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**“A comparison of the Approaches used in Teaching EFL at the
PUCESA to Adults and Teenagers”**

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CONTENTS

INTRODUCTION	1
CHAPTER I	
I. Psychology of the learner.	2
I.1. Learning	2
I.2. Problems in Adolescence and Adulthood.	2
I.3. Environmental Requisites for language learning.	4
I.4. What is expected by adolescents during communication in their native language.	4
I.5. Language Learning Styles.	5
I.5.1. Definition.	5
I.5.2 Gender Differences in Sensory Preference.	7
I.5.3. Gender Differences in Field-Independence / Field Dependence (Field Sensitivity)	8
I.5.4. Gender Differences in reflection and impulsivity	9
I.5.5. Gender Differences in Brain Hemispheres.	10
I.5.6. Learning Style and Culture.	11
I.6. Learning Strategies.	12
I.6.1. Features of Language Strategies.	13
I.6.2. Direct Strategies.	14
I.6.2.1 Memory Strategies.	15
I.6.2.2. Cognitive Strategies.	16
I.6.2.3. Compensation Strategies.	17
I.6.2.4 Conclusion-Direct Strategies	18
I.6.3. Indirect Strategies.	19
I.6.3.1. Metacognitive Strategies	20
I.6.3.2. Affective Strategies.	21
I.6.3.2.1 Conclusion – Affective Strategies	22
I.6.3.3 Social Strategies.	23
I.6.3.3.1 Conclusion – Social Strategies	24
CHAPTER II	
I. Language Development.	25
II.1. Psycholinguistics.	25
II.2. Language Acquisition.	27
II.3. Language Development Models.	28
II.4. Behavioral Theory.	29
II.4.1. Theorist and findings about behaviorism.	31
II.5. A Syntactic Model.	32

II.5.1. Linguistic Processing.	33
II.6. A Semantic / Cognitive Model.	34
II.6.1. How Piaget's Theory Impacts Learning.	36
II.6.2. Theorists and Findings about Cognitivism.	37
II.7. Sociolinguistic Theory.	38
II.8. Comparisons and Contrasts of Four Language Development Models.	39
II.9. Physical Requisites for Language.	40
II.10. Investigation from Judie Haynes.	41

CHAPTER III

III Approaches and Methods in Language Teaching.	42
III.1 Introduction.	42
III.2 The Grammar – Translation Method.	43
III.3 The Reform Movement.	45
III.4 The Direct Method.	46
III.4.1 Introduction.	46
III.4.2 Approach.	47
III.4.3 Principles of the Direct Method.	47
III.4.4 Procedure.	49
III.4.4.1 Techniques of the Direct Method.	49
III.4.4.1.1 Reading Aloud.	49
III.4.4.1.2 Question and Answer Exercise.	50
III.4.4.1.3 Getting Students to Self-correct.	50
III.4.4.1.4 Conversation Practice.	50
III.4.4.1.5 Fill-in-blank Exercise.	50
III.4.4.1.6 Dictation.	50
III.4.4.1.7 Map Drawing.	51
III.4.4.1.8 Paragraph Writing.	51
III.5 The Audio-Lingual Method.	51
III.5.1 Introduction.	51
III.5.2 Approach.	53
III.5.2.1 Theory of Language.	53
III.5.2.2 Theory of Learning.	54
III.5.3 Design.	55
III.5.3.1 Objectives.	55
III.5.3.2 Syllabus.	56
III.5.3.3 Types of learning and teaching activities.	56
III.5.3.4 Learner's Roles.	58
III.5.3.5 Teacher's Roles.	58
III.5.3.6 The role of instructional materials.	59
III.5.4 Procedure.	59

III.6 Communicative Language Teaching.	61
III.6.1 Introduction	61
III.6.2 Approach.	62
III.6.3 Pragmatics.	63
III.6.4 Theory of Learning.	65
III.6.5 Design.	66
III.6.5.1 Objectives.	66
III.6.5.2 The Syllabus.	66
III.6.6 Types of learning and teaching activities.	66
III.6.7 Teacher Roles.	67
III.6.8 The Role of Instructional Material.	67
III.6.9 Procedure.	68
III.7 Total Physical Response.	70
III.7.1 Introduction.	70
III.7.2 Limitations of the TPR method.	71
III.7.3 TPR Storytelling.	71
III.7.4 Benefits of TPR.	72
III.8 The Silent Way	73
III.8.1 Introduction.	73
III.8.2 Approach.	74
III.8.2.1 Theory of Language.	74
III.8.2.2 Theory of Learning.	75
III.8.3 Design.	76
III.8.3.1 Objectives.	76
III.8.3.2 The Syllabus.	77
III.8.3.3 Types of Learning and Teaching Activities.	78
III.8.3.4 Learner's Roles.	78
III.8.3.5 Teacher's Roles.	78
III.8.3.6 The Role of Instructional Materials.	79
III.8.4 Procedure.	80
III.9 Community Language Learning.	81
III.9.1 Introduction.	81
III.9.2 Approach.	82
III.9.2.1 Theory of Language.	82
III.9.2.2 Theory of Learning.	83
III.9.3 Development of the Learner's relationship with the teacher.	83
III.9.4 Consensual Validation or Convalidation.	84
III.9.5 Techniques and Principles of the Community Language Learning.	84
III.10 The Natural Approach.	85
III.10.1 Theory of Language.	85
III.10.2 The Acquisition Learning Hypothesis.	86

III.10.3 The Monitor Hypothesis.	86
III.10.4 The Natural Order Hypothesis.	86
III.10.5 The Input Hypothesis.	86
III.10.6 The Feeling or Affective Filter Hypothesis.	87
III.10.7 Implications of the five hypothesis for language teaching.	88
III.10.8 Objectives.	88
III.10.9 Syllabus.	89
III.10.10 Types of learning and teaching activities.	89
III.10.11 Learner's Roles.	90
III.10.12 Stages of Learning.	90
III.10.13 Teacher's Roles.	91
III.10.14 Procedure.	91
III.11 Suggestopedia.	92
III.11.1 Introduction.	92
III.11.2 Theory of Language.	92
III.11.3 Theory of Learning.	93
III.11.4 Principles.	93
III.11.4.1 Theoretical Components.	93
III.11.5 Objectives.	94
III.11.6 Syllabus.	94
III.11.7 Activities.	94
III.11.8 Learner's Roles.	95
III.11.9 Teacher's Roles.	95
III.11.10 Materials.	96
III.11.11 Procedure.	96
III.12 Whole Language.	97
III.12.1 Basic Elements.	98
III.12.2 Whole Language supports the following techniques.	99
III.12.3 Summary.	101
III.13 CALLA.	101
III.13.1 Cognitive Academic Language Learning Approach.	101
III.13.1.1 Introduction.	101
III.13.1.2 Cognitive Theory.	102
III.13.1.3 CALLA Activities.	102
III.13.1.4 CALLA Principles.	103
III.14 Conclusions of the Methods.	103
III.15 Suggested Methodology.	105

CHAPTER IV

IV. Research on the differences between Adult and Teenager Learners.	107
IV.1 Análisis de la Demanda – Estudiantes.	107
IV.2 Análisis de la Demanda – Teenagers.	113
IV.3 Análisis de la Demanda – Adultos.	119
IV.4 Análisis del Comportamiento Actual de Docentes.	125

CHAPTER V

V Purpose: Activities to Teach EFL to Adults and Teenagers.	130
V.1 Bases.	130
V.2. Justification.	131
V.3. While You Complete You Win.	132
V.4. Building With My Hands	135
V.5. Words Search.	137
V.6. Guess and Win.	139
V.7. Giving a solution.	140
V.8. Open Questions.	142
V.9. Solving Questionnaires.	144
V.10. The Lost Word.	145
V.11. Incomplete Songs or Poems.	147
V.12. Crosswords.	148
V.13. Complete and Match.	150
V.14. Travel Quiz.	151
V.15. Recognizing Figures.	155
V.16. Recognizing Symbols.	156
V.17. The Family Tree.	159
V.18. Recognizing the activity.	161
V.19. Find Someone.	163
V.20. Detecting Errors	165
V.21. Finish the story.	167
V.22. Comprehensive Reading.	169

CHAPTER VI

VI. Conclusions and Recommendations.	173
VI.1 Conclusions.	173
VI.2 Recommendations.	176

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INTRODUCTION

Adults and teenagers have the necessity to learn English because our world pushes people to interact and transmit information each day. English has become an international language, and it is used for many purposes.

English is a language that allows people to communicate in any country, whether or not they are English speaking countries. When a person travels to a foreign country and doesn't speak its native language, English is the solution for communication.

Professionals and business people interact with the international community and they also use English to communicate and do business. Most of countries are connected in different ways because technology and industrialism have advanced; therefore, communication is the key.

Our country is not the exception and Ecuadorians need to learn to communicate in English, otherwise Ecuador would get behind the new and latest information.

Adults have to be conscious that English is a tool to be better in their jobs, and teenagers should prepare themselves by learning English to be competitive in this world.

Ecuador has many wonderful places to be visited; unfortunately, it is neither well promoted nor advertised. Ecuadorians should have a good level of English so they can explain and advertised our country to foreigners from diverse cultures and nationalities. Schools, universities and institutes that offer English as an academic subject should have good English programs and very well trained teachers, so their students are able to accomplish their objective which is "communication in English".

CHAPTER I

I. Psychology of the learner

I.1 Learning.

Learning can be defined as the acquisition of knowledge and the modification of behaviour through experience. Some behaviour is modified through innate growth processes; this is called 'maturation'. But much behaviour develops and changes through more active processes.

There are two phases of rapid physical and mental growth in the development of people: from the birth to about 6 months, and from age 10 or 12 to about 15 or 16 years old.

A person changes through time. Adolescents between 12 and 19 years old present important changes and characteristics such as: sexual maturation, social activity, identity, integration and formal reasoning. Adolescents between 19 and 21 years old pay more attention in the responsibility for the self'. If a person has lived under good conditions during his/her childhood and adolescence he/she can have a normal and happy life. But if not, he/she can carry difficult problems throughout life.

Clark, Herbert H., & Clark, Eve V., Psychology and language, New York, Harcourt Brace Jovanovich, Inc., 1977.

I.2 Problems in Adolescence and Adulthood

- "Problems in meeting new people, making new friends, and enjoying new experiences.
- Negative emotional correlates such as depression, loneliness, and alienation
- Problems in being appropriately assertive or expressing opinions and values
- Inability to demonstrate positive aspects of personality.
- Difficulty in thinking clearly or communicating effectively in the presence of others.

- Self – consciousness and excessive preoccupation with one’s own reactions”

Burneo César A., Psycholinguistics, Quito, Puce., 1999:361

There has been much research on shyness and some of its findings are:

- Shyness has been described as an experiential – behavioural syndrome characterized by disturbances in the individual’s self – knowledge and in the perception of self and situation; fear of negative assessment by others; and inhibition of activity, particularly in the presence of others (Tyszkowa, 1985).
- Adults who had problems with shyness as children stated that the severity of the problems they encountered because of shyness were often overlooked or minimized by others. (Harris, 1984).
- High degrees of shyness have been correlated with low self – esteem and difficulty initiating social relations (Sprecher and McKinney, 1987).
- Shyness tends to be self – perpetuating and self – intensifying; avoidance of new social situations results in increased social uneasiness (Biemer,1983).
- In college students who report shyness from early childhood, there is a high correlation among measures of shyness/social anxiety, loneliness, and depression (Anderson and Harvey, 1988).

Longitudinal studies of individuals identified as shy indicate that this behavioural style tends to continue throughout life (Asher, 1987).

The role of parents and teachers is to help students overcome shyness by assisting them in developing social skills and communication skills; encouraging; but not pressuring, them to participate in social activities; and helping them to develop their unique capabilities to foster growth of self–esteem (Matter and Matter, 1985; Honing, 1987).

Burneo César A., Psycholinguistics, Quito, Puce., 1999.

I.3 Environmental Requisites for language learning.

Teenagers who are learning need certain environmental requisites such as the following:

- Conversations between a teacher and a teenager are very similar to those between two adults.
- The teacher or caregiver treats the adolescent with respect for his or her individuality and growing independence.
- The teacher shares reactions to events and expresses feelings and attitudes with courtesy, honesty, and openness and encourages the adolescent to do likewise.
- The teacher assists the adolescent in utilizing steps in problem solving by putting a lot of responsibility upon the teenager for determining a course of action and a course of results evaluation.

Burneo César A., Psycholinguistics, Quito, Puce., 1999.

I.4 What is expected by adolescents while communicating in their native language.

"A. To use thinking ideas that help to understand and express language.

- a. To organize information
- b. To sequence information
- c. To identify and solve a problem
- d. To find and select information for assignments
- e. To think about ideas and events that are not 'here and now'

B. To have adequate listening abilities

- a. To understand complex sentences, multiple – meaning words, and figurative language
- b. To follow lengthy oral directions

- c. To understand main ideas and relevant details, especially during lectures
 - d. To listen and ask questions during conversations
 - e. To listen critically to other speakers
- C. To have adequate speaking skills
- a. To use sentences that express what is intended
 - b. To find the right words to express ideas
 - c. To give directions clearly
 - d. To ask and answer questions appropriately
 - e. To use language that is organized and intelligible
 - f. To make oral reports, tell or retell stories, or explain a process
 - g. To carry on a conversation
 - h. To express opinions, attitudes, moods, and feelings”

Burneo César A., Psycholinguistics, Quito, Puce., 1999:356

These expectations described above are related with L2 learning because the goal of language teachers is to help students to use L2 as well as possible. The objectives when acquiring a language are the same as the ones when speaking in the native language.

1.5 Language Learning Styles.

1.5.1 Definition.

Language Learning Styles are the general approaches used to learn languages.

Language Learning Styles not only include cognitive styles but also social and affective factors. Each person has his or her own individual language learning style and it is applied in most learning or working situations.

A learning style is the way an individual attends to, digests and comprehends, and retains new or difficult information. Some people learn better step by step (sequential way), whereas others prefer to get the

overall picture and then learn the details. Some students need auditory input, and others prefer the visual channel for acquiring information.

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995.

People have differences in their methods of gathering information, and in their ways of organizing that information in order to cope with the environment. One customary distinction in describing learning styles is that of systematic style as compared with intuitive style. In the systematic style a person carefully takes in available information needed to accomplish a purpose; the person retains the information that is most relevant, and applies it to the task at hand.

The intuitive learner; on the other hand, tends to approach the problem in what seems an unsystematic, disorganized fashion. Intuitive learners change opinions and methods more quickly than systematic thinkers if difficulties are encountered. Learners also differ in tempo; some work quickly and others work at a slower pace; and they can be either accurate or inaccurate in their information gathering and processing. Learners also differ in whether they are self – directed (relying on intrinsic motivation and an internal locus of control) or other – directed (in which they are more influenced by external pressures and circumstances).

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995:37

This self – directed/other – directed dimension of leaning style has also been referred to as field – independent/field – sensitive. Field independent learners tend to be more analytical and more comfortable focused on impersonal abstract stimuli in the environment. Field – sensitive individuals, on the other hand, tend to have a more global perspective of their surroundings; that means they are more sensitive to the social field.

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995:37

I.5.2 Gender Differences in Sensory Preference.

These are the learning channels through which students take in information.

According to these channels it is possible to find: "Visual, Tactile, Kinesthetic, and Auditory students."

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995:35

A visual learner learns more effectively through the eyes. These students prefer to learn via the visual channel; therefore, they need visual stimulation as boards, videos and movies; they require a lot of concentration and time spent alone. Rossie Le (1989) said that a visual learner was predictive of using visualization strategies like mental imagery to learn a new language. Rossie Le manifested that between 50-80 percent of people in any group are visual learners. Perhaps, the increase in visual language learners seems to be due to age at some degree.

A tactile learner learns more effectively through touch (hands on). Tactile learners prefer working in groups in a category called 'hands on' or 'haptic' style. Activities for these types of learners should involve movement and some manipulation of objects, it is a good idea for them, making collages or any artwork related with language learning. These students don't like memory strategies that involve visual or auditory associations.

Tactile and kinesthetic students cannot be quiet for more that 20 minutes so they need activities such as games and role plays.

A study made by Hansen (1982) reported that males are prominent in this style because they have an edge in some spatial learning tasks, language

teachers might expect that their tactile students are more often males than females.

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995:35

An auditory learner learns more effectively through the ear (hearing). Auditory students prefer oral and aural learning channel; therefore, they enjoy conversations, discussions, and group work. These kind of students only need oral instructions and directions. Rossi Le (1989) found that being an auditory learner was a significant predictor of using memory games, using strategies for authentic language use, and using self – management strategies like planning and evaluating. Eisenstein`s study (1982) found that a"uditory ability is greater in females than in males because females ask three times as many questions as males (Fishman, 1978) and tend to focus on the speaker with more interest, concern, empathy, and politeness than do males."

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995:36

1.5.3 Gender Differences in Field – Independence / Field Dependence (Field Sensitivity).

Field - Independence refers to the ability to separate easily important details from an ambiguous context through the use of analysis. Field - independent people are more logical than field – dependent people; in fact, they learn better step by step, or sequentially, beginning with analyzing facts and proceeding to ideas. Field- Independent students prefer more structured and analytical forms of learning.

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995:37

Field – Dependence is the lesser ability to separate details from the background easily and the greater tendency toward forming global impressions.

These students are more sensitive in the social context; therefore, they like social interaction that involves auditory learning.

Good & Brophy, 1986 found that males are usually more field – independent and females are more field – dependent. Somehow, males have advantages in language achievement because of the analytic nature of most written language achievement tests and many grammar based language achievement tests and many grammar based language learning activities. On the other hand, females are better in interpersonal and global orientation, and overall communicative competence, such as sociolinguistic competence, discourse competence and strategic competence.

Teachers should combine structured analytical activities and less structured global communicative activities so all students, regardless if they are males or females, will receive what they need.

1.5.4 Gender Differences in reflection and impulsivity.

A Reflective learner learns more effectively when she or he has time to consider options before responding (often more accurate language learners); in a classroom, the reflective learner takes into consideration different aspects of the social context before responding. These students' minds remain open to gather new clues that could help them to understand the meaning.

Impulsive learners learn more effectively when they are able to respond immediately and take risks. These students answer questions more fluently, and often inaccurately. In the classroom these type of learners are often dominant.

Females are more reflective than males. But this is controversial because reflection is associated with analytic field – independent language learners, and as it was said before, it is thought that males are more analytic than females. A possible explanation for this inconsistency is that there are two types of reflection.

One type is analytical reflection that allows the person to apply grammar and spelling rules logically and analyze carefully in order to come up with the right answer. Another type might be global reflection that enables the learner to recognize and use holistic patterns of grammar and spelling.

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995:37

1.5.5 Gender Differences in Brain Hemispheres.

Each hemisphere of our brain deals with language differently. According to Leaver's research (1986) the left hemisphere interprets the meaning of words, while the right hemisphere interprets verbal tones, patterns, and musical qualities of language. People who are dominated by the right hemisphere tend to be more field dependent, global and emotion oriented.

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995:41

When the left hemisphere dominates, people tend to be more field independent, analytic and logic oriented.

Different researchers say that males process language learning information through the left hemisphere. Females interpret with the right hemisphere.

All these gender differences analyzed are important. Teachers and students need to take them into consideration because these differences influence the classroom dynamic and student's success directly.

I.5.6 Learning Style and Culture.

Learning style has been defined as cognitive, affective, and physiological traits that are indicators of how people individually perceive the learning environment.

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995:5

Culture refers not to what is individual but to what is shared by a group of individuals. Culture refers to what is common between the members of a community.

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995:6

According to these two concepts it seems that there is no connection between learning style and culture; however, that is not applicable because learners 'learn how to learn' through the socialization process that occurs in families, friendship groups and communities.

It is known that culture and human social behaviour is extremely complex. Although infants are everywhere the same, adults everywhere differ profoundly in their behavioural and mental organization. Infants do not emerge speaking, and they appear to lack virtually every recognizable adult competency. The mental organization that adults have is presented in the social world in the form of the behaviour and the public representations of other members of the local group.

Culture is what makes human behaviour different; culture is often called "extra – somatic or extra genetic" to emphasize its non - biological origins and nature.

Culture is described as: behaviour, traditions, knowledge, significant symbols, social facts, control programs semiotic systems, information,

social organization, economic relations, intentional worlds, or socially constructed realities.

<http://www.biozentrum.uniwuertzburg.de/genetics/behavior/learning.htm>

The role of psychology is clear. Psychology is the discipline that studies the process of socialization and the set of mechanisms that comprise what anthropologists call "the capacity for culture".

Each human group has a culture, which consists of widely distributed, or nearly group universal behavioural practices, beliefs, ideational systems, systems of significant symbols, or informal substance of some kind. Culture is more or less bounded entities, although cultural elements may diffuse across boundaries. Within a group there are similarities and there are differences, and these persist across generations, but also change through time.

Learning styles are also influenced by culture because depending in which place and time a student is immerse, he/she will have a personal way or method of learning knowledge.

Instructors of EFL must be aware that the classroom is heterogeneous with different learning styles. Teachers might need to eliminate certain teaching practices that discomfort their students and incorporate activities that help students to develop and improve their language learning styles.

Joy M.Reid., Learning Styles in the ESL/EFL Classroom., University of Wyoming., 1995.

I.6 Learning Strategies.

Learning Strategies refer to the methods employed by the learner in mastering subjects, reviewing, monitoring, practicing, and negotiating meaning. Learning Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations.

Communicative Competence is the main goal when a person is learning a language. Learning strategies help learners participate actively in authentic communication.

*Oxford Rebecca L., **Language Learning Strategies.**, The University of Alabama., Heinle & Heinle Publishers., 1990:1*

I.6.1 Features of Language Strategies.

1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem – oriented.
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious
10. Can be taught
11. Are flexible.
12. Are influenced by a variety of factors.

There are two major classes of strategies: direct and indirect. These two classes are subdivided into a total of six groups (memory, cognitive, and compensating under the direct class; metacognitive, affective, and social under the indirect class).

Direct and Indirect strategies support each other because the first major class works with the language itself in a variety of specific tasks and situations. The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps.

The second major strategy class is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating

emotions, and social strategies for leaning with others.

Both of these strategies are part of the learner, as he / she accepts increased responsibility for learning.

1.6.2 Direct Strategies

Language learning strategies that directly involve the target language are called direct strategies. Direct strategies require mental processes of the language. There are three groups of direct strategies: Memory, Cognitive, and Compensation.

The function of memory strategies is to help students to store and retrieve new information. Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing; these principles all involve meaning. Linking the verbal with the visual is very useful to language learning for four reasons. First, the mind's storage capacity for visual information exceeds its capacity for verbal material. Second, the most efficiently packaged chunks of information are transferred to long-term memory through visual images. Third, visual images may be the most potent device to aid recall of verbal material. Fourth, a large proportion of learners have a preference for visual learning. Memory strategies are more effective if the learner uses metacognitive strategies simultaneously.

Cognitive Strategies are essential when learning a new language. The function of cognitive strategies is: manipulation or transformation of the target language by the learner. These strategies go from repeating to analyzing expressions to summarizing and are the most used by learners.

Compensation Strategies help learners to use the new language for either comprehension or production despite limitations in knowledge.

Compensation occurs not only in understanding the new language but also in producing it.

These strategies allow learners to produce spoken or written expressions in the new language without complete knowledge. Mime or gestures are used in speaking; however, other compensation strategies such as: adjusting or approximating the message, coining words, using a circumlocution or synonym, or selecting the topic can be used in informal writing as well as in speaking.

*Oxford Rebecca L., **Language Learning Strategies.**, The University of Alabama., Heinle & Heinle Publishers:37*

I.6.2.1. Memory Strategies

- I.1. Creating mental linkages
 - I.2. Applying images and sounds
 - I.3. Reviewing well
 - I.4. Employing action
-
- I.1. Creating mental linkages
 - I.1.1. Grouping
 - I.1.2. Associating/elaborating
 - I.1.3. Placing new words into a context
 - I.2. Applying images and sounds
 - I.2.1. Using imagery
 - I.2.2. Semantic mapping

I.2.3. Using keywords

I.2.4. Representing sounds in memory

I.3. Reviewing well

I.3.1. Structured reviewing

I.4. Employing action

I.4.1. Using physical response or sensation

I.4.2. Using mechanical techniques.

I.6.2.2. Cognitive Strategies

II.1. Practicing

II.2. Receiving and sending messages

II.3. Analyzing and reasoning

II.4. Creating structure for input and output

II.1. Practicing

II.1.1. Repeating

II.1.2. Formally practicing with sounds and writing systems

II.1.3. Recognizing and using formulas and patterns

II.1.4. Recombining

II.1.5. Practicing naturalistically

II.2. Receiving and sending messages

II.2.1. Getting the idea quickly

II.2.2. Using resources for receiving and sending messages.

II.3. Analyzing and reasoning

II.3.1. Reasoning deductively

II.3.2. Analyzing expressions

II.3.3. Analyzing contrastively (across languages)

II.3.4. Translating

II.3.5. Transferring

II.4. Creating structure for input and output

II.4.1. Taking notes

II.4.2. Summarizing

II.4.3. Highlighting

I.6.2.3. Compensation Strategies

III.1. Guessing intelligently

III.2. Overcoming limitations in speaking and writing

III.1. Guessing intelligently

III.1.1. Using linguistic clues

III.1.2. Using other clues

III.2. Overcoming limitations in speaking and writing

III.2.1. Switching to the mother tongue

III.2.2. Getting help

III.2.3. Using mime or gesture

III.2.4. Avoiding communication partially or totally

III.2.5. Selecting the topic

III.2.6. Adjusting or approximating the message

III.2.7. Coining words

III.2.8. Using a circumlocution or synonym

I.6.2.4 Conclusion - Direct Strategies

Direct Strategies are really important for language learners because they need to acquire certain strategies which are connected with the language directly. Students need to make themselves understood so they need to apply gestures and certain other helps so there isn't a break down in communication. Teachers should motivate students to use the language without paying attention to certain lack of vocabulary or grammar rules and make them understand that mistakes are completely normal in the learning process.

I.6.3 Indirect Strategies.

Indirect strategies are divided into metacognitive, affective, and social.

Metacognitive help learners to coordinate the learning process by using functions such as: centering, arranging, planning, and evaluating. Metacognitive Strategies are essential for successful language learning. Language learners often face unfamiliar vocabulary, confusing rules, different writing systems and inexplicable social customs, that's why it is important for students to use metacognitive strategies such as: paying attention and overviewing/linking with already familiar material to overpass these problems. Other metacognitive strategies, like organizing, setting goals and objectives, considering the purpose, and planning for a language task, help learners to arrange and plan their language learning in an efficient, effective way.

Affective Strategies help to regulate emotions, motivations, and attitudes. Good language learners are often those who know how to control their emotions and attitudes about learning.

Positive emotions and attitudes can make language learning far more effective and enjoyable.

Self-esteem is one of the primary affective elements; the sense of efficacy that underlies self-esteem is reflected in attitudes which influence the learner's motivation to keep on trying to learn. Attitudes are strong predictors of motivation in any area of life, and especially in language learning. A certain amount of anxiety sometimes helps learners to reach their peak performance levels, but too much anxiety blocks language learning.

Social strategies help students learn through interaction with others. Social strategies are divided into three: Asking Questions, Cooperating with others, and empathizing with others.

Asking questions help learners get closer to the intended meaning and thus aids their understanding.

Questions can be used by the learner for clarification and verification.

Cooperation implies the absence of competition and the presence of group spirit. Cooperation encourages positive interdependence and mutual support.

Empathy is the ability to 'put yourself in someone else's shoes' in order to better understand that person's perspective. Empathy is essential to successful communication in any language. Social strategies can help all learners increase their ability to empathize by developing cultural understanding and becoming aware of others' thoughts and feelings.

*Oxford Rebecca L., **Language Learning Strategies.**, The University of Alabama., Heinle & Heinle Publishers., 1990:147*

1.6.3.1 Metacognitive Strategies

1.1. Centering your learning

1.2. Arranging and planning your learning

1.3. Evaluating your learning

1.1. Centering your learning

1.1.1. Overviewing and linking with already known material

1.1.2. Paying attention

1.1.3. Delaying speech production to focus on listening

I.2. Arranging and planning your learning

I.2.1. Finding out about language learning

I.2.2. Organizing

I.2.3. Setting goals and objectives

I.2.4. Identifying the purpose of a language task (purposeful listening/reading/speaking/writing)

I.2.5. Planning for a language task

I.2.6. Seeking practice opportunities.

I.3. Evaluating your learning

I.3.1. Self-monitoring

I.3.2. Self-evaluating

I.6.3.2. Affective Strategies

II.1. Lowering your anxiety

II.2. Encouraging yourself

II.3. Taking your emotional temperature

II.1. Lowering your anxiety

II.1.1. Using progressive relaxation, deep breathing, or mediation

II.1.2. Using music

II.1.3. Using laughter

II.2. Encouraging yourself

II.2.1. Making positive statements

II.2.2. Taking risks wisely

II.2.3. Rewarding yourself

II.3. Rewarding yourself

II.3.1. Listening to your body

II.3.2. Using a checklist

II.3.3. Writing a language learning diary

II.3.4. Discussing your feelings with someone else

II.4. Creating structure for input and output

II.4.1. Taking notes

II.4.2. Summarizing

II.4.3. Highlighting

I.6.3.2.1 Conclusion – Affective Strategies

It is important for students to love themselves and have a high self – esteem; therefore, if they have security and feel comfortable they can take risks using the language which is necessary in the language learning

process because practice is the only proven way to acquire a language. Teachers should give students confidence and a peaceful atmosphere in the classroom.

I.6.3.3. Social Strategies.

III.1. Asking questions

III.2. Cooperating with others

III.3. Empathizing with others

III.1. Asking questions

III.1.1. Asking for clarification

III.1.2. Asking for correction

III.2. Cooperating with others

III.2.1. Cooperating with peers

III.2.2. Cooperating with proficient users of the new language

III.3. Empathizing with others

III.3.1. Developing cultural understanding

III.3.2. Becoming aware of others' thoughts and feelings.

I.6.3.3.1 Conclusion – Social Strategies.

Social Strategies are important for students because they have to understand that in real life there is an enormous interaction between people. In every day situations communication is the bridge for making business or for other purposes, that is why students have to be conscious about that in the world there are other people whom they must respect, tolerate and work although they are different.

*Oxford Rebecca L., **Language Learning Strategies.**, The University of Alabama., Heinle & Heinle Publishers., 1990.*

CHAPTER II

II. Language Development.

II.1 Psycholinguistics.

Psycholinguistics is the study of the production, comprehension, and acquisition of language. In other words, how the sounds that we make are transcribed into meaningful language, how we understand spoken language, and how we learn to speak.

There are many psychological and neurological factors which are studied by psycholinguistics and that enable humans to acquire, use and understand language.

An important focus of psycholinguistics is the largely unconscious application of grammatical rules that enable people to produce and comprehend intelligible sentences. It analyses the processes that make it possible to form a correct sentence out of vocabulary and grammatical structures. This process is called codification. Psycholinguistics also studies the psychological structures that allow us to understand utterances, words, sentences, texts, etc, and the process is called decodification. Psycholinguistics investigates the relationship between language and thought. *Burneo, César A., Psycholinguistics, Quito, PUCE, 2000 :84*

Psycholinguistics involves:

Phonology.- The study of how sounds are distributed. The study of the sound system of a language is termed phonology. The smallest unit of speech perceived by the listener as distinct from other sounds in the language is termed a phoneme. The variations in production that are still identified as one particular phoneme are termed allophones. Phonology

studies the human mechanism for producing speech sounds. The lips, tongue, teeth, cheeks, hard and soft palate, nose, pharynx, larynx, and trachea comprise the vocal tract or speech mechanism. In producing speech sounds, there are differences in how the air is manipulated in the vocal tract, differences in where the sound is produced in the vocal tract, and whether or not the vocal folds of the larynx are vibrating.

Morphology.- Concerns with the internal organization of words. It indicates how units of meaning are combined to form words. These minimal units of meaning are called morphemes. The study of how endings are used to alter the meanings of words.

*Burneo, César A., **Psycholinguistics**, Quito, PUCE, 2000 :43*

Syntax.- Concerns with the arrangement of words into types of sentences. Syntax studies parts of speech, word order, linguistic universals, syntactic rules ("grammar"), and sentence structure.

*Burneo, César A., **Psycholinguistics**, Quito, PUCE, 2000 :44*

Semantics.- Concerns with the meaning of words – connection between the arbitrary symbol and the thing (referent) for which it stands. One characteristic of a true language is semanticity which is the representation of objects, events, and ideas symbolically.

*Burneo, César A., **Psycholinguistics**, Quito, PUCE, 2000 :45*

Pragmatics.- It studies how language is used in different environments and situations to serve the user's purposes.

Most problems in psycholinguistics are concrete, involving the study of linguistic performance and language acquisition, especially in children.

*Burneo, César A., **Psycholinguistics**, Quito, PUCE, 2000 :47*

II.2 Language Acquisition.

This is the process of learning a native or a second language. Although how children learn to speak is not perfectly understood, most explanations involve both the observation that children copy what they hear and the inference that human beings have a natural aptitude for understanding grammar. While children usually learn the sounds and vocabulary of their native language through imitation, grammar is seldom taught to them explicitly.

One field of research deals with questions like 'How do people learn a second language? and How do children learn their native language? According to Noam Chomsky and his supporters humans have an innate universal grammar (an abstract concept containing the grammatical rules of all world languages) and an innate capacity to acquire any language. Children at first may overgeneralize grammatical rules and say, for example, goed (meaning went). People learning a second language pass through some of the same stages, including overgeneralization, as do children learning their native language; however, people rarely become as fluent in a second language as in their native tongue.

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:59

It is scientifically proven that every healthy human being has the innate ability to learn many languages, as many as one is exposed to for a long enough period of time. This period of time lengthens considerably after the onset of puberty, so that children can learn any language fairly rapidly whereas adults may require years to learn a second or third language. It also seems to be the case that the more languages one knows, the easier it is to learn more.

Another aspect of psycholinguistics involves studying the individual use of language to understand the mental process of the individual, a potentially

useful tool for psychologists.

Burneo, César A., Psycholinguistics, Quito, PUCE, 200:59

II.3 Language Development Models

People study language development for many reasons. First, interest in language development represents part of a larger concern for child development. People who are specialized in early childhood education are interested to learn about this developmental process in order to facilitate child behavior change. A second reason for studying language development is that it is interesting and can help us understand our own behavior. It is proven that there is a relationship between language and thought. Language development is parallel to cognitive development in the case of first language. "The study of language development helps language users to understand the cognitive processes".

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:51

"Since language development is so complex, many professionals study language from several perspectives; therefore,

- The linguist is concerned with describing language symbols and stating the rules these symbols follow to form language structures.
- The psycholinguist is interested in the psychological processes and constructs underlying language. The psychological mechanisms that let language users comprehend and produce any particular language.
- The sociolinguist studies language rules and use as a function of role, socioeconomic level, and linguistic or cultural context. Dialectal differences and social-communicative interaction are important.
- The behavioral psychologist emphasizes the behavioral context of language. The behaviorist is interested in getting responses and determining how the number of these responses can be increased or decreased.

- The speech-language pathologist concentrates on disordered communication, the causes of these disorders, and the treatment for these problems.”

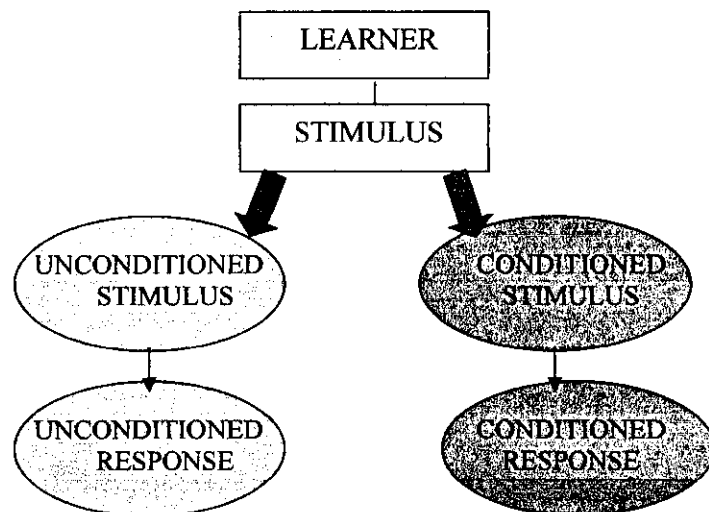
Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:52

There are many theories that try to explain how children learn a language and explain the phenomenon “competence for acceptance”. Four theoretical approaches to language development are predominant: behavioral, syntactic, semantic/cognitive, and sociolinguistic.

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000.

II.4 A Behavioral Theory.-

BEHAVIOR LEARNING THEORY CONCEPT MAP/MODEL



Learning theorists, such as Mowrer (1954), Skinner (1957), and Osgood (1963), considered language a subset of other learned behaviors. Language is learned or conditioned through association between a stimulus and the following response. According to Skinner and his followers, all behavior is learned or operant. “Behavior is modified or changed by the events that follow or are contingent upon that behavior.

Any event that increases the probability of occurrence of a preceding behavior is said to reinforce that behavior. Any event that decreases the probability is said to punish. The resulting behavior change is called learning or operant conditioning.

Skinner described language as a set of rules or functional units. Individual verbal behaviors have several language functions, defined in terms of their effect. These functions are called: mand, echoic, intraverbal, tact, and autoclitic.

<http://www.biozentrum.uniwoerzburg.de/genetics/behavior/learning/behaviorism.htm>

A mand is a verbal behavior that specifies its reinforcer. In general, mands include commands, demands and requests.

Skinner said that echoic responses are imitative.

Intraverbal responses include social small talk and rituals, verbal responses with no one-to-one correspondence. Conversations depend on intraverbal responses in which participants reply without direct request to do so.

A tact is used in response to a nonverbal stimulus, to the things and events that speakers discuss. Tacts fill the function of naming, labeling, or commenting.

Lastly, autoclitic responses are those that are influenced by, or influence, the behavior of the speaker. Autoclitic function includes frames for the ordering of words, such as subject-verb-object.

Grammar develops through the learning of structured phrases and sentence frames.

<http://www.biozentrum.uniwuertzburg.de/genetics/behavior/learning/behaviorism.htm>

II.4.1 Theorists and findings about behaviorism.-

The primary theorists involved with behaviorism are John Watson, Edward Thorndike, B.F. Skinner and Pavlov. Behaviorism is based on observable changes in behavior. (Mergel, 1998) Behaviorism focuses on a response to some type of stimulus.

THEORIST	RESEARCH & FINDINGS
Pavlov	<ul style="list-style-type: none"> • Known for classical conditioning. <ol style="list-style-type: none"> 1. Prior to conditioning, he would ring a bell. 2. No response from dog. 3. Placed food in front of dog to initiate salivation. 4. During conditioning, bell was rung several seconds prior to presenting dog with food. 5. After conditioning, ringing of the bell alone produced salivation in the dog. • A spontaneous reaction that occurs automatically to a particular stimulus. • To alter the "natural" relationship between a stimulus and a reaction was viewed as a major breakthrough in the study of behavior. <p>(Gredler, 2001)</p>
John Watson	<ul style="list-style-type: none"> • Applied the concepts of classical conditioning to emotional reactions. • Believed that the human personality developed through the conditioning of various reflexes. • Experimented with infants using a rat to provoke a response. <ol style="list-style-type: none"> 1. Initially, infant was not afraid of the rat. 2. When the infant touched the rat, Watson created a sudden loud noise. 3. Infant became afraid of noise, which at the same time, he became afraid of the rat. 4. Child remained afraid of rat, even after noise was eliminated from activity.

	<ul style="list-style-type: none"> • Believed that behaviorism was the mechanism that could provide a foundation for living. (Gredler, 2001)
Edward Thorndike	<ul style="list-style-type: none"> • Connectionsim establishes a connection between certain stimuli and voluntary behaviors. • Experimented using baby chicks, dogs, fish, cats, and monkeys. <ol style="list-style-type: none"> 1. Animal must escape from a confined space to reach food. A latch must be tripped to escape. 2. Animals elicited variety of behaviors prior to tripping latch. 3. Decrease in behaviors and quicker escape time occurred • Association theory was derived from this study. Escape response gradually became associated with the stimulus situation in trial-and-error learning.
B.F. Skinner	<ul style="list-style-type: none"> • Known for operant conditioning <ol style="list-style-type: none"> 1. A stimulus is provided 2. A response is generated. 3. Consequence to the response is present. 4. Type of consequence is present. 5. Reinforcement is provided which could be positive or negative.

<http://www.biozentrum.uniwuertzburg.de/genetics/behavior/learning/behaviorism.htm>

II.5 A Syntactic Model.

The main representative of this theory is Noam Chomsky. He and his followers said that there must be some universality or commonality to the rules followed in the diverse languages of humans. For example all languages make temporal or time distinctions, have some means of negating a preposition, require both a subject and a predicate for correct sentence formation, and so on. Chomsky found that human languages differ only superficially but the underlying principles are more uniform. These underlying principles are based on two types of universal features, substantive and formal. Substantive universals are rules that relate to a particular element, such as the rules related to noun and verb use. On the

other hand, formal universals are general rules related to linguistic forms, such as passive sentences.

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:57

II.5.1 Linguistic Processing.-

Chomsky proposed two levels of linguistic processing. Phrase structure rules delineate the basic relationships underlying all sentence organization, regardless of the language being used; they are universal.

Transformational rules, on the other hand, govern the rearrangement of phrase structure elements and are not universal.

The units within each sentence are known as constituents, and a description of sentence units is called a constituent analysis.

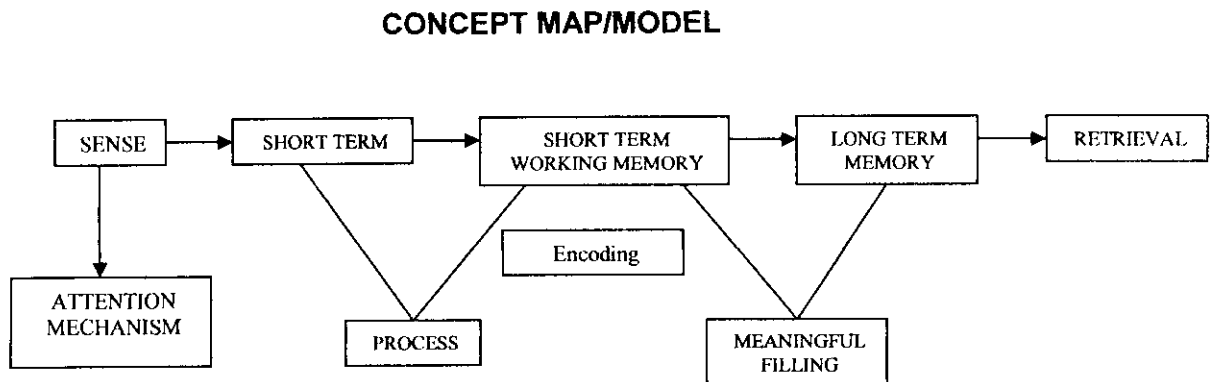
Chomsky's theory could be used to explain the process of child language acquisition. The child learning a language is similar to a linguist in the field.

The child must form hypotheses about the underlying rules from a finite set of examples and test these hypotheses in actual use. Children progress from single to multiword utterances of the subject-verb-object type and then begin to modify these structures. Most children say their first word at about 1 year of age; at around 18 months, two word utterances appear.

These utterances are so predictable that children must be using some common method of analysis and generation.

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:59

II.6 A Semantic / Cognitive Model.-



C. Fillmore (1968) tried to explain the influence of semantics on the syntactic structure of language. It presents the language user's distinction between sense and nonsense, just as Chomsky distinguished what is grammatical from what is not.

According to Fillmore (1968), the constituents of a sentence are modality and proposition. Modality includes aspects such as: tense, mood, interrogation, and negation. Proposition or noun-verb relationship defines the meaning or concept underlying a particular utterance. Particular nouns and verbs require specific cases. For example, 'the (noun) pushed the window angrily', only nouns of a certain case, those that cause action, can be employed.

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:68

Bowerman (1974) said that children need certain cognitive abilities which are developed during the first year of life. The abilities are:

- Ability to represent objects and events not perceptually present.
- Development of basic cognitive structures and operations related to space and time, classification of types of action, embedding of action patterns within each other, establishment of object

permanence and constancy, relationships between objects and action, and construction of a model of one's own perceptual space.

- Ability to derive linguistic-processing strategies from general cognitive structures and processes.
- Ability to formulate concepts and strategies to serve as structural components for the linguistic rules.

web.sdsu.edu/courses/edtec540/Perspectives/Cognitivismtheories.htm

When the child acquires maturity, he/she starts to act, explore and manipulate language. The child's early sensorimotor interactions form a process that helps the child organize the incoming stimulus from the real world.

Some language development specialists such, (Piaget, 1952 and Sinclair-DeZwart,1973) believe symbolic functioning is rooted in imitation. The child learns to imitate or re-present his/her motor behaviors and those of others. Afterwards, the child can imitate without a model.

Children are able to attend visually to location at 5 months old. By 9 months, children begin to discriminate between different agents and react to any change of agents in a situation. By 1 year of age, children are capable to discriminate between different actions. All these abilities are an important prerequisite to classify verbs for making case decisions.

Piaget identifies four developmental stages and the processes by which children progress through them.

web.sdsu.edu/courses/edtec540/Perspectives/Cognitivismtheories.htm

The four stages are:

1. Sensorimotor stage (birth - 2 years old).-The child, through physical interaction with his or her environment, builds a set of concepts about reality and how it works. This is the stage where a child does

not know that physical objects remain in existence even when out of sight (object permanence).

2. Preoperational stage (ages 2-7).-The child is not yet able to conceptualize abstractly and needs concrete physical situations.
3. Concrete operations (ages 7-11).-As physical experience accumulates, the child starts to conceptualize, creating logical structures that explain his or her physical experiences. Abstract problem solving is also possible at this stage. For example, arithmetic equations can be solved with numbers, not just with objects.
4. Formal operations (beginning at ages 11-15).-By this point, the child's cognitive structures are like those of an adult and include conceptual reasoning.

Piaget outlined several principles for building cognitive structures. During all development stages, the child experiences his or her environment using whatever mental maps he or she has constructed so far. If the experience is a repeated one, it fits easily or is assimilated into the child's cognitive structure so that he or she maintains mental "equilibrium." If the experience is different or new, the child loses equilibrium, and alters his or her cognitive structure to accommodate the new conditions. This way, the child erects more and more adequate cognitive structures.

web.sdsu.edu/courses/edtec540/Perspectives/Cognitivismtheories.htm

II.6.1 How Piaget's Theory Impacts Learning

Curriculum.-Educators must plan a developmentally appropriate curriculum that enhances their students' logical and conceptual growth.

Instruction.-“Teachers must emphasize the critical role that experiences or interactions have with the surrounding environment in student’s learning”. For example, instructors have to take into account the role that fundamental concepts, such as the permanence of objects, play in establishing cognitive structures.

web.sdsu.edu/courses/edtec540/Perspectives/Cognitivismtheories.htm

II.6.2 Theorists and Findings about Cognitivism

Gestalt Psychology	<p>Basic Assumptions</p> <ul style="list-style-type: none"> • Study of how people see and understand the relation of the whole to the parts that make up the whole. (Winn & Snyder) <ol style="list-style-type: none"> 1. Organism responds to specific stimuli 2. Organization of the sensory environment influences the organism perception 3. Concept of insight was introduced • Difference in Gestalt Theory and Behaviorism <ol style="list-style-type: none"> 1. Gestalt psychologists based their theories on experimental observations of behavior 2. Established laws and principles that were testable 3. Applied principles to real-world situations
Piaget	<p>Basic Assumptions</p> <ul style="list-style-type: none"> • Human intelligence and biological organisms function in similar ways. They are both organized systems that constantly interact with the environment. <ol style="list-style-type: none"> 1. Knowledge is the interaction between the individual and the environment 2. Cognitive development is the growth of logical thinking from infancy to adulthood <ul style="list-style-type: none"> □ Outcomes of cognitive development: the construction of action schemas, concrete and formal operations □ Components of cognitive development: assimilation and accommodation, regulated by equilibration 3. Facilitating logical thinking provides for experimentation with physical objects supported by peer and teacher interaction
Vygotsky	<p>Basic Assumptions</p> <ul style="list-style-type: none"> • Human Cognitive functions are based on the following: <ol style="list-style-type: none"> 1. Nature of human intelligence

	<ol style="list-style-type: none"> 2. Delineation of biological & cultural historical psychological development 3. Psychological processes 4. Experimental method for the investigation of dynamic psychological processes <ul style="list-style-type: none"> • Symbol systems were developed by humans to actively adapt to the environment. • A word is the basic functional that forms the structure of consciousness. <p>Vygotsky's components of Cognitive Development</p> <ul style="list-style-type: none"> • Mastering symbols of the culture and developing the cultural forms of reasoning • Complex functions begin as social interactions between individuals, gradually acquire meaning and are internalized by the learner. • Speech and other symbols are first mastered as a form of communication and they eventually structure and manage a child's thinking.
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<http://edweb.sdsu.edu/courses/edtec540/Perspectives/Cognitivismtheories.htm>

II.7 Sociolinguistic Theory.-

According to sociolinguistic thought, language is used to communicate and does not occur in a vacuum.

The sociolinguistic model says that language used in communication is central to the linguistic process. Sociolinguistic analysis centers on the communication unit required to convey information. This unit could easily be an entire conversation as well as a word, phrase or sentence. Usually language serves as a means for accomplishing some end within the communicative context. Theorists concentrate on social/communicative functions of language.

According to the sociolinguistic approach, the overriding motivation for language and language acquisition is effective communication. Pragmatics is the rule system that governs language use in context. Bruner (1975)

defined pragmatics as the 'directive function of speech through which speakers affect the behavior of others in trying to carry out their intentions'. Language acquisition is a process of socialization.

McLean and Snyder-McLean (1978) have listed five major conclusions of sociolinguistic thought:

- Language is acquired because, and only if, the child has a reason to talk. This, in turn, assumes that he has become 'socialized' ...and has learned that he can affect his environments through...communication.
- Language is first acquired as a means of achieving already existing communicative functions ...directly related to the ...pragmatic aspect of later language.
- Linguistic structure is initially acquired through the process of decoding and comprehending incoming linguistic stimuli...
- Language is learned in dynamic social interactions involving the child and the mature language users in his environment. The mature language users facilitate this process.
- The child is an active participant in this transactional process and must contribute to it with a set of behaviours which allow him to benefit from the adult's facilitating behaviours.

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:83

II.8 Comparisons and Contrasts of Four Language Development Models.-

	Behavioural	Psycholinguistic syntactic	Psycholinguistic Semantic/ Cognitive	Sociolinguistic
Language Form	Functional units(mands,tacts)	Syntactic units (nouns,verbs)	Semantic units (agents,objects)	Functional units:speech acts(requesting, commenting)

Method of Acquisition	Selective reinforcement of correct form	Language Acquisition Device(LAD) contains universal phrase structure rules used to decipher the transformational rules of language	Universal cognitive structures help child establish nonlinguistic relationships later expressed as semantic relations.	Early communication established through which a child expresses intentions preverbally; language develops to express early intentions.
Environmental Input	Reinforcement and extinction; parental modelling.	Minimal	Cognitive relationships established through active involvement of child with environment.	Communicative interaction established first; parental modelling and feedback.

Owens, Robert E., *Language development*, Columbus, Ohio, Merrill Publishing Co., 1998

II.9 Physical Requisites for Language.-

In human society, interpersonal communication enables us to meet our needs, and satisfy our wants. Communication between the infant and its caregivers is primitive but successful as long as the caregivers are able to respond appropriately. Through time the infant matures and little by little the child is able to communicate voluntarily, on a more and more complex level. Burneo, César A., *Psycholinguistics*, Quito, PUCE, 2000:107

The sensory input mechanisms that humans have and which are involved in the communication process are: sight, hearing, touch, smell, taste, kinesthetic and receptive senses. The motor output includes sections on the human muscular system, reflexive movement, and voluntary movement. Four major components of the speech production process need to be studied: respiration (provides the power source – air stream), phonation (provides the sound source – the vibration of the vocal folds), articulation (forms the phonemes – the movements of the tongue, lips, teeth, and palate), and resonance (provided by the cavities that modify the phonemes – the mouth, nose, and throat).

The parts of the brain along with the five lobes of each cerebral hemisphere: the parietal, occipital, temporal, frontal, and limbic lobes. All of these parts of the brain contribute in significant degrees to communication skills.

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:107

II.10 Investigation from Judie Haynes.-

Judie Haynes (2002) has investigated language learning and language acquisition in a controlled research in which children have been compared with adults and teenagers in language learning. It was found that children perform better than adults in the area of pronunciation. Children appear to acquire social language more easily. There is an old myth around that says that children are superior to adults in language learning because their brains are more flexible. This hypothesis has been much disputed.

The differences in ability to learn languages may be social rather than biological. Children may have more occasions to interact socially with other.

Children need comprehensible input. Children could sit there for a long time and learn very little unless someone helped make that input comprehensible. Language is not "soaked up."

Judie Haynes, everythingEFL.net, 2002.

CHAPTER III

III. APPROACHES AND METHODS IN LANGUAGE TEACHING.

III.1. Introduction

Language teaching came into its own as a profession in the last century. Central to this process was the emergence of the concept of methods of language teaching. The method concept in language teaching—the notion of a systematic set of teaching practices based on a particular theory of language and language learning—is a powerful one, and the quest for better methods preoccupied teachers and applied linguists throughout the 20th century. Howatt in 1984 documents the history of changes in language teaching throughout history.

E:\Second Language Teaching Methods - CAL Resource Guide Online.htm

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology links theory and practice. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably best seen as a continuum ranging from highly prescribed methods to loosely described approaches.

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III.2. The Grammar – Translation Method.-

The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth centuries. It was originally used to teach 'dead' languages (and literatures) such as Latin and Greek, and this may account for its heavy bias towards written work to the virtual exclusion of oral production. As Omaggio comments, this approach reflected "the view of faculty psychologists that mental discipline was essential for strengthening the powers of the mind." (Omaggio 89) Indeed, the emphasis on achieving 'correct' grammar with little regard for the free application and production of speech is at once the greatest asset and greatest drawback to this approach.

The major characteristic of the grammar-translation method is, precisely as its name suggests, a focus on learning the rules of grammar and their application in translation passages from one language into the other. Vocabulary in the target language is learned through direct translation from the native language.

The principal characteristics of the Grammar – Translation Method were these:

- The goal of studying a foreign language is to read its literature. It is important to analyze its grammar rules, and apply this analysis in the translation of different sentences and texts into and out of the target language. " The first language is maintained as the reference system in the acquisition of the second language"
- This method focuses in reading and writing; little or no attention to speaking or listening.
- The students acquire vocabulary using reading texts. Words are taught through bilingual word lists, dictionary study, and memorization. The grammar rules are presented and illustrated; the words are presented with their respective translation equivalents.

- The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out the target language.
- Students are expected to be accurate in the translation of texts.
- Grammar is taught deductively; Grammar rules are presented and then practiced through translation exercises.
- The student's native language is the medium of instruction; it is used for explanations and to establish comparisons between the foreign language and the student's native language.

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Language teaching innovations in the nineteenth century.-

There were some specialists such as: C. Marcel, T. Prendergast, and F. Goin that rejected the Grammar Translation Method because they turned their attention to the oral proficiency in foreign languages.

Marcel (1793-1896) referred to child language learning as a model for language teaching, emphasized the importance of meaning in learning. He proposed that reading should be taught before other skills.

T. Prendergast (1806-1886) said that children use contextual and situational cues to interpret utterances and that they use memorized phrases and "routines" in speaking; learners should be taught the most basic structural patterns occurring in the language.

Educators recognized the need for speaking proficiency rather than reading comprehension, grammar, or literary appreciation as the goal for foreign language programs.

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III.3. The Reform Movement.-

Some linguists such as: Henry Sweet, