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**UNIVERSIDAD TECNICA PARTICULAR DE LOJA**

**FACULTAD DE LENGUAS Y LINGUISTICA**

**DEPARTAMENTO DE INGLES**

**THE USE OF THE AUDIO-CASSETTE IN THE DEVELOPMENT  
OF ORAL COMMUNICATION IN ENGLISH OF THE STUDENTS  
ENROLED IN THE AT-A-DISTANCE SYSTEM.**

**A RESEARCH WORK FOR LICENCIATE'S  
DEGREE IN ENGLISH**

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2017

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Also we want to thank to our parents and to every person who helped us in the fullfilment of this work.

*Maritza Altapizarano*.....

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LIC. ROSARIO MARIA BURNED,  
Research Advisor.

CERTIFIES:

That the present research work has  
been supervised in all its parts;  
all the ideas, thoughts and  
concepts for the development of  
this thesis are on the authors'  
absolute responsibility; therefore  
authorizes its presentation.

  
.....

DEDICATION

To all whom we love,

Maritza

Ana Lucia

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## PREFACE

English is a universal language, spoken by about 700 million people. Fact, which explains in some way the introduction of this language in the study's plans of the different careers that the UTPL offers in its Conventional System as well as in its Open or at-a-Distance System.

However, we believe that the teaching-learning process applied has many connotations. Because, ordinarily the students that take and approve this subject, and a great number of the ones who decide upon the English Licenciature, show deficiencies in oral communication.

It is supposed, by some well-informed people that the learning of English and other no native languages, only can be acquired by living in the country where the language is spoken. Although such opinion has determined foundation, is not totally true, because it excludes other mechanisms and forms of learning foreign languages, which can be extremely valuable.

In our environment, with the creation of the Open

University, the use of the audio-cassette, as a necessary mechanism in English teaching, was included; we are interested, then, in finding out and identifying to what extent such mechanism has produced the desired results.

\* \* \* \* \*

## INTRODUCTION

At the present time, the use of technology has been extended around the world, and the stressed emphasis in learning to speak a foreign language has been carried to an extensive usage of mechanic machines in order to registrate and reproduce the sound; therefore, it is necessary to study in detail the educational advantages of applying such a technology in the teaching of foreign languages.

We have carefully reviewed the previous research work made in the Language Faculty of the Universidad Técnica Particular de Loja with the purpose of determining the relation of our work with other similar ones formerly elaborated. We have found that the usage of the audio-cassette in the teaching of English in the Open University, has not been investigated in those works, neither is there any reference to the mentioned subject; for these reasons our planned research intends to contribute to the solution of the oral communication problems faced by the English teaching in the at-a-distance system of the Universidad Técnica Particular de Loja, through the discovering of the

advantages and disadvantages of the usage of pre-recorded cassettes.

The present research work will focus on the advantages and disadvantages of the audio-visual instruments, specifically the audio-cassette as a means to improve the student's oral expression and as an educational support in the teaching-learning process implemented by the Open University of the Universidad Técnica Particular de Loja.

We believe that the theme proposed here, THE USE OF THE AUDIO-CASSETTE IN THE DEVELOPMENT OF ORAL COMMUNICATION IN ENGLISH OF THE STUDENTS ENROLED IN THE AT-A-DISTANCE SYSTEM, is of great importance within the educational field, specially within the at-a-distance system, since through it, it could be possible to answer some questions about the nature and trascendence of the audio-cassette in the process of teaching and learning a second language.

Therefore, some elements, such as the process of production of a suitable educational system, the bidirectionality of the message, teachers and students' creativity development, self-evaluation possibilities, etc. will be considered and studied in the research that we attempt to carry on.

We consider that the defficiencies in the development of communicative competence in the English students are due to methodological factors and to the inadequate resources to propiciate the oral communication development.

The problem that arised our attention, then, would be explained through the answers to questions, such as:

1. To what extent does the use of pre-recorded cassettes incide on English Teaching, and specifically, in the development of the oral communication ability of the Peritaje students in the at-a-distance system?
2. To what extent the audio-cassette produces didactic effects similar to those of the teacher in presential teaching?
3. What advantages of didactic and economic order does the audio-cassette have in relation to other audio-visual aids?

In order to develop our work, we prepared a precise survey, to be applied to the students of the 5th and 6th levels of Peritaje of almost all the Associated Centers of Ecuador. We have quested around 200 students of Peritaje, and based on the results obtained, it has been possible for us to conduct the present research. It has been necessary to analyze, judge, and apply the audio-cassette to extract the most outstanding features in order to find the best methodology to be introduced in the cassettes used for the students of the Open University.

Also, this investigation was done through the use of inquests, surveys, interviews, and a deep field research.





## OBJECTIVES:

### 1. General Objectives:

- 1.1. To establish the advantages and disadvantages of the usage of technological means, particularly the audio-cassette, in the English teaching-learning process through the at-a-distance system of studies.
- 1.2. To evaluate the results obtained in the oral communication field in the at-a-distance system by the implementation of the audio-cassette as an educational aid.

### 2. Specific Objectives:

- 2.1. To identify the various steps followed in the production of the message delivered through the cassette designed for the at-a-distance system.
- 2.2. To measure the results obtained by the students of Peritaje in oral communication through the usage of the audio-cassette.
- 2.3. To distinguish the different degrees of ability in oral communication acquired by students who have used the audio-cassette, in comparison with others who have learned English through some other means.

2.4. To demonstrate, with the help of a survey, the validity of the audio-instruments, in the learning of English at-a-distance.

\* \* \* \* \*

# *CHAPTER I*

## 1. BRIEF ACCOUNT OF AT-A-DISTANCE SYSTEM OF STUDIES FOUNDATION IN ECUADOR.

Before the challenge that the present necessities imposed in the economic, social and cultural order and because of the dynamics of modern life, in which distances are being shortened, and thanks to the technological advance in the field of communication, appears the necessity of at-a-distance studies, in which, with few resources, great results might be obtained by reaching the educationally isolated population at all levels. At-a-distance studies are presented now as a new didactic alternative of teacher-student interaction by means of the modern conceptions of technology in social communication.

The need of teaching at-a-distance in our present society is founded upon both, economic and technical reasons.

From the economic point of view, it becomes impossible to attend the massive demand of education that requires an increase in the number of teachers, classrooms, didactic means and financial resources always exiguous in



the educative budget. Therefore a system of permanent education and the possibility that the mass of the population, which actually stands beyond the scope of educational programs could simultaneously study at home and do professional work, thanks to the technological communicative progress and to the fact that the teacher could teach at-a-distance, could be the answer.

From the educational technology viewpoint, present educative currents are confronted to the challenge of a new pedagogy, with new directrices that leave the rigid traditional frame of the classroom and come to the student who wishes to accomplish a personal fulfillment.

The search of new alternatives to encourage the educational process in our present society, has had a historic answer in the Universidad Técnica Particular de Loja, when on September 2, 1976, the H. Consejo Gubernativo decided upon the creation of the Open University or "Studies at-a-distance", and by the first time in the country, on October 1976, started the at-a-distance system to attend an imperious necessity of so many people that the traditional system had mantained out of the benefits of higher Education.

In Ecuador, for people who work or live in the rural areas as well as for people who live in the cities, but for several reasons are also unable to attend classes, the at-a-distance system has become the only alternative to reach an Academic degree in Education.

The Open University meets the student where he lives, in his place of work, or at home which is converted into a "University Workshop". For all the above and because it is within the economic reach of any person who earns the minimum wage, the Open University System makes the principle of "equal opportunity for education" come through.

#### OBJECTIVES OF THE AT-A-DISTANCE SYSTEM OF STUDIES

##### GENERAL OBJECTIVES

- To offer a true and applicable opportunity for all towards a higher education.
- To contribute to the freedom of ecuadorians by means of their own cultural promotion.
- To give a feasible solution to the increasing problem of over population in higher education.
- To reach the people who, because of work, geographical location or social and economic conditions, can not attend regular classes.
- To contribute, nationwide to the cultural, scientific and technical promotion of individuals by helping them to speed up the process of coming out from underdevelopment.

##### SPECIFIC OBJECTIVES

- To implement teaching-learning methods in a dynamic process of experimentation and creativity.

- To develop good habits of investigation and study which will contribute to the betterment of the student's personal character.
- To facilitate the development of critical capacity which will contribute to shape the new man that Ecuador needs.
- To produce competent professionals in education and in other Carriers that the actual situation of the country needs.
- To develop new teaching methods which would provide a holistic approach for the formation of as many teachers as Ecuador needs.

The Open University of the Universidad Técnica Particular de Loja is the only one in Ecuador, which offers higher education programs at-a-distance.

The Open University intends to impart scientific extensive knowledge through bibliographic and field research. It also tries to develop creativity and originality in the student, by means of which the capacity of analysis and synthesis is improved. It drives him to create a solidary relation with his Associated Center's fellows. The Open University is the only one that has made the most for the democratization of teaching in the country, for it, tries to reach the student beyond the scope of the traditional University at low fees.

Within the Open's University philosophic principles, it is found that personalization is fundamental, thus the Open University promotes the student to move from spectator to actor of his own education.

Therefore, the Open University of Loja offers the opportunity to everybody who pursues self promotion regardless of age, sex or place of residence.

The Open University, as at-a-distance system of studies, does not require the student's attendance to classes, therefore, has become a valuable and effective alternative for the great majority of potential students, who, for different reasons, don't have the opportunity to do it in a presential system.

This new alternative opened the doors of higher education at all levels: teachers, housewives, parents, etc. Now they have the great opportunity to get a professional degree with all the rights given by the law, without compelling attendance to presential classes.

From that point of view, the UAL offers a major service to the country in as much as it has a national coverage which goes from the big cities to the smallest and most isolated places in the country, imparting an integral formation including scientific knowledge and personalized education which conceives the student as an individual with his own character and personality.

\* \* \* \* \*



# *CHAPTER II*

## 2. NATURE OF TEACHING LEARNING THROUGH AT-A-DISTANCE SYSTEM OF STUDIES IN ECUADOR.

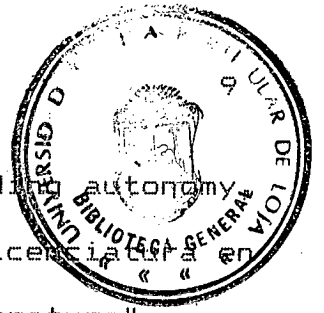
### 2.1. STRUCTURE AND CAREERS THAT THE UAL OFFERS.

The authorities of the Open University that guide, coordinate, and perform the different actions are:

- General Director
- Assistant Director
- General Board of teachers
- Technical council
- Secretariat.

The Academic Organisms that the Open University has nowadays are: the Faculty of Education and the Faculty of Languages.

- . The Faculty of Education is the Academic Unit that takes the final responsibility for the scientific and academic levels that are to be maintained by the teachers in each subject and in the at-a-distance and in presence evaluations.
- . The Faculty of Languages is the Academic Unit that



organizes and performs, with the corresponding autonomy  
\*  
programs at the levels of "Peritaje", "Licenciatura en  
Inglés" and, "Licenciatura en Lengua y Literatura".

The authorities of the Faculty are:

- The Dean
- The Subdean
- Faculty Council
- Board of teachers of the Faculty, and,
- The Heads of the Academic Departments.

## 2.2. TEACHING-LEARNING SERVICES IN ENGLISH AS A SECOND LANGUAGE THROUGH THE AT-A-DISTANCE SYSTEM.

The UTPL through its English Department gives educative services to the students. First, it offers 4 levels of General English for all careers, and, Peritaje in English as a requirement for the English Licenciature career, which prepares, teachers and professionals in teaching English as a foreign language at the high school level.

### 2.2.1. ENGLISH LICENCIATE PROGRAM

The curriculum for the English Licenciature Program is complete, and it helps the student to achieve a whole formation and a professionalism at a high level. It includes 29 subjects:

---

\* In spite of, Peritaje in English has been eliminated, the present research work will be useful to improve the cassette's quality and its preparation; since they will be needed in the English Licenciature career.

- 17 (58.6%) Speciality Subjects
- 7 (24.1%) General Culture Subjects
- 5 (17.2%) Psycho-Pedagogic Subjects

Nowadays the English as a Foreign Language Career is divided into 6 levels, with an average of 5 subjects per level.

#### OBJECTIVES OF THE ENGLISH LICENCIATE PROGRAM

- To prepare the student for understanding the English language in the oral and written form.
- To give a true and global knowledge of English language, so that the student could develop oral and written skills.
- To prepare the student for the teaching of English as a foreign language in secondary school.

#### The Official University Degrees

Recognized by the Ministerio de Educación and granted by the Faculty of Languages of the UTPL are:

- Teacher of Secondary school, in the English speciality. It is conferred when the student has completed all the course work assigned by the curriculum.
- Licenciante in Sciences of Education and Languages, in the English Speciality. It is conferred when the student has presented a Research work and has defended

it before a Tribunal that is designed by the authorities of the Faculty.

The English Licenciature career has a singular importance; it assists language teachers and students in the training to become English language teachers.

#### 2.2.2. GENERAL ENGLISH SERVICES

The English Department of the Open University offers English as a general culture subject to the different careers of the at-a-distance system of studies.

General English, as a mandatory subject, has a main objective which is to provide the students with basic knowledge which allows them to express in the written form and to translate English written texts into Spanish.

For all the careers, in the Open University, there are 4 levels of General English that must be completed successfully by the student in order to get a degree. Each level is five months long and it is divided in four didactic units: one for each month of studies.

The didactic materials used for each level are the following:

- Four monthly programs.
- English for Spanish Speakers series as a basic text.
- Two exams in presence: A mid-term and final examinations.



- A set of recorded cassettes in English.

The estimated number of students enrolled in English each semester is:

First level	400 students
Second level	350 students
Third level	180 students
Fourth level	150 students

### 2.2.3. PERITAJE ENGLISH SERVICES

The "Peritaje" English program is completed in 6 levels. This program has been offered to prepare the aspirants to the Licenciante career in Teaching English as foreign language.

- An Academic period of 5 months corresponds to each level.
- In order to enter the Peritaje courses at the Open University, the students require the presentation of the High School Diploma graduation.
- The general objective of the Peritaje program is to offer the students a basic knowledge, so that to enable the students to enroll in the Licenciante program when various subjects are dictated in totally English.

### 2.2.4. DIFFERENCES BETWEEN PERITAJE AND GENERAL ENGLISH COURSES.

General English is simple and elemental. It is a general culture subject that is placed in the plan

of studies of the different careers. Its main goal is that the students learn to express in a written form and translate into the native language. On the other hand, the Peritaje courses are not of general culture but of specialization, and for this reason they require advanced study of the English language in order for students to acquire proficiency in the linguistic elements of English and be able to enter the Licenciante program without any difficulties.

There is a difference between the two groups of English students: most of the general English students are not interested in learning English, and they take it, because it is mandatory for all careers; while, Peritaje students want to learn English as a second language, and they dedicate all spare time in practicing it, because they wish to professionalize in the teaching of this language.

### 2.3. STUDENTS' CHARACTERISTICS

When a student is enrolled in an Open University Program, he works at home, programming schedules according to his own needs, taking into account his occupation and family responsibilities. When the student is registered, he receives all the Academic material through his/her Coordination Center.

In order to achieve the objectives, the Open University uses a variety of modern systems of social communication, especially written, audio, and audio-visual which allow the student to achieve his academic goals.

- The students receive the help and the necessary support needed for reaching to maximum efficiency by means of his/her own effort.
- The students of the Open University must achieve high performance through creativity and personal research.
- The students by themselves uncover the capacity to overcome most of the scholastic obstacles that they find in their careers placing themselves into a rigid self-discipline which makes them to save the necessary week time and to take the most adequate techniques for accomplishing the University activities.
- The students keep a permanent relation with the teacher and the University which stimulates their conscious responsible work.

#### 2.4. EVALUATION AND PROMOTION SYSTEM

##### 2.4.1. THE AT-A-DISTANCE EVALUATION

It is made by means of a correct performing of the monthly program, which are delivered by the students to the University through the Associated Center.

- Programs must be personal and original. Students are not allowed to copy from the book or from the work done by a fellow student.
- They must be well researched, with a lot of consultation and the necessary documentation.



- They must be deep and extensive, avoiding the laconism that affects the integrity of the work.
- Special attention must be given to the structure and presentation of the work.

The works that don't fulfill all these conditions will be considered nule and students must prepare another paper to recover a grade.

Once the programs have been evaluated, they are returned to the students, to be reviewed on the indications and orientations given by the teacher, for the students to write the following programs more objectively and experimentally.

#### 2.4.2. PERSONAL EVALUATIONS

Are taken twice each cycle, in the place and date assigned by the Univesity.

The final score will be the sum of these two partial evaluations, plus the score average obtained in the at-a-distance evaluation.

#### 2.5. ADVANTAGES AND DISADVANTAGES OF ENGLISH LEARNING THROUGH AT-A-DISTANCE STUDIES.

Because of the complex modality of application, the teaching of English at-a-distance presents some advantages and disadvantages.

## 2.5.1. ADVANTAGES:

- a. The word, is the fundamenal tool of communication of man's ideas, either, in a sound way (pre-recorded cassettes, broadcast auditions, etc.) or in written versions (texts, written documents, printed programs, etc.)
- b. Imagination training, must be practiced by the teacher when designing his lessons as well as by students when they are mentally transported to the various possible situations, according to the requirements of the lesson.
- c. An at-a-distance teaching characteristic is individualization. The student gets involved intentionally with texts processing, broadcasts, recordings, programs, or printed schemes, creating an appropriate environment for reflecting and assimilation of the ideas proposed in the lesson.
- d. The use of technology and social communication to be applied on the different steps in the teaching-learning process.
- e. Themes are prepared in advance to allow the use of various resources, and its revision and experimentation before delivering them to the students.
- f. The possibility for the teacher of using different expression means, in the development of the theme to be assigned to the students.

## 2.5.2. DISADVANTAGES:

- a. At-a-distance teaching misses the teacher presence; for this reason, the limited motivations and unappropriate stimulus reduce the effectivity of the class.
- b. It is not possible for the student to ask for immediate feedback about the doubtful aspects of the theme or content.
- c. Because of the insufficient motivavion; it is difficult to mantain the student's interest and attention in a permanent way in order to obtain an effective result.
- d. Difficulties and limitations that the difussion means faces, such as: the absence of TV and Radio Programs.

\* \* \* \* \*

# *CHAPTER III*

### 3. NATURE AND QUALITY OF THE USED MATERIAL FOR THE LEARNING-TEACHING OF ENGLISH IN THE OPEN UNIVERSITY

#### 3.1. THE PROGRAM

The motor element, in the academic process, is the Written program, which is a didactic, academic and instructive instrument. It allows to attain the academic and conductive objectives.

The program is prepared by the teacher of the subject, who reviews the program and updates it each cycle of studies.

In the completion of the analitic program also participate, the Director of the corresponding department; and the Assistant Director, who authorizes the printing of the program.

The student receives 4 programs for each subject at the beginning of the Academic period, (5-month-long).

If the program is developed with academic and investigative deficiencies, or in an incomplete form,

the student must recover the grade; for that the student receives from the teacher the corresponding written document and the convenient advice.

- . The program is evaluated by the teacher. He appraises the academic results, the accomplished objectives and, in general the student's personal aspects by which the teaching-learning process is supported.
- . The teacher returns to the student the evaluated Program, with the pertinent observations which allow the student to appreciate the accuracy of the work done.

### 3.1.1. CHARACTERISTICS OF THE PROGRAMS

The programs or printed educative schemes must answer these three basic questions:

1. For what reason do we teach?
2. What must we teach?
3. How must we teach?

The above questions are just the answers to:

- The objectives,
- the contents, and
- the activities

In short, the programs have the following characteristics:

- To be functional: They respond to the personal and scientific student's needs.

- The programs fulfill the circumstances easily, giving the teacher and students the opportunity to develop their creativity.
- They are structured following a logic sequence in the psycho-pedagogic development of the student; they try to respond to the real necessities of the social, economic and cultural nature of our society.
- They are capable of guiding the student to the achievement of the objectives proposed.
- They are useful avoiding energy waste and an intrascendent encyclopedism.
- They are pleasant to avoid the discouragement and neurosis, rather, motivating the student's interest and enthusiasm in order to improve himself.

### 3.1.2. STRUCTURAL ASPECTS OF THE MATERIAL

The program has the following structure:

(Subjects)  
ANALITIC PROGRAM OF .....

- I. INFORMATION DATA
- Faculty
  - Department
  - Major
  - Academic Period
  - Cycle (level)
  - Series
  - Teacher (s)

## II. INTRODUCTION

In a space of about one page there is an explanation of what the subject is about, and how to place it within the speciality.

The requirement to the subjects are given and the general objectives of the subject are explained. Furthermore, some motivational words are added. At the end of the introduction all the subjects have the following advise:

"The student must study the subject completely and thoroughly. The student is responsible for the material in the programs.

The student must develop the activities, using all resources available. This will enable the student to perform well on the personal evaluations and on the monthly activities. The student needs a minimum average of 14 points in both the personal evaluations and the activity programs in order to pass the subject".

## III. PROGRAMMING OF THE SUBJECTS BY MONTHS

### FIRST MONTH PROGRAM

#### THEME

#### 1. OBJECTIVES

##### 1.1. FORMATIVE OBJECTIVES

- They refer to the basic principles of the Open University, in other words, the



principles of investigation, creativity, critical capacity and depth.

- They are formulated, to be achieved in a month's study.

#### 1.2. INSTRUCTIONAL OBJECTIVES

- Instructional objectives are specific goals based on the formative objectives. They are formulated by using action verbs. These objectives are in a close relationship with the activities planned.

#### 2. CONTENTS

They are described analytically.

#### 3. ACTIVITIES

- They constitute the assignment that the students have to do in order to be able to fulfill the objectives.
- It is interesting to remember that the activities must be consistent with the objectives and contents of the program.

#### 4. METHODOLOGICAL STRATEGIES

- This is the most interesting part of the process because here is where the teacher establishes a true dialogue with the student, by writing clearly and directly everything concerning techniques, methods, procedures and so on. The

student can use this in order to understand better and develop the assigned activities.

- For practical reasons, methodological strategies are written immediately after each activity.

#### 5. EVALUATION

- The evaluation has two parts: First, the student is evaluated at-a-distance, on the activities of the analytical program. Second, the student is evaluated through two personal evaluations.
- The programs and the personal evaluations are worth 20 points each. Each activity is graded according to its level of difficulty.

#### 6. BIBLIOGRAPHY

- It is placed at the end of the fourth month program, establishing a distinction between basic and complementary texts.
- The student must find everything he needs to answer the programs completely in the basic bibliography given by the University.

#### 3.2. AID MATERIAL

The instructional written material is supported by cassettes and audio-visuals.

- . The production of the audio and audio-visual auxiliary

material is done by the "Departamento de Producción de Material Académico Científico" (DPMAC).

- . This department is an organism oriented to the technical collaboration in the aid's material production, and to the technical adaptation of the written pedagogic material for audio and video.
- . The scientific-academic and didactic-methodologic content is the concern of the teacher responsible of the subject. The diagram and the technical graphic presentation is coordinated by the Departamento de Producción (DPMAC).
- . The DPMAC is responsible for the technical aspect, and it is the executive programmer of the services, activities and applications that the audio and audio-visuals programs need in order to accomplish the foreseen objectives.
- . The audio and video programs and services are elaborated as guide, aid and motivation. They are not considered as a substitute of the written material.

\* \* \* \* \*

# *CHAPTER IV*

#### 4. AUDIO-CASSETTE VALUE, RELATED TO OTHER TEACHING AIDS IN AT-A-DISTANCE SYSTEM.

##### 4.1. WHAT ARE TEACHING AIDS?

Films, filmstrips, TV programs, as well as machines used to show them, can be used as teaching aids. Pictures, the recorded voice and models are also considered teaching aids. In fact any material, programme or machine used to help the teacher explain his lesson better is included under learning aids. There are many ways in which aids can be grouped:

- 4 - According to the senses used, aids can be named audio (heard) or visual (seen).
- According to their nature, they can be considered as flat, three-dimensional, moving or still.
- According to how they are shown, aids may be divided into projected (shown to a group) or non-projected (used by individual students).
- In terms of the language skills they are used for, aids may be grouped under listening, speaking, reading, and

writing. The basis of grouping will determine the class of aid named.

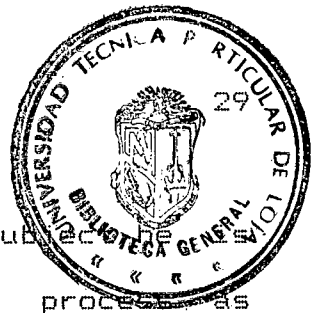
Teaching aids can be used for learning any human science. However, inasmuch this work is mainly concerned with aids to foreign language teaching in at-a-distance system (individual learning) we will discuss them only within such frame.

#### 4.2. WHY ARE AIDS RECOMMENDED?

Teaching aids, are designed to help the teacher save time and effort. All of them make learning more lively and more interesting. Especially in the field of language teaching, aids have contributed a great deal to make learning more enjoyable and more efficient.

Many educators would agree that language-teaching is very difficult, very unrewarding, and even boring. The teacher is using language to talk about language. He is using symbols (Spanish) to explain other symbols (English), and the poor student is expected to find his way through this difficult process. Many a time does a teacher feel that he has lost his class without hope of ever regaining the students' attention. How can he be sure that the majority of the students are learning what he is teaching?

Psychologists have given various explanations of the way people learn. In spite of differences among these experts, they would agree that the best conditions for learning are when:



- a. The learner is actively engaged with the subject as often as possible. He should participate in the process as often as possible. All aids are designed to encourage participation.
- b. What is being learned can be applied to real-life situations. Most aids bring the class nearer to real life, or bring the outside world into the learning process.
- c. There is a continuous give and take between the teacher and learner. Aids help to clarify the points explained in words.
- d. The material is presented to the students in units small enough for him to follow and understand. It proceeds from the known to the unknown, from the simple to the more complex.
- e. The learning situation is so organized as to allow every student to proceed at his own rate. Beginners are given simpler materials. Advanced ones are given more difficult drills. Non-projected aids are used to individualize instruction so that every student can work alone at his own speed.
- f. The student always knows whether he is on the right track and receives encouragement when he is. Some cassettes, have drills in which correct answers are given after a student has answered. More recently developed drills include encouraging remarks to the learner.

Perhaps the last and most important is that learning takes place most readily if more than one sense is engaged in learning. If the student sees, hears, feels and even smells the material he is learning, he will understand it better.

While this list of conditions is by no means complete, it does include factors that are necessary for enjoyable, efficient learning. Any successful teacher should try his best to create the appropriate conditions for his teaching process.

#### 4.3. VALUE OF LANGUAGE-TEACHING AIDS

Speech is the greatest invention of man. Words express the most complex ideas and make the speaker and listener share the same experience. A limited number of linguistic sounds can explain an infinite number of ideas. For the last five centuries man has heavily depended on words, written or spoken, to communicate and preserve his thoughts. Books, newspapers, cassettes and radio broadcasts rely on the use of words. Throughout centuries people have been trained to express and receive ideas through words.

Language by itself, however, fails to convey certain ideas accurately. Consider how difficult it is to describe a smell or a taste in words alone. Feelings and emotions can be expressed only approximately in words. The difficulty of communication by language alone is that the meaning lies in the minds of the speaker and the listener.



Words serve only to arouse such ideas. Since no two people have identical experiences, what the speaker intends may not be the same as what the listener understands.

1

"A picture is better than a thousand words" may be a gross exaggeration but it bears a grain of truth. Audio and audio-visual aids, however, are not designed to replace words but to strengthen them. Research has proved the educational value of teaching aids under specific conditions. Aids should give a true picture of the ideas which they explain. They should not exaggerate or distract the students from the points in question. They should be suitable to the age and level of the learners. They should be properly chosen and presented. Above all, their use "is justified only if they can do something the teacher unaided cannot do, or can do less effectively."<sup>2</sup>

Many teachers still question the value of aids, for various reasons. Aids need more time to prepare and present than some overworked teachers can afford. They are usually complicated and expensive. Many teachers are even jealous of some teaching aids. The students respond more readily and eagerly to a film or a tape than they do to a teacher's explanation. Poorly prepared teachers may even feel that aids threaten their prestige. The native speaker's pronunciation on a tape or a film may be much better than the teacher's performance.

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1. Audio-visual materials, Encyclopeidia of Educational Research, rev. ed., New York, Macmillan, 1960, p.84.
  2. S. Pit Corder, The Visual Element in Language Teaching, London, Longman, 1969, p. 69.

Most of these problems can be solved by proper planning and adequate information. It will be shown that the use of aids does reinforce learning. Aids make vague ideas clear and bring them within the level of understanding of the student. They present the same ideas in in different situations to help students learn. They help the learner to remember the material for a longer period of time. They offer a reality of experience which encourages students to experiment by themselves. They stimulate the growth of vocabulary and the continuation of thought. They offer varied experiences that are a welcome change from the routine of language class teaching. If properly used they save time and effort for both the teacher and the learner.

#### 4.4. AIDS FOR AN INDIVIDUALIZING LEARNING

Aid devices of the simpler kind have been available for a long time, yet strange to say, foreign language teachers have made comparatively little use of them. This is all the more deplorable in view of the fact that aids lend themselves so well to that area and can strengthen the linguistic phase as well as enrich the cultural phase of language teaching.

Whithin recent years, however, the importance of aid devices in teaching the language has come to the fore. In fact, the very latest material are primarily concern with speech. This development is a direct outgrowth of the urgency of a thorough knowledge of foreign languages.

A striking fact is the recent rapid development of mechanical devices, both visual and audial, for the learning of languages. The market is full of a vast array of these sources:

Visual:

- Flat materials: pictures, flash cards, maps, charts, cardboard figures.
- Three-dimensional: puppets, dolls, models, dioramas.
- Projected materials: films, filmstrips, motion pictures, television.

Auditory:

- Tape recorder and tapes
- Phonograph discs
- Radio
- Motion Picture with sound
- Television
- Language Laboratory.

The most appropriate for an individualizing learning are the auditory equipments, specially the non-projected ones (tapes, discs, radio). Projected aids are not recommended where individual teaching is paramount, they are generally directed to groups larger than a single class; there are often administrative and technical difficulties. In addition the use of this kind of machines will be extremely limited because of its prohibited cost, moreover a good course in programmed instruction in foreign languages has yet to be constructed. In relation to



Language Laboratory, it gives every student an opportunity to practice individually but it is directed to a half dozen students to forty or fifty booths, each equipped with tape recorder, earphones and control buttons in an special room.

Although Class Instruction is universally prevalent and its socializing phases have been highly praised, the ideal learning is probably that of one teacher for each student. That is, of course, enterely out of question under normal conditions. Some audial devices have, however, made this quite possible. Those aids make viable what is an almost ideal situation for learning a language at-a-distance, namely:

1. Hearing is stressed. Since language is basically sound, the sense of hearing must be appealed to more than any other.
2. The learner is isolated. He is removed from the distracting influences of his work, business, etc. He is occupied solely with himself and with his task of learning. He can proceed at his own pace.
3. The learner is brought as close as possible to the speaker on the tape or record.

Among the devices that can be used in an individualizing learning (audio tapes, phonograph records, radio), in the Open University the Audio Tape has been effectively adapted for the teaching learning process. For this reason we will make a comparative study of this device

with the other materials and state the advantages and limitations they could have in at-a-distance system in our environment, considering the economic part and the fact that the UAL has a national coverage which goes from the big cities to the smallest and most isolated places in the country, in addition to the matter that the student can study at home.

#### 4.4.1. THE AUDIO-CASSETTE IN AT A DISTANCE SYSTEM.

The audio-cassette is a valuable adjunct to the oral activities of the foreign language lesson. It has been made easier and cheaper. Practically all the newer basic textbooks in foreign languages are provided with tapes, and publishers are inclined to permit teachers to reproduce them for class use. The quality of the tapes has been improved.

The machine could be on the student's desk, open, connected, and ready to use when he desires. Then, according to the type of lesson or the point to which the lesson has developed, the student will use the tape to play a previously recorded illustration or exercise, which he can hear, imitate, and use as a model to repeat orally or which he will write down as a dictation exercise.

Specifically, the tape and tape recorder are valuable in the following ways:

1. They extend the repetitive force of the native or

teacher's voice beyond his own physical limitations. A tape can be used all day long if needed. A single hearing of a foreign word or sentence is insufficient for learning (radio, TV., ...). The audio tape makes it possible to repeat any number of times without the slightest variation in pronunciation.

2. Voices other than that of the teacher can be taped on the cassette. This is extremely important. The student can thus hear male and female voices, young and old, native, regional and standard pronunciations. The use of taped materials makes it possible to give the student the experience of hearing a variety of voices. The average student, trained in the traditional classroom, is so accustomed to one voice that often he is bewildered when another teacher or a stranger speaks. The systematic use of the tape recorder overcomes this difficulty in time. It prepares the student for easy comprehension of foreign voices on the radio or on a sound film.
3. The tape provides a permanent reference for sounds in the language. It is like the standard text or reference work in its relation to the visual aspect of the language. Ear-training practice should be included in every lesson. The tape is the most convenient device for ensuring the complete identity of material. Ease of recording and of erasure makes the preparation of audial materials no more difficult than mimeographing. For the sake of economy, the teachers of the UAL, in the same university record their tapes.

The tape adds a new potential to listening. It makes listening available to the student at any time. Of course, the effective utilization of this potential depends upon the arranged practice time. It may entail modification in the course of study. In any case, the audio tape is one of the most valuable device that can be used in achieving the hearing and speaking aim and can be effectively adapted to at-a-distance system.

#### 4.4.2. THE PHONOGRAPH RECORD IN AT-A-DISTANCE SYSTEM.

Phonograph records may be used effectively for a number of different kinds of listening exercises. They may be employed in the teaching of:

1. Appreciation of the music of the foreign country.
2. Appreciation of vocal selections in the foreign language.
3. The singing of a song
4. New vocabulary
5. A dialogue to be memorized
6. The appreciation of literary selections in the foreign language.
7. Aural comprehension
8. Culture.

Advantages of Records. Phonograph records possess a number of distinct advantages over radio programs. A record can be:

1. Stopped at any time to repeat any part that may prove difficult for the student.
2. Played at any time desired and thus be introduced where it is most effective.
3. Pre-heard and evaluated.
4. Made for a given purpose. The machine can be used for exam; for transcribing radio broadcasts or for recording native voices (This last activity has become much easier and less expensive through the use of tapes).
5. Finally, records can be obtained in almost any subject, for any musical selection, in any language.

#### Limitations of Records.

1. Discs are becoming less practical for language teaching. They are difficult to store, impossible to erase, and expensive to make. With the arrival of new ideas in teaching methods, material recorded on discs will become useless after a short while. A more serious disadvantage is that discs decrease rapidly in fidelity after being played a few times; furthermore, a record must be changed, or turned to the other side, every three minutes or so.
2. Records should be stored upright in their covers in a relatively cool place, free from dust and dirt. High temperatures in dry weather may warp the records and cause distortion of sound. Dust and



dirt may fill the tiny grooves on the record face and spoil its quality. Records should be copied on tape as soon as bought, and should not be played often because they rapidly lose fidelity. In fact this is the best procedure to follow whenever you have recorded discs; always copy them on tape and keep the record only for making fresh copies if needed.

#### 4.4.3. THE RADIO IN AT-A-DISTANCE SYSTEM

Radio can provide a model of good native speech. By listening daily to a good foreign language program on the radio, teachers and students may be given a real incentive to work in improving their standard of speech in the foreign language.

Advantages of Radio. Radio possesses several distinct assets as a teaching device:

1. Since the broadcast depends on the human voice, emotion and feeling can be conveyed in a way that no printed text can do.
2. If the speaker is a distinguished person, or is in the news, there is an added thrill in listening to his remarks.
3. The realism of the broadcasts can be increased by sound effects.

4. Authorities in any given field can speak on the program. In the case of languages, the native voice can be heard.
5. Listening to specified cultural programs at home may be made a homework assignment.

#### Limitations of Radio.

1. Attention must be concentrated on listening. This requires a special effort on the part of pupils.
2. Radio is one-way communication.
3. The radio program cannot be heard in advance and thus cannot be prepared for. In the case of the tape-recorder, it can play a previously illustration or exercise, which the students can hear, imitate, or write any number of times. The tape extends the repetitive force of the voice beyond the physical limitations.

#### 4.4. WHY IS THE AUDIO-CASSETTE RECOMMENDED?

The obvious advantage of a tape recorder over a gramophone is that it acts as a portable recording studio. It can capture on tape any voice or sound from the radio, TV, gramophone, or even the telephone. Once recorded, the tape is ready for instant replay.

For aural comprehension purposes, tape-recorders are invaluable for taping lectures and speeches. Educational broadcasts can easily be recorded, then replayed at times

convenient to the listener. Pre-recorded material can be edited and changed to suit the level of the learner and the needs of the language program.

New cassette recorders have been produced at very low prices. These can be used by individual students for remedial work or practice at home. With the relatively recent invention of transistors, tubed machines are rapidly disappearing. A transistor recorder is smaller in size, usually cheaper, and does not need some minutes before it warm up and is ready to play. Early transistorized sets were poor in fidelity. Most of the reasonably priced ones available now are of adequate sound-fidelity for language recordings.

These and many other advantages justify the audio-cassette use in at-a-distance system:

1. For this first time in the history of foreign-language teaching, each student may have the opportunity to hear native speech clearly and distinctly.
2. The student may hear this authentic native speech as frequently as he desires.
3. The taped lesson provides an unchanging and unwearing model of native speech for the student to imitate.
4. In the cassette the student may listen to a great variety of foreign voices.
5. The audio-cassette provides the student with psychological isolation which releases him from some of

his inhibitions about making embarrassing foreign-language sounds.

6. Each student may hear and use the foreign language throughout the taped lesson, instead of wasting time waiting for this turn in a large room, as it is done in the usual classroom situation.
7. The student is in a position to compare objectively a specimen of his own speech in the foreign language with that of a native model.
8. The student may practice each language element as many times as he wishes before moving on to the next.
9. The student can study at his own pace, concentrating on the parts of the work in which he needs most practice.

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# *CHAPTER V*



## 5. THE AUDIO TAPE AS A SUPPORT INSTRUMENT IN THE TEACHING-LEARNING OF ENGLISH IN AT-A-DISTANCE SYSTEM.

### 5.1. A NEW EMPHASIS IN LANGUAGE LEARNING

The marked stress on learning to speak a foreign language has led to the wide use of mechanical devices for recording and reproducing sound. But strangely enough, the use of such aids has affected not only the methodology involved but the very thinking on the nature of language. The following assumptions underlie the new techniques:

1. Language is essentially speech, and speech is basically communication by sounds.
2. Sounds made by the voice are far more complex and go far beyond the symbols of any phonetic alphabet. There are many delicate nuances and inflections, grunts and puffs, which occur in daily speech but are not represented by any graphic symbol.
3. The graphic symbol, therefore, is inadequate to record the complete and rich pattern of human speech. Letters can not represent the various shadings of sounds. These must be learned by imitation.

4. The best model to imitate is the native speaker or someone with a near-native accent.
5. Speaking a language is a skill. A skill is acquired by much repetition. It is primarily a neuromuscular and not an intellectual process.
6. Orthophonic devices, and particularly, the audio tape provides adequate facilities for practicing without the help of an interlocutor.

#### 5.2. AUDIO CASSETTE PRODUCTION PROCESS IN THE UTPL

The audio cassette production process is made in the DPMAC of the UTPL. (Departamento de producción de material académico-científico).

The DPMAC is in charge of the technical work preparing the audio cassette for teaching-learning English in the at-a-distance system.

##### 5.2.1. THE DPMAC AUDIO DEPARTMENT

Is the studio, where master recordings are made. They are designed for programs, tests, and examinations as aid material.

Tapes on which the material of the tapescripts is originally recorded are called Master Tapes. Master tapes are not handed to the students. Only teachers and technicians have access to them.

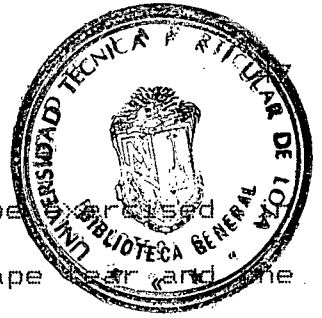
The Audio department is a small room, not appropriated for this purpose; located on the third floor of the Open University building. Unfortunately, because of the location, the room is not sound proofed at all. Noises are heard when recording is being done; for this reason, the recorded tape, sometimes is not of a professional quality.

#### 5.2.2. AUDIO-DEPARTMENT EQUIPMENT:

The tape recorder is essentially a machine for recording and reproducing sound electronically. Master tapes should be produced on the best recording machine available. Instruments such as Technics, National, Pioneer, Sony, and others of similar quality are adequate for making masters.

In the case of the UAL, this is a 1970's Sony equipment. In the tape recorder sound waves generate electric impulses which create magnetic patterns in the tape's ironoxide coating. The recording is fixed immediately, there is no need to process it. When played back, the magnetic patterns are moved past the gap in the reproducing head. They generate tiny electric voltages which are amplified and fed to the loudspeaker. There is practically no wear. The tape may be used indefinitely. In addition, the tape may be erased and re-used. This is done by passing the tape through the magnetic field of the erasing head, which obliterates the magnetic pattern. This do not damage the tape. Although tapes are durable and the





recordings are permanent, some care must be exercised in handling them or damage may result. The tape and the recording may be erased.

The recordings in the DPMAC are always direct, they are not edited. Editing means changing the contents of a tape by removal or addition of parts. This entails cutting the tape at the right places and splicing the parts together as desired. Mistakes such as incorrect words or sounds can sometimes be removed entirely by cutting out a small length of tape. However this can ruin intonation; it is better to re-record erroneous parts while the speakers are present than to try to "doctor" the tape later.

After master recording is made, the tape is carried to the English Department in order to be reviewed and corrected if necessary; then, to the Language Laboratory for reproducing it.

Tape has the advantage not only of excellent and faithful sound reproduction, but also of ease editing. Any sound can be located on the tape and edited out, whether the cut involves several words or just one sound. Errors in recording can be removed and a piece of tape with the correction may be spliced in.

These advantages of flawless reproduction and ease editing, duplication and handling make tapes the natural medium for at-a-distance programs.

#### 5.2.2.1. Mass Duplication

In the Language Laboratory of the UTPL, there is a separate room within the larger room for making copies from the master recording. Mass Duplication is done on a special machine called a Tape Duplicator.

A tape duplicator is a single tabletop machine on which the master tape and several blank tapes are loaded. It is so arranged that the output of the master tape playback head is connected to the record heads of the slave copier tape transport. When the machine is loaded and started, it produces copies at high speed. If the operator places the master copy on the machine so as to run backwards, the copies will be made backwards so that, at the end of the copying, they will be properly wound for immediate playback. Otherwise it would be necessary to rewind all copies on the original reel.

The UTPL has for this purpose, telex copiers, and five copies at once can be made in these machines. The master cassette is loaded in the first telex copier called "player" and then the five blank cassettes are in the "copier" in a one way track. It takes three minutes to get the cassettes recorded.

### 5.2.3. NATURE AND QUALITY OF THE AUDIO-CASSETTE

#### 5.2.3.1. Cassettes

The cassette is a miniature

tape cartridge containing a supply reel and a take up reel (using 1.8 inch tape). All the parts are enclosed except one edge where a slot allows the heads and the drive mechanism of the player to contact the tape.

The cassette is so small (4 x 2 1/2) x 1/2 inches) and light (max. about 1 1/2 oz.). This is very convenient for handling and storing.

Cassettes are available in lengths, designated by the total number of minutes (both directions included) duration: 30-60-90 and 120 minutes lengths. These numbers should be divided in half to determine the one-direction (side A) duration.

The UAL uses 60 minutes length cassettes (30 min. each side). They are of the AMPEX brand common and ordinary, no professional, even the master cassette is the same brand. The UAL purchases them at wholesale. The student must get a set of 3 cassettes per course.

- Two cassettes are auxiliars of the text: English for Spanish Speakers, that is the Guided book for Peritaje students; for this reason, these cassettes are not recorded each cycle of study, they are reproduced from a master recorded years ago.
- One cassette is the program's auxiliary; it corresponds to the aural exercises part. This cassette is recorded in advance to have it ready for the coming cycle. This is recorded according to a script that is written by the teacher.

Two or three teachers are the English speakers on cassettes, but they are not always native ones.

The technician who manages the equipment in the DPMAC also acts as a speaker, he makes the presentation of the cassette in Spanish.

The program's auxiliary cassette: It begins with an introduction, where the main objectives are stated in English and Spanish.

The objectives pointed out are as follows:

"The main objective of this listening part is that of at the end of the semester or cycle, the student will be able to understand spoken English in short sentences, expressions and short readings or dialogues. We include a listening part for the students of Peritaje, because, when learning a language it is important to hear the language spoken.

NOTE: Listen to the cassette several times to acustom your ear to the voices and the sounds of the foreign language, then, begin the activities designed to help you practice your listening comprehension. Each section is separated by a musical section to help you review the cassette by sections.

The Text's auxiliary cassette: It begins with a musical courtain, then the technical announcer makes the presentation in Spanish. As the tapes are going to be used

in conjunction with a given lesson of the guided book, the page, the exercise and the title of the passage are stated at the beginning of the tape (in English).

The presentation is made in both sides of the cassette, which we consider unnecessary and space reducing.

### 5.3. CHARACTERISTICS OF THE AUDIO-CASSETTE AT-A-DISTANCE SYSTEM.

Nowadays the communication means are used widely, for no specific purposes. We should try to take advantage of them at maximum.

T.V. is related to the combinations of images and sound. Radio combines different sounds; and Printed texts make use of the written words exclusively.

In an integrated learning concept, each resource must be used in the most practical way. It doesn't mean to substitute one by another arbitrarily, but it is appropriate to study consciously the educative advantages that each one provides.

In the case of the audio-cassette it participates of what other means offers, although it also has particular characteristics:

The sound diffuses in a fleeing way, but it has an important element that is the repetitive force of the message.

The audio tape permits a higher level of concentration. The possibility of hearing at any time without a rigid schedule, supposes a distensible and more relaxed audition; therefore it helps the retaining and comprehensive capacity. It also permits the review. This possibility could be reinforced by means of: musical resources, pauses, automatic stop, etc. All of this permits the student to get the message and in a determined moment, when he stops the tape, answer to it.

We have to emphasize in this work that through our experience and research, we have found that the audio-cassette has a great value as an impeller of the student's aural expression, but, extensive and sistematic practice in hearing and speaking is necessary.

Then, the fundamental aim of the audio-cassette is to provide the student (hearer) much and regular practice in listening models, in imitating these models and in repetitive aural drills. Constant listening will build up the ability to understand the foreign language. Oral drills will strengthen the ability to speak fluently. Therefore, the great advantage of the audio-cassette is to provide practice in the spoken language.

Furthermore, it is important to state that the audio-cassette can establish a teacher-student relationship (feedback). The audio-cassette will be of inestimable value for the teacher, who being enable to be present in the class, may use it as an instructional aid.

5.4. STRUCTURAL ASPECTS AND QUALITY OF  
MATERIAL IN THE UAL.



The guided-text auxiliary cassettes include two parts: Reading and Speak (pronunciation). The program's auxiliary cassette has: Listening Comprehension exercises.

5.4.1. READING

In these cassettes, a reading selection introduces each lesson. The recording on the tape is related to the content of the Text-book "English for spanish speakers" which contains four Units grouped in lessons of four. The taped material is not extraneous. It keeps relationship to the regular course of study: the student is advised to carefully read each passage and answer the comprehension questions that follow the Reading; a vocabulary practice also follows each Reading. On the tape is recorded the Reading only. The text-book makes a visual appeal, the tape makes an audial appeal.

When playing back the reading passage, it provides a model for repeated contacts as needed, to remind the student of correct pronunciation, intonation and inflection.

## CONTENTS OF THE READING (BOOK V)

UNIT 1	BRIEF BIOGRAPHIES	TIMING
Lesson 1	A poet and Dramatist -William Shakespeare	7'30"
Lesson 2	The Plant Genius -Luther Burbank	6'30"
Lesson 3	A Funny Comedian -Bill Cosby	6'00"
Lesson 4	A Voice of Gold -Sara Bernhardt	6'00"
UNIT 2	MISTERIES OF MANKIND	
Lesson 1	Man's Abilities	7'30"
Lesson 2	The Unknown Organ	6'30"
Lesson 3	The World of dreams	7'00"
Lesson 4	Use Your Sixth Sense	6'30"
UNIT 3	SECRETS OF THE UNIVERSE	
Lesson 1	The Incredible Stars	6'30"
Lesson 2	Four of Nature's Marvels	6'00"
Lesson 3	Secrets in Stone	7'00"
Lesson 4	Birds Sing Their Songs	7'30"
UNIT 4	PROBLEMS OF THE TWENTIETH CENTURY	
Lesson 1	Air Pollution and You	6'00"
Lesson 2	Marihuana -Questions and Answers	6'30"
Lesson 3	Life and Death	4'30"
Lesson 4	Radiation Danger	5'00"



These Reading selections are always taped completely. Certainly, some or all of the reading selections on the textbook may be recorded: some parts, to permit phrase by phrase repetition to improve skill in oral reading and some parts to guide the silent reading. Both types may well be included in the same tape.

In this case, the reading is done without pauses for phrase to phrase repetition. The teacher reads slowly from beginning to end, this may be followed by silent reading by the individual student. Silent Reading, in which pronunciation difficulties have not been overcome, is liable to result in poor reading habits. The student may dawdle, stumble over or ignore words he cannot pronounce. The tape recorder can supply a fluent, well-pronounced accompaniment to pace the student's silent reading. The spoken accompaniment to the silent reading effects several important results. It prevents dawdling, it gives the student the opportunity to hear the Language correctly pronounced, and it assists in comprehension which depends largely upon getting the meaning in phrase groups.

In the Reading part, correct timing also must be discussed, because, according to the results obtained in the survey made, some of the students consider that the Reading passages are too long; really they are not, on the book the passages commonly occupy one page and a half only, the problem is that there is a tendency on the tape to speak too slowly, to over-articulate difficult sounds in order to help the student to understand. Since the taped speech is available for numerous repetitions, such

overemphasis is unnecessary. The teacher should speak at normal conversational speed for getting a correct timing of the spoken material. Repeated listening will result in complete comprehension.

#### 5.4.2. SPEAK (Pronunciation)

As the guided book stated in the introduction; Speak is a new section of this advanced level of language learning. By diverse and multiple means, the student is compelled to produce oral speech. After all, that is the purpose of learning to speak a language.

In this section the student must read aloud. He listens to sentences, poems, single words and songs.

## CONTENTS OF THE SPEAK (BOOK V)

UNIT 1	TOPIC	Recorded	Non-Recorded
Lesson 1	Sonnet XVIII by William Shakespeare.	X	
Lesson 2	Sentences (Phrase group)	X	
Lesson 3	Who are you?		X
Lesson 4	Personal Responses		X
UNIT 2			
Lesson 1	Song "The Dying Cowboy"	X	
Lesson 2	Inside your body	X	
Lesson 3	Students comment on their daily activities.		X
Lesson 4	Commands		X
UNIT 3			
Lesson 1	Interjections	X	
Lesson 2	Song "Green Grass of Home"		X
Lesson 3	Telephone Conversations		X
Lesson 4	Poem "Man, Tree and Storm"	X	
UNIT 4			
Lesson 1	Men walk on moon		X
Lesson 2	Questions for conversation	X	
Lesson 3	From Ecclesiastes	X	
Lesson 4	The Lord is My Shepherd	X	



In this section, each sentence is followed about once the length of the sentence to be imitated. The student must repeat while watching the words on the book immediately and at the same speed, or faster, than that of the speaker on the tape.

According to our research, it is advisable that the sentence be approximately four to eight words, depending upon the sense. Each sentence pronounced at normal speed, should be followed by a pause about twice the length of the phrase to be imitated. This permits the student to repeat and gives him a moment to think.

It is important that pauses for repetition take place between sentences and not between single words.

Pauses must be long enough to allow the average student to imitate. Too short a pause means that the student will be interrupted in his repetition by the next utterance on the tape. This frustrates him and causes him to lose track of the patterning. Too long a pause leads to impatience and irritation.

The pause should be just long enough for the native speaker to give the desired response at an unhurried pace, with an additional allowance of a count of perhaps three (one, two, three). It is better to give a longer pause than a shorter one.

The best way to insert pauses of proper length is to have the speaker repeat the sentence to himself, allowing the "cushion" of three counts. If a regular recording

studio is used, a person familiar with the foreign language can stay outside the studio window, give the sentence aloud, and signal the end of the pause by a hand movement. This "timer" might be the author of the script, another teacher or a good student. Merely, thinking the answer is not satisfactory. One tends to think a sentence with a speed greater than that of articulation. The result would be too short a pause. If the speaker himself is forced to calculate the pauses, he should simulate articulation, going through the mouth movements silently. Another way is to think the sentence twice at slow speed before proceeding with the next utterance.

When the cassette offers a poem, there are not pauses between lines, the student just listens to the pronunciation. Good pronunciation may be developed by reciting passages of prose and poetry, which may be memorized after being heard a number of times; for this purpose it is unnecessary to record the poem twice (as in the case of Sonnet XVIII, given in the book V) because it reduces the space of the recording material. If the student wants to hear the poem again, he could play back the tape any number of times in order to repeat and memorize it.

With respect to single words, there is a pause after each word for the student to repeat. By continually hearing the foreign sounds and repeating them, the student acquires correct pronunciation and intonation. If the student wants to record what he says, he may compare his

production with the original on the tape. In this way, mispronunciation may be corrected and intonation improved.

But, the crux of the matter, however, is the production of appropriate material for the student to practice. This requires a good deal of time and effort. In fact, taped materials require more time and care than other teaching materials, for they must not only be clear but also graded, varied, interesting and linked up to the textbook and the corresponding lesson.

As the chart indicates (Contents of Speak) some parts of Speak are eliminated maybe because of the space or because they are not appropriated for recording.

As we pointed out, the material for recording may be productive if the Reading is taped at normal conversational speed; not overarticulating sounds slowly, or recording passages twice which may be heard again by playing back the tape. Consequently, the teacher could dispose of sufficient material to choose the most important exercises not the shorter ones; for instance, for recording, has been chosen the interjections (Ah! gee!...) and, has been eliminated the commands (Please, Stand up...etc.), that students consider are fundamental to know.

Sometimes, the cassettes provide songs. For example, in the case of the song "The Dying Cowboy" after the student listens to it, he has to fill-in the missing words in the book. But the song is confusing and has background noises that do not permit a clear listening and

consequently, it is difficult for the student to understand the missing words.

Two important difficulties should be noted by the teacher while teaching songs. Some songs include strange or unusual expressions that the learners may not understand. The music sometimes, covers up the words to the point of making them difficult to hear. It pays to provide the students with the scripts of such songs to help them follow the words.

In teaching a song, the following general directions should be helpful:

- First of all, the teacher should plan the song's recording, keeping these purposes in mind:
  - . Vocabulary development
  - . Pronunciation improvement
  - . Practice in improving the rhythm of the new language.
  - . Enjoyment and creative atmosphere.
- To select the songs so that they will answer student's emotional needs and appeal to their intellectual interest.
- The teacher should introduce the song by commenting on its significance and value, where it is sung (if regional), and on the life of the author (if important).

Criteria in selecting.- In selecting a song for foreign language lessons, each should be judged on the basis of the following criteria:

1. Clarity and distinctiveness of the spoken language.

2. Level and difficulty of the vocabulary used.
3. Vocabulary according to the lesson.
4. The speed of the spoken language.
5. Correctness and authenticity of the foreign language.
6. Appropriateness for the purpose it is to serve.

Special Songs used in Vocabulary reinforcement.- Although songs may be presented both, for the purpose of cultural enrichment and development of the linguistic ability in the new language, the basic reason for presenting them is to give the students further drill in using familiar vocabulary by means of an exciting song. The ingenious teacher, who recognizes this value can develop techniques for teaching simple songs in order to reinforce vocabulary.

He must choose a song based on vocabulary items that the students have learned. Such songs are specially effective when used as culminating activities, thus, the students through attractive practice, can reinforce the language concepts that have been given as a part of their lessons.

#### 5.4.3. LISTENING COMPREHENSION

The program's auxiliary cassette includes Listening-Comprehension exercises. Here, the students must follow cassette's instructions, (this could vary according to the lesson). They are divided into 4 parts:

First Part: Commonly, this part is referred to as sound's discrimination. Thus, the students have to



circle the heard sounds. In the space provided, the students write words that they hear on a sentence.

Second Part: The student listens to a paragraph in order to complete the exercise by writing the correct answer to the questions given.

Third Part: First, a passage is read, then the student must fill in the omitted words. The passage will be read once (the student can rewind the tape if necessary). The passage on the booklet should make sense after filling in the blanks.

Fourth Part: DICTATION.- This is the final part of aural exercises on the program. The student must write the passage heard on the cassette with the following strategy:

- a. The passage will be read three times, first at normal speed, for the student to listen to; second, at dictation speed with punctuation for the student to copy; and finally for checking the work done.
- b. The student can repeat the cassette as many times as he thinks necessary, in order to check what he hears and writes.

Undoubtedly, these four parts are very important, because the greatest effectiveness of the recorded material is in the practice of aural comprehension, which is the most interesting exercise to be put on tapes. Anecdotes, poems, prose passages, dialogues and conversations may be

used. A direct connection with the lesson can be made by taping selections from the textbook used by the student. In fact, if prepared with some skill, the comprehension lesson may involve practice in pronunciation, the learning of new vocabulary, answering questions on content (reading comprehension) and even, a dictation exercise.

With respect to dictation, as it is indicated in the strategy, the passage is read three times; we consider that two readings at different speeds suffice to save space in the tape and, considering that the student can rewind the cassette if needed. The first reading could be fluent; the second one could be in phrase groups for writing. Since writing is much slower than oral repetition, the recording should be made so that even the moderately slow writer can follow it.

\* \* \* \* \*

# *CHAPTER VI*



## 6. SAMPLE SELECTION AND DESCRIPTION

According to the fourfold aim of language teaching, the stages in acquiring a foreign tongue are listening, speaking, reading and writing. Practically all language teachers and students agreed that grammar translations and reading methods are outmoded and that the aural-oral objective is the most desirable one in learning a language. For this reason we applied an inquest to 215 students of Peritaje of V and VI levels of several Associated Centers of the Open University in order to know if the audio-cassette has produced satisfactory results in the oral communication.

### 6.1. THE INQUEST

The inquest was written in Spanish to avoid any confusion of the quested students and with the purpose of getting clear and honest answers.

The inquest was divided into 6 parts:

1. Linguistic Background of the Quested Students.
2. Radio and Television with Foreigns Language Programs in our Country.
3. The Tape Recorder and the Audio-Cassette in the

Development of the Speaking Aim, Self-evaluation, and Self-criticism.

4. The Audio-Cassette in an Integrated Learning Process.
5. Preference of the students about the content of the cassette.
6. Cassettes Quality.

#### INQUEST

#### ESTUDIANTE DE PERITAJE EN INGLES:

Considerando que las deficiencias en la comunicación oral del Inglés se deben a factores metodológicos y recursos inadecuados para propiciar su desarrollo, estamos interesados en conocer e identificar en qué grado el uso del audio-cassette ha producido resultados satisfactorios. Pedimos a usted contestar la siguiente encuesta en una forma clara y honesta.

Marque con una X donde usted crea conveniente.

1. a) Sus estudios secundarios los realizó en:
  - Colegio Monolingue \_\_\_\_\_
  - Colegio Bilingue \_\_\_\_\_
  
- b) ¿En su casa existe algún familiar que hable Inglés?
 

SI \_\_\_\_\_ NO \_\_\_\_\_
  
- c) ¿Tiene o ha tenido la oportunidad de relacionarse con una o algunas personas diestras en el idioma inglés?
 

SI \_\_\_\_\_ NO \_\_\_\_\_

- ¿Si su respuesta es SI. En qué porcentaje comprende lo que esa o esas personas hablan?

20% \_\_\_\_ 40% \_\_\_\_ 60% \_\_\_\_ 80% \_\_\_\_ 100% \_\_\_\_

d) ¿Está usted en capacidad de responder en forma oral cuando se le habla en Inglés?

SI \_\_\_\_ NO \_\_\_\_

- ¿Si su respuesta es SI. En qué porcentaje?

20% \_\_\_\_ 40% \_\_\_\_ 60% \_\_\_\_ 80% \_\_\_\_ 100% \_\_\_\_

2. e) ¿Tiene la oportunidad de ver programas televisados en Inglés?

SI \_\_\_\_ NO \_\_\_\_

f) ¿Ha escuchado programas radiales en Inglés?

SI \_\_\_\_ NO \_\_\_\_

3. g) ¿Tiene en su casa un toca-cassette que grabe y reproduzca el sonido?

SI \_\_\_\_ NO \_\_\_\_

h) ¿Ha grabado y luego escuchado su pronunciación del idioma inglés?

SI \_\_\_\_ NO \_\_\_\_

4. i) ¿Cree que el uso del audio-cassette le ayuda a desarrollar su comunicación oral?

SI \_\_\_\_ NO \_\_\_\_

j) ¿Cuántas horas semanales se dedica a practicar con el audio-cassette?

\_\_\_\_\_.

5. k) ¿Qué parte del cassette le interesa más escuchar?

Reading \_\_\_\_ Listening-Comprehension \_\_\_\_

Pronunciation \_\_\_\_

6. l) ¿Cuál es su parecer de los cassettes que la Universidad expende?

La calidad del material es:

buena \_\_\_\_ regular \_\_\_\_ mala \_\_\_\_

El precio es:

caro \_\_\_\_ barato \_\_\_\_ aceptable \_\_\_\_

El mensaje grabado es:

claro \_\_\_\_ regular \_\_\_\_ no se entiende \_\_\_\_

## 6.2. RESULTS:

### 6.2.1. LINGUISTIC BACKGROUND OF THE QUESTIONED STUDENTS.

Question 1.a. Sus estudios secundarios los realizó en:

CHART 1

Tipo de colegio	Frecuencia	%
Colegio Bilingue	80	37.21
Colegio Monolingue	131	60.93
No contestan	4	1.86
	215	99.90

Question 1.b. ¿En su casa existe algún familiar que hable Inglés?

CHART 2

Alternativa	Frecuencia	%
SI	34	15.81
NO	177	82.32
No contestan	4	1.86
	215	99.99

Question 1.c. ¿Tiene o ha tenido la oportunidad de relacionarse con una o algunas personas diestras en el idioma Inglés?

CHART 3A

Alternativa	Frecuencia	%
SI	134	62.32
NO	81	37.67
	215	99.99



Question 1.c.1. ¿Si su respuesta es SI. En qué porcentaje comprende lo que esa o esas personas hablan?

CHART 3B

Porcentaje de comprensión	Frecuencia	%
20%	46	34.32
40%	20	15.00
60%	20	15.00
80%	40	29.85
100%	8	5.97
	134	100.14

Question 1.d. ¿Está Ud. en capacidad de responder en forma oral cuando se le habla en Inglés?

CHART 4A

Alternativa	Frecuencia	%
SI	159	73.95
NO	56	26.04
	215	99.99

Question 1.d.1. ¿Si su respuesta es SI. En qué porcentaje?

CHART 4B

Porcentaje de comprensión	Frecuencia	%
20%	72	45.28
40%	11	7.00
60%	23	14.46
80%	49	31.00
100%	4	2.51
	159	100.25

According to the results of the question 1 (literals a, b, c, d) we have found that hearing a language spoken every day does not necessarily lead to correct pronunciation and accurate speech, for instance: from 215 a 37% of the quested students have studied in bilingual schools, a 16% have relatives who speak English and a 62% of the students have had the opportunity to be related with sillful people in English language, but this situation did not influence for understanding and speaking adequately. Only 35.8% of the students understand what they heard and 33.5% can respond orally in English (Charts: 1, 2, 3, 4).

The fact is that they have never listened with concentration and have never tried to analyze what they have heard. Students must be trained to listen critically as well as conversationally; there must be an attitude of concentration as well as appreciation in order to get the efficacy of the audio-cassette.

Language mastery demands the development of habits of automatic response. This can be achieved only by frequent, highly motivated drill exercises and much repetition. The audio-cassette, can accomplish that which the ordinary classroom cannot. The use of orthophonic devices increases the quality and the quantity of the students performance, but it requires attention, concentration, and application if it is to be effective.

We have to analyze also, the social sense of the answers, because, we can find only in big cities of Quito and Guayaquil, bilingual schools. Here, the students have the opportunity to learn both languages; but, this opportunity is limited, due to its high cost; just people of high economic position can attend to bilingual schools.

Also, most of people who go to the United States, are immigrants. They want to get much money, working there. But they are not really interested in learning the English language.

6.2.2. TELEVISION AND RADIO WITH FOREIGN  
LANGUAGE PROGRAMS IN OUR COUNTRY.

Question 2.e. ¿Tiene o ha tenido la oportunidad de ver  
programas televisados en Inglés?

CHART 5

L U G A R	ALTERNATIVA	
	SI	NO
Zaruma		1
San Gabriel		2
Guaranda	1	7
Riobamba	2	
Azoguez		4
Sto. Domingo		5
Portovelo		1
Piñas		2
Quevedo		3
Cariamanga		1
Tulcán		3
Cañar		1
Tena		1
Chone	1	5
Manta	2	1
Portoviejo		3
Loja	2	9
Machala	3	11
Ambato	8	13
Quito	29	9
Esmeraldas	1	4
Cuenca	6	4
Ibarra	5	1
Latacunga	2	9
Guayaquil	33	9
La Libertad, Sta. Rosa Huaquillas, Pasaje		6
No contestan (7) (3.25%)	95 (44.18%)	113 (52.55%)

Question 2.f. ¿Tiene o ha tenido la oportunidad de escuchar programas radiales en Inglés?

CHART 6

L U G A R	ALTERNATIVA	
	SI	NO
Zaruma		1
San Gabriel		2
Guaranda	1	7
Riobamba	1	1
Azoguez	3	2
Sto. Domingo	3	5
Portovelo		1
Piñas		2
Quevedo		3
Cariamanga		1
Tulcán		3
Cañar		1
Tena		1
Chone		6
Manta		3
Portoviejo	1	2
Loja	8	6
Machala	2	9
Ambato	7	14
Quito	30	9
Esmeraldas	5	
Cuenca	9	1
Ibarra	5	1
Latacunga	6	5
Guayaquil	20	22
La Libertad, Sta. Rosa		
Huaquillas, Pasaje	1	5
TOTAL	102	113
PORCENTAJE	47.44%	52.55%

Listening is a skill which can be developed. The student is continually exposed to sound. In our modern age of highly developed techniques in communication, many people spend a good deal of their time in listening to mass

media. Almost every Ecuadorian at home has a radio set, the broadcast is one of the most widely used mass media for communication. Its value in advertising was recognized almost from the start, and that phase of radio broadcasting will undoubtedly remain a permanent one in this country. The system of commercial sponsoring seems firmly established. In other countries, where the government maintains the stations, such sponsorship is not necessary; hence no "commercials".

All of the quested students have a radio set, but, sad to say, a weakness of radio in our country is the ever disappearance of purely educational broadcasts on the larger nation wide hookups, also the impossibility to secure a local station at moderate cost for educational broadcasting and for the teaching of foreign languages.

However according to the results (charts 5,6) in the big cities of Quito and Guayaquil, students have the opportunity of dialing at home effectively some stations with foreign language programs. But there are a number of drawbacks in connection with commercial concerns to settle expenses. Those and other cities also have the opportunity to listen to songs in the foreign language that are presented to enrich the flavor of English musical program. They are programmed chiefly for enjoyment, thou the students need not understand all the words. However, with this kind of programs they may taste a bit of life in a foreign country; they might acquire a good stock of useful expressions in English, and learn a number of deligthful songs.

With regard to Television it is deplorable that in Ecuador, where television has reached a higher development, educational programs are so poor. They are scant in Spanish, and in English they do not exist. Television should do what the teacher cannot do. This is especially vital in the teaching of foreign languages. Here is a marvelous instrument offering wonderful possibilities which have not even been tapped.

Rarely, in the big cities, are televised programs offered by the UTPL, where foreign languages are taught on the screen. Therefore the quested students think that the programs must be vastly improved; they are not coordinated with the total teaching situation and they don't allow for active participation of the learner.

However these kinds of programs are ideal for presenting simultaneously the two most important facets of language learning: facility in speaking and acquaintance with the foreign culture. To make listening to mass media effective, education must develop the critical and discriminating sense in the student.

#### 6.2.3. THE TAPE RECORDER AND THE AUDIO-CASSETTE IN THE DEVELOPMENT OF THE SPEAKING AIM, SELF-EVALUATION AND SELF-CRITICISM.

Question 3.g. ¿Tiene en su casa un toca-cassette que grabe y reproduzca el sonido?

CHART 7

Alternativa	Frecuencia	%
SI	200	93.00
NO	14	6.5
No contestan	1	0.4
	215	99.9

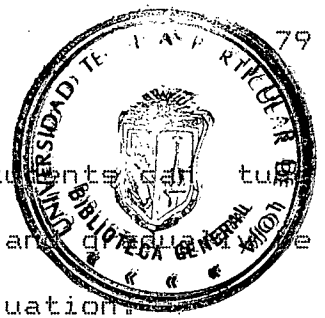
Question 3.h. ¿Ha grabado y luego escuchado su pronunciación del idioma inglés?

CHART 8

Alternativa	Frecuencia	%
SI	90	41.86
NO	120	55.81
No contestan	5	2.32
	215	99.99

As stated before, audio-cassettes make listening available to the students at all times, and if they have been motivated properly, the special repetitive practice furnished by this device may help them in developing the speaking skill.





Through this listening activity, students can tune their ears to finer distinctions of sound and be led to develop some powers of critical evaluation.

According to the results, the 93% of the students have tape players that record and reproduce sound, but only 42% of those students have recorded and then listened to their English pronunciation (charts 7,8). Students must be motivated to record their own tapes; a powerful incentive is the assurance that sooner or later the student will be able to speak the language with ease. The deferring of present to future utility depends upon the skill and persuasiveness of the teacher. For this reason the student must be encouraged for listening to his own recorded voice since audio-cassettes afford the students this opportunity and allow them to imitate a variety of voices during repetition practice.

A student studying independently with his own tape can work on back lessons for reviewing or take advantage of the self-pacing feature to move ahead in the program or in the text book. Also, if he wishes, he can dispose of a blank tape to record his own voice for later self-analysis or self-grading comparing his performance with that of the model. The student can erase his own recording and try again. This can be done any number of times until the student feels that his performance is nearly perfect.

#### 6.2.4. THE AUDIO CASSETTE IN AN INTEGRATED LEARNING PROCESS.

Question 4.i. ¿Cree que el uso de audio-cassette le ayuda a desarrollar su comunicación oral?

CHART 9

Alternativa	Frecuencia	%
SI	193	89.76
NO	9	4.18
No contestan	13	6.04
	215	99.88

Question 4.j. ¿Cuántas horas semanales se dedica a practicar con el audio-cassette?

CHART 10

Alternativa	Frecuencia	%
No practican	16	7
De 0 a 5 horas	148	69
De 5 a 10 horas	30	14
Cuando dispone de tiempo	11	5
Cuando va a resolver la programación	6	3
No contestaron	4	2
	215	100

According to Chart 9 more than 90% of the students think that the use of the audio-cassette help them to develop the oral communication. They say "one has to hear linguistic sound first before one can reproduce them". Aural comprehension, is one of the basic skills in learning

a foreign language. In order to reach a satisfactory standard in this skill the learner should first of all be able to recognize the sound of the target language. He should be able to discriminate these sound in the same way as a native speaker does. So, students are conscious of that the ability to pronounce fluently and accurately depends on the learner's listening with care and understanding.

In spite of thinking so, there are students that do not practice with the audio-cassette, 69% practice less than 5 hours per week; and only 14% practice approximately 10 hours per week (Chart 10).

It is important to prepare students from the beginning for the kind of practice they must do with the audio-cassette. This orientation may be given in the program or by means of an introductory tape. Students should realize that they will learn to understand a foreign language only by hearing it frequently; thus, they will not learn to speak it with ease unless they have frequent and systematic practice in repeating regularly different combinations of language elements. They must not be led to believe that the audio-cassette is a short and effortless road to language mastery, but must see it as an step of an integrated learning process, demanding work and concentration on their part. Many students are at first confused on hearing authentic native speech spoken at normal speed. They must understand that this confusion

will pass away as they ears become more trained and as their knowledge increases.

5. ¿Qué parte del cassette le interesa más escuchar?

CHART 11

Alternativa	Preferencia de los Estudiantes	%
Reading	60	27.9
Speak	91	42.34
Listening	53	24.65
No contestaron	11	5.11
	215	100.00

According to the results obtained from the question: What part of the cassette do you like to listen more?; we have found that 91 students, which corresponds to 42.34% of the questioned students prefer SPEAK; the second place of preference has READING with 60 students, equal to 27.9%; and with a short difference from the above one, there are 53 students who like LISTENING part; that is 24.65% of the questioned students.

"SPEAK" enclose the preference of most of students, since in this part, the student has the opportunity to practice English orally, and on the other hand, we consider that the variety of exercises that are included in the Speak part, calls the student's attention. Also, the student is interested in learning the vocabulary given in this part.



"READING" and "LISTENING" have almost the same level of preference, but with a difference of a 30% from "Speak". It shows that, taking into account the previous study of the cassettes made by us; Readings on these cassettes tend to be long and without motivation for the students. The students generally experience little difficulty reading materials that include known vocabulary and every day topics those that they may not be familiar, such as, political or scientific readings.

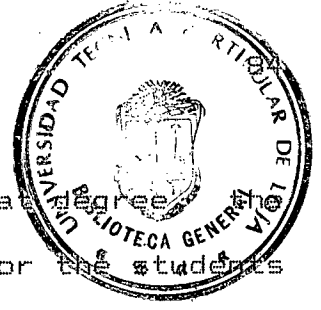
Listening interests the less number of students with a 24.65% of the sample. It could be because students are not taught to listen, also they consider Listening as a passive skill.

6. ¿Cuál es su parecer acerca de los cassettes que la Universidad expende?

CHART 12

Calidad			Precio			Mensaje Grabado		
Alternativa	X	%	Alternativa	X	%	Alternativa	X	%
Buena	80	37.20	Caro	48	22.33	Claro	57	26.51
Regular	101	46.98	Aceptable	146	67.9	Regular	123	57.20
Mala	29	13.49	Barato	12	5.58	No se entiende.	27	12.56
No contestan	5	2.33	No contestan	9	4.19	No contestan	8	3.72
	215	100.00		215	100.0		215	99.99

At the end of the inquest, we have made a general question that was: Which is your opinion about the cassettes that the University offers?. This question was



elaborated with the purpose of knowing to what degree the cassette, theme of our study, is at hand for the students of Peritaje.

Referring to quality, only 29 students that correspond to 13.49% answer that it is bad; the other ones think that the cassette has a good quality. When we talk about price, we make a pause, because 48 students that is 22.33% consider that the cassette is cheap, and it is a fact that must be considered.

123 students say that the recorded message is regular, this is equal to 57.20% of the requested students, while the 26.51% of the students think that the recorded message is clear. Only 27 students, corresponding to a small percentage of 12.56% do not understand the recorded message, although, it is important to make or to develop new techniques to avoid this completely.

We think that this question answered by the students has a high degree of truthfulness, since the inquest had not identification.

Finally, we believe that according to the answers, the students are alike with physical characteristics of the cassettes, and this shows that it is not a factor which impedes the development of oral communication through the use of this audio-cassette of the at-a-distance system of studies.

\* \* \* \* \*

# *CHAPTER VII*

## 7. CONCLUSIONS AND RECOMMENDATIONS

7.1. The recording studio of the UTPL does not meet the necessary conditions required for making master recordings.

- . The studio should be located in the quietest part of the building.
- . The room should be soundproofed to exclude extraneous noises such as passing buses, playground noises, and slamming doors.
- . The space for the recording instruments should be separated from the studio proper where the speakers would be in contact through a soundproof window. This is done so that noises coming from the machinery and the technician will not be recorded.
- . The soundproof area may have walls with staggered vertical studs interwoven with fiberglass insulation (Fig. Appendix 1A); a 2" X 6" plate is used, and the 2" X 4" studs



alternate sides. A double door, well weatherstripped, excludes outside noise. A window at eye level in each door is advisable.

- . The soundproof window between the studio and the instrument room may be as large as desired. It is double glazed, that is, two panes of glass of different thicknesses are used, and one is set at an angle to the other (Fig. Appendix 1B).
- . The interior of the studio should be lined with acoustical tile or hung with coarse drapes. The floor should be of cork tile or deep pile carpeting.
- . In view that considerable heat is generated by the electronic devices. It is therefore necessary to plan for adequate ventilation, as air-condition-room, should be made with sound traps.
- . The electric illumination should be such that it does not interfere with electric devices. If flourescent lighthing is used, it must operate silently. The ballasts in such lights often buzz loudly enough to ruin master tapes.
- . An intercom between the studio and the instrument room is necessary. The loudspeaker should be installed in the ceiling or wall or the studio and wired so that no feedback occurs.

- . Auxiliary fittings might include a large timing clock showing expired minutes and seconds, a blackboard (for reminding one of the tape number, etc.) a table, and some creak-free chairs.

7.2. The student cannot be expected to hear all the nuances of the speech on the tape unless they are faithfully recorded.

- . If an experienced person is asked to prepare tapes to accompany a prescribed textbook, he should first get acquainted with the preparation of the material and the corresponding scripts and, if it is possible he should attend a seminar or workshop before attempting to work on his own. In this way many pitfalls will be avoided, and time will not be wasted on materials which are frustrating to the student and disappointing to their hard-working creator.

- . The tapes should be prepared by cultured native speakers, so the student can listen to perfect models. Even if the Ecuadorian teacher is well trained, he wont give all the nuances and intonation to his speech, which the native uses.

7.3. On the audio-cassette of the UTPL, the speaker

tends to introduce variations in tone and tempo to make it easier for the student to understand. However, those changes do not help the listener at all. They are usually exposed to normal conversational speed.

- . Voice quality is very important. In detached sentences and drills the volume and tone should remain unchanged.
- . The teacher should speak in a natural, relaxed manner; the subject should be presented with warmth and interest. Nothing is more deadly than a monotonous, dull and uninspired production.
- . In order to prevent pauses, omissions and corrections it is highly recommended for the teacher to be quite familiar with the material.

7.4. The taped presentation is intended to develop in the student the ability to understand the spoken language in life situations, and give him facility in expressing himself freely. The ability to pronounce fluently and accurately depends on the learner's listening with care and understanding.

- . Through careful listening, imitative repetition, and intensive practice, students can attain automatic use of speech patterns

for progressing effectively toward oral development in the new language.

- . Listening seems, on the surface, to be a very simple, passive, receptive process. Actually it requires, attention, concentration, and application if it is to be effective.

7.5. According to our work, we can summarize that the use of the audio cassette aids language learning in the following ways:

Practically all of the objectives of a language course can be achieved with the audio-cassette: speaking, understanding, pronouncing, learning vocabulary, carrying on a conversation, memorizing, reading and dictation.

The near-ideal pronunciation of native speakers is always available with the audio-cassette.

Students become readily accustomed to different kinds of voices -male and female, old and young, coarse and fine, etc., while in a conventional classroom it is heard only the teacher's voice.

With the audio-cassette the student can listen to over and over again. "Repetitio mater studiorum".

The audio-cassette gives every student an opportunity to practice individually during a whole period. In a classroom the student

generally recites or speaks but a few minutes at each session.

The audio-cassette allows for immediate correction. The student can compare his performance at once with the recording.

Although the machine cannot replace the teacher, in at-a-distance system it relieves the teacher of many tasks. With the audio-cassette the student can get much additional practice. A machine does not tire.

By constant repetition and oral drill the student acquires easily a new set of speech habits - the real objective of learning a foreign language.

. Therefore, students should be stimulated to do a continuous and frequent use of the cassette in order to achieve good levels in listening comprehension and speaking.

. It is necessary to awake the interest of the students for oral drilling with the help of the cassette.

Despite its many advantages, the audio-cassete does not solve all problems in the teaching of foreign languages. Since it is, after all, a machine, and as we said, it cannot replace the teacher. It can be a very effective aid, however, it is and must remain as an auxiliary device.

Every mechanical device for learning has its advantages and its disadvantages. In the case of the audio-cassette the chief danger is that the procedures may become monotonous. If the student's alertness is not maintained, he will become drowsy and only half listen to what is being said. Monotony may be eliminated by the following recommendations:

- . Avoid the use of lengthy recordings.
- . Introduce musical selections.
- . Provide much opportunity for the student participation. This can be done by allowing pauses in the tapes for the student to repeat.

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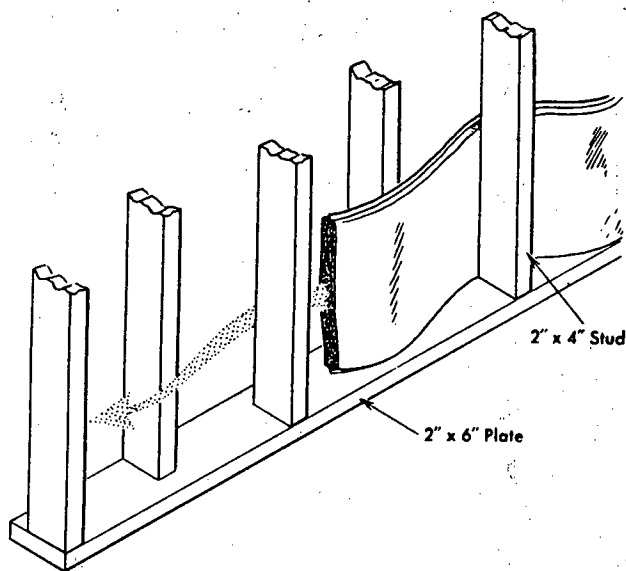
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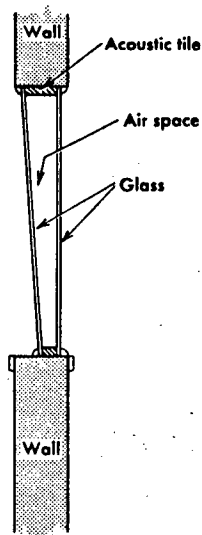
# *APPENDICES*

APPENDIX 1A.



Soundproof wall showing offset studs and interwoven fiberglass batts

APPENDIX 1B.



Soundproof studio window (cross section)