a)	Yes	6	60
	b)	No	4 / 10	40 / 100
4.	The active participation of the student in class is:			
	a)	Essential	8	80
	b)	Not necessary	0	-
	c)	Recommended but not necessary	2 / 10	20 / 100

*More than one-choice answers

5. Participation in class has been relevant:

   a) Much   1   10

   b) Little   6   60

   c) None   3   30
                                              ──   ───
                                              10   100

6. How to learn English:

   a) By following a textbook   1   10

   b) Through group work   4   40

   c) By repetitive drilling   2   20

   By audio visuals   3   30
                                              ──   ───
                                              10   100

7. Methods to which they have been exposed:*

   a) Audio-visual   1   10

   b) Audio-lingual   3   30

   c) Textbook oriented   9   90

   d) Group work   1   10

8. Satisfied with teaching method they
   have been exposed to:

   a) Yes   5   50

   b) No   5   50
                                              ──   ───
                                              10   100

* More than one-choice answers

CHART OF RESULTS

SURVEY MADE TO STUDENTS OF ENGLISH AT UTPL PERITAJE LEVELS

LEVEL III

Total surveyed: 8=100%

```
===============================================================
```

		Number	Percentage
1.	Reason for learning English:		
a)	To understand movies and other programs in English	2	25.0
b)	To comply with academical requirements	2	25.0
c)	To obtain a better job	1	12.5
d)	Because they like English	1	12.5
e)	To communicate with others in English	2 / 8	25.0 / 100.0
2.	Aspect of English they are most interested on: *		
a)	Grammar	2	25.0
b)	Idiomatic expressions	1	12.5
c)	Reading & comprehension	2	25.0
d)	Writing	1	12.5
e)	Conversation	3	37.5
3.	Followers of the textbook oriented method:		
a)	Yes	4	50.0
b)	No	4 / 8	50.0 / 100.0
4.	The active participation of the student in class is:		
a)	Essential	4	50.0
b)	Not necessary	–	–
c)	Recommended but not necessary	4 / 8	50.0 / 100.0

* More than one-choice answers

5. Participation in class has been relevant:

   a) Much   1   13

   b) Little   4   50

   c) None   3   37

                                           8   100

6. How to learn English:

   a) By following a textbook   1   13

   b) Through group work   3   37

   c) By repetitive drilling   1   13

   d) By audio visuals   3   37

                                           8   100

7. Methods to which they have been exposed:* ·

   a) Audio-visual   2   25

   b) Audio-lingual   1   13

   c) Textbook oriented   4   50

   d) Group work   2   25

8. Satisfied with teaching method they have been exposed to:

   a) Yes   4   50

   b) No   4   50

                                           8   100

* More than one-choice answers

CHART OF RESULTS

SURVEY MADE TO STUDENTS OF ENGLISH AT UTPL PERITAJE LEVELS

LEVEL V

Total surveyed: 7=100%

==

		Number	Percentage
1.	Reason for learning English:		
a)	To understand movies and other programs in English	-	-
b)	To comply with academical requirements	-	-
c)	To obtain a better job	1	14.3
d)	Because they like English	3	42.8
e)	To communicate with others in English	3 / 7	42.8 / 100.0
2.	Aspect of English they are most interested on: *		
a)	Grammar	1	14.3
b)	Idiomatic expressions	3	42.8
c)	Reading & comprehension	1	14.3
d)	Writing	-	-
e)	Conversation	2	28.6
3.	Followers of the textbook oriented method:		
a)	Yes	3	42.8
b)	No	4 / 7	57.1 / 100.0
4.	The active participation of the student in class is:		
a)	Essential	5	71.4
b)	Not necessary	-	-
c)	Recommended but not necessary	2 / 7	28.6 / 100

* More than one-choice answers

5. Participation in class has been relevant:

   a) Much   -   -

   b) Little   4   57.1

   c) None   3   42.8
                                            ───   ─────
                                             7   100.0

6. How to learn English:

   a) By following a textbook   2   28.6

   b) Through group work   3   42.8

   c) By repetitive drilling   1   14.3

   d) By audio visuals   1   14.3
                                            ───   ─────
                                             7   100.0

7. Methods to which they have been exposed:*

   a) Audio-visual   3   42.8

   b) Audio-lingual   3   42.8

   c) Textbook oriented   3   42.8

   d) Group work   2   28.6

8. Satisfied with teaching method they
   have been exposed to:

   a) Yes   2   28.6

   b) No   5   71.4
                                            ───   ─────
                                             7   100.0

* More than one-choice answers

CHART OF RESULTS

SURVEY MADE TO STUDENTS OF ENGLISH AT UTPL PERITAJE LEVELS

LEVEL VI

Total surveyed: 5=100%

===

		Number	Percentage
1.	Reason for learning English:		
	a) To understand movies and other programs in English	-	-
	b) To comply with academical requirements	-	-
	c) To obtain a better job	-	-
	d) Because they like English	2	40
	e) To communicate with others in English	3 / 5	60 / 100
2.	Aspect of English they are most interested on: *		
	a) Grammar	1	20
	b) Idiomatic expressions	2	40
	c) Reading & comprehension	1	20
	d) Writing	1	20
	e) Conversation	3	60
3.	Followers of the textbook oriented method:		
	a) Yes	3	60
	b) No	2 / 5	40 / 100
4.	The active participation of the student in class is:		
	a) Essential	4	80
	b) Not necessary	-	-
	c) Recommended but not necessary	1 / 5	20 / 100

* More than one-choice answers

5. Participation in class has been relevant:

   a) Much   2   40

   b) Little   3   60

   c) None   -   -
                                          ___   _____
                                            5   100

6. How to learn English:

   a) By following a textbook   2   40

   b) Through group work   2   40

   c) By repetitive drilling   -   -

   d) By audio visuals   1   20
                                          ___   _____
                                            5   100

7. Methods to which they have been exposed:*

   a) Audio-visual   2   40

   b) Audio-lingual   1   20

   c) Textbook oriented   5   100

   d) Group work   1   20

8. Satisfied with teaching method they
   have been exposed to:

   a) Yes   3   60

   b) No   2   40
                                          ___   _____
                                            5   100

* More than one-choice answers

FOURTH MONTH ANALYTIC PROGRAM
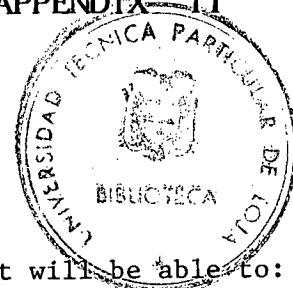
1. OBJECTIVES:

1.1. Educational Objectives:

Through the development of this program the student will be able to:

1.1.1. Use his/her expressions with clarity, order and exactness using the grammar structures learned in the fourth unit, according to the situations presented in the various activities.

1.1.2. Understand the spoken language well by means of listening to the comprehension exercises.

1.1.3. Develop the student's ability to express his/her own ideas.

1.2. Instructional Objectives:

After studying the contents and solving the exercises, both in the program and in the textbook, the student should be able to:

1.2.1. Recognize a noun clause in a sentence.

1.2.2. Form hyphenated modifiers ending in -ED or -ING through given sentences.

1.2.3. Apply the rules of sequence of tenses with the help of exercises given in this program.

1.2.4. Use Gerunds in context in order to understand their use.

1.2.5. Use suffixes in order to increase his/her vocabulary.

1.2.6. Learn some new information about topics of general interest.

1.2.7. Show his own creativity by means of a composition practice. (For students of Peritaje).

2. CONTENTS:

2.1. Noun Clauses.

2.2. Verbs of indirect speech.

2.3. Verbs of Mental Activity.

2.4. Hyphenated modifiers ending in -ING.

2.5. Hyphenated modifiers ending in -ED.

2.6. Sequence of tenses in indirect speech.

2.7. Direct and Indirect speech.

2.8. The use of Let, Allow, Permit and Make.

2.9. Gerunds as objects of prepositions and objects of certain verbs.

2.10. The suffixes: -ABLE, -IBLE, -ER, -OR, -IST, -FUL, -SHIP, -NESS, -MENT, -ITY, -ION.

2.11. Pronunciation: Negative contractions, speech practice, practice with phonetic symbols. (For students of Peritaje).

GRAMMAR CLASS

Indirect Speech

Roles:

- RECEPTIONIST   - BELL BOY
- GUEST NO. 1   - WAITER
- COOK   - GUEST No. 2

Instructions:

1) GUEST No. 1 ARRIVES TO THE U.T.P.L. HOTEL. HE IS A PLEASANT, WELL-DRESSED MAN (OR WOMAN) WHO IS VERY TIRED AND HUNGRY; BUT HE IS HARD OF HEARING. THE RECEPTIONIST ASKS HIM (HER) THE REGISTRATION INFORMATION BUT SINCE THE GUEST CANNOT HEAR WELL, HE ALWAYS ASKS THE BELL BOY TO REPEAT WHAT THE RECEPTIONIST SAID.

2) THE BELL BOY ASKS THE GUEST IF HE HAS MORE LUGGAGE. SINCE HE CANNOT HEAR WELL, HE ASKS THE RECEPTIONIST TO REPEAT WHAT THE BELL BOY SAID.

3) GUEST NO. 1 GOES TO THE DINING ROOM AND TALKS TO THE WAITER. HE CAN ALSO TALK TO GUEST NO. 2 WHO HAPPENS TO BE EATING THERE TOO.

4) GUEST NO. 2 IS EATING AT DINING ROOM WHEN HE FINDS A FLY IN THE SOUP. HE GOES TO KITCHEN AND COMPLAINS ABOUT THE FOOD. THE COOK ONLY SPEAKS SPANISH BUT FORTUNATELY THE WAITER TELLS GUEST NO. 2 WHAT THE COOK SAID.

R O L E S

(AND POSSIBLE QUESTIONS)

RECEPTIONIST: Finds out data from Guest No. 1, such as name, profession; whether he is married or single; how long he's staying in hotel; whether he prefers double or single room, etc.

GUEST NO. 1: <u>(HE IS HARD OF HEARING)</u> Provides information requested by Receptpionist. Additionally, he can ask the Waiter what the special of the day is, whether the Dining Room has mineral water or not, etc.

He can also ask Guest No. 2 what the best food of the Dining Room is or whether he has eaten there often or not.

BELL BOY: Helps Guest No. 1 by REPEATING LOUDER what the Receptionist had just asked the Guest and could not hear well.

GUEST NO. 2; When he is eating at the Dining Room, he finds a fly or something unpleasant in his soup. Angrily goes to see the cook and complains. Since the Cook only speaks Spanish, he asks the Waiter to tell the Cook about the problem and when the Cook answers in Spanish, Guest No.2 asks the Waiter: "What did he say?"

COOK: Doesn't speak or understand English. He only speaks Spanish and asks Waiter, who is bilingual, for help.

WAITER: He speaks English and Spanish and when Guest No. 2 complains, he helps the Cook and Guest No. 2

GOOD LUCK!

LIST OF USEFUL EXPRESSIONS

For Clarification:

1) I'm sorry. I didn't understand. Could you say that again, please.

2) What do you mean? I don't understand ......

3) What you mean to say is ....

For Additional Information:

1) How did you feel then?

2) Was there anybody else there?

3) Had you realize then that would happen?

For Hypothetical Statements:

1) If we do this, then.................

2) If I were you, I would ....

3) If everybody agrees, then............

Probability Statements:

1) We may

2) We might

3) We could

Restatement of Ideas:

1) What I mean is ....

2) What you mean to say is ....

Expression of Opinions:

1) I think ....

2) I believe ....

3) I know ....

4) I understand ....

Assumptions:

1) I assume ....

2) I suppose ....

3) I guess ....

GUIDELINES FOR ACTIVE PARTICIPATION

CONVERSATION CLASS

- IF I COULD SPEAK ENGLISH FLUENTLY -

a) Initial Speaker - taliking about the possible future.

1. It would be great. I'd be able to _____

    _____.

2. If I could speak English fluently, I wouldn't

    have to _____

3. Everyday I would _____

4. I suppose I might _____

5. _____ would be much

    easier.

b) Initial listener(s) - asking about the possible future.

1. Where would you go?

2. Why would you want to do that?

3. What would you talk about?

4. Anything else?

5. How would that make you feel?

4to. CICLO DE PERITAJE

REGISTRO DE INSCRIPCION

ASESORIA EN INGLES

FECHAS: Martes 2 de febrero - 17h00   Martes 9 de febrero - 17h00
        Jueves 4 de febrero - 17h00   Jueves 11 de febrero- 17h00
        Sábado 6 de febrero - 15h00

==

NOMBRE DEL ALUMNO	TELEFONO	TEMA QUE LE INTERESA

CENTRO ASOCIADO GUAYAQUIL

SURVEY QUESTIONAIRE

FOR ENGLISH TEACHERS

Institution: Universidad Tecnica Particular de Loja
(Modalidad Abierta)

Name   : Maria Elena Pazmiño

Subject   : PRESENT TEACHING TRENDS

Instructions:

Please answer the following questions as clearly and as honestly as possible. Your answers will be used as a basis for a research work on the Present Teaching Trends and New Methodologies for English Teaching. YOUR ANSWERS ARE ANONY-MOUS.

Questions:

1. What school level do you teach?

   a) High School   ▭

   b) University   ▭

2. How many years' experience do you have?   _____

3. Where do you teach?

   a) Private Institution   ▭

   b) Public Institution   ▭

4. What teaching methods are you familiar with?

   a) Text-oriented method   ▭

   b) Audio-lingual method   ▭

   c) Audio-visual method   ▭

   d) Group work method   ▭

5. What teaching method do you follow when dictating your class?

   (specify) _____

6. Does the school where you work at, offer audio-visual facilities?

                              YES ▭
                              NO ▭

.//.

7. Which area do you consider is more important to teach?

    a) Grammar   ▭

    b) Idiomatic expressions   ▭

    c) Reading & comprehension   ▭

    d) Writing   ▭

8. Which one of the above do you think students consider more important?

_____

9. When preparing your classes, do you take into account the students' preferences for learning English?

                                   YES ▭

                                   NO ▭

10. When preparing your classes, do you stick to the plans already programmed for the school where you work at?

                                   YES ▭

                                   NO ▭

11. Do you consider that the active participation of the student in the class is:

    a) Essential   ▭

    b) Not necessary   ▭

    c) Recommended but not necessary   ▭

12. Based on past evaluations of your students, what percentage do you consider most of your students have assimilated of the material taught.

    a) 80% or more   ▭

    b) between 50% and 80%   ▭

    c) less than 50%   ▭

-oOo-

YOUR COOPERATION IS GREATLY APPRECIATED

FICHA DE ENCUESTA A LOS ALUMNOS DEL GRUPO DE CONTROL

Institución: Universidad Técnica Particular de Loja
                (Modalidad Abierta)

Nombre   :   Maria Elena Pazmiño

Asunto   :   METODOLOGIA DE LA ENSEÑANZA DEL INGLES
                ENFOQUE EN EL ESTUDIANTE.

Instrucciones:

Sírvase contestar las siguientes preguntas. Las respuestas recogidas de su apreciación sobre el tema servirán de base para un trabajo investigativo que se está realizando. Sus respuestas SON ANONIMAS. Sea claro y honesto a fin de que los resultados no arrojen conclusiones alejadas de la realidad.

Preguntas:

1. Está usted satisfecho con las clases recibidas?

                                            SI ☐
                                            NO ☐

2. Del material que se le enseñó, considera usted que asimiló:

                                            MUCHO ☐
                                            POCO   ☐
                                            NADA   ☐

3. Cuál es el motivo por el que usted aprende Inglés?

        a) Para entender películas y otros programas
           en Inglés   ☐

        b) Para cumplir con requisitos académicos ☐

        c) Para conseguir un mejor empleo   ☐

        d) Porque realmente le gusta el Inglés   ☐

4. Cree usted que estas clases le han ayudado a alcanzar el objetivo que lo motivó para aprender Inglés?

                                            MUCHO ☐
                                            POCO   ☐
                                            NADA   ☐

5. En su opinión, quién fue la figura principal de la clase?

        a) El libro   ☐
        b) El profesor   ☐
        c) El alumno   ☐

.//.

6. Considera usted que la participación activa del estudiante en clase es:

    a) Esencial   ☐

    b) No necesaria   ☐

    c) Recomendable pero no necesaria   ☐

7. Considera usted que su participación en estas clases ha sido relevante:

                                         MUCHO ☐
                                         POCO ☐
                                       NADA ☐

8. Qué área del Inglés le interesa más?

    a) Gramática   ☐

    b) Expresiones Idiomáticas   ☐

    c) Lectura y comprensión   ☐

    d) Redacción   ☐

    e) Conversación   ☐

9. De qué manera preferiría usted aprender el idioma:

    a) Siguiendo el libro texto   ☐

    b) Actividades de grupo   ☐

    c) Haciendo ejercicios repetitivos ☐

    d) Audio visuales   ☐

10. A qué métodos de aprendizaje ha estado usted expuesto?

    a) Audio visual   ☐

    b) Audio lingual   ☐

    c) Siguiendo el libro texto   ☐

    d) Actividades de grupo   ☐

-oOo-

GRACIAS POR SU COOPERACION

APPENDIX 18

FICHA DE ENCUESTA A LOS ALUMNOS DEL GRUPO A PRUEBA

Institución: Universidad Técnica Particular de Loja
               (Modalidad Abierta)

Nombre   : María Elena Pazmiño

Asunto   : METODOLOGIA DE LA ENSEÑANZA DEL INGLES.
               ENFOQUE EN EL ESTUDIANTE.

Instrucciones:

Sírvase contestar las siguientes preguntas. Las respuestas recogidas de su apreciación por el tema servirán de base para un trabajo investigativo que se está realizando. Sus respuestas SON ANONIMAS. Sea claro y honesto a fin de que los resultados no arrojen conclusiones alejadas de la realidad.

Preguntas:

1. Está usted satisfecho con las clases recibidas con la nueva metodología?

   SI ☐
   NO ☐

2. Del material que se le enseñó, considera usted que asimiló:

   MUCHO ☐
   POCO   ☐
   NADA   ☐

3. Qué aspecto considera usted fue el más positivo de la clase?

   a) Su participación activa en clase   ☐

   b) La informalidad de la clase   ☐

   c) Lo novedoso de la clase   ☐

4. Qué aspecto considera usted fue negativo?

   a) Su participación activa en clase   ☐

   b) La informalidad de la clase   ☐

   c) Falta de seguimiento del libro texto ☐

5. Prefiere usted la clase dictada siguiendo el libro texto?

   SI ☐
   NO ☐

6. Por qué? (especifique) _____

_____

.//.

7. Cuál es el motivo por el que usted aprende Inglés?

    a) Para entender películas y otros programas
       en Inglés   ⬜

    b) Para cumplir con requisitos académicos   ⬜

    c) Para conseguir un mejor empleo   ⬜

    d) Porque realmente le gusta el Inglés   ⬜

8. Cree usted que estas clases le han ayudado a alcanzar el objetivo que lo motivó para aprender Inglés?

                                 MUCHO ⬜
                                   POCO   ⬜
                                   NADA   ⬜

9. En su opinión, quién fue la figura principal de la clase?

    a) El libro   ⬜

    b) El profesor   ⬜

    c) El alumno   ⬜

10. Considera usted que la participación activa del estudiante en clase es:

    a) Esencial   ⬜

    b) No necesaria   ⬜

    c) Recomendable pero no necesaria   ⬜

11. En pocas palabras indique en qué aspecto, estas clases que usted ha recibido, difieren de otras que ha recibido anteriormente.

_____

_____

_____

_____

-oOo-

YOUR COOPERATION IS GREATLY APPRECIATED
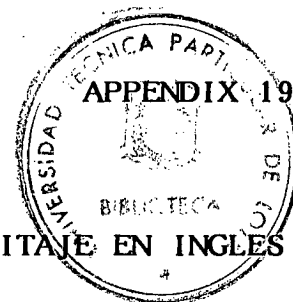
FICHA DE ENCUESTA
PARA ESTUDIANTES DE DIFERENTES NIVELES DE PERITAJE EN INGLES

Institución: Universidad Técnica Particular de Loja
(Modalidad Abierta)

Nombre   : María Elena Pazmiño

Asunto   : METODOLOGIA DE LA ENSEÑANZA DEL INGLES

Instrucciones:

Sírvase contestar las siguientes preguntas. Las respuestas recogidas de su apreciación por el tema servirán de base para un trabajo investigativo que se está realizando. Sus respuestas SON ANONIMAS. Sea claro y honesto a fin de que los resultados no arrojen conclusiones alejadas de la realidad.

Preguntas:

Nivel de Peritaje de Inglés del Alumno: _____

1. Cuál es el motivo por el que usted aprende Inglés?

   a) Para entender películas y otros programas
      en Inglés   ☐

   b) Para cumplir con requisitos académicos   ☐

   c) Para conseguir un mejor empleo   ☐

   d) Porque realmente le gusta el Inglés   ☐

2. Qué área del aprendizaje del Inglés le interesa más?

   a) Gramática   ☐

   b) Expresiones idiomáticas   ☐

   c) Lectura y comprensión   ☐

   d) Redacción   ☐

   e) Conversación   ☐

3. Es usted partidiario de las clases dictadas siguiendo el libro texto?

                                        SI ☐
                                        NO ☐

.//.

4. Considera usted que la participación activa del estudiante en clase es:

    a) Esencial   ▭

    b) No necesaria   ▭

    c) Recomendable pero no necesaria   ▭

5. En su experiencia como estudiante de Inglés, considera que su participación en clase ha sido relevante?

                                   MUCHO ▭

                                   POCO ▭

                                   NADA ▭

6. De qué manera preferiría aprender el idioma?

    a) Siguiendo el libro texto   ▭

    b) Actividades de Grupo   ▭

    c) Haciendo ejercicios repetitivos   ▭

    d) Audio visuales   ▭

7. A qué métodos de aprendizaje ha estado expuesto?

    a) Audio visual   ▭

    b) Audio-lingual   ▭

    c) Siguiendo el libro texto   ▭

    d) Actividades de grupo   ▭

8. Está usted satisfecho con el método de enseñanza al que ha estado expuesto?

                                   SI ▭

                                   NO ▭

9. Por qué? (especifique) _____

_____

_____

-oOo-

GRACIAS POR SU COOPERACION

OBSERVATION SHEET

Date: _____   Group No.: _____

Subject of Class: _____

Number of students present: _____

Didactic material available: _____

_____   _____

_____   _____

_____   _____

_____   _____

1. Student talk ___%   2. Teacher talk ___%

3. Communication ___%   4. Interaction ___%

                5. Students' motivation ___%

Procedures used:

- Oral introduction   ☐

- Presentations on blackboard   ☐

- Drills   ☐

- Communicative activities   ☐

- Dialogue repetition   ☐

- Books opened   ☐

- Books closed   ☐

- Group response   ☐

- Individual response   ☐

Special remarks: _____

_____

_____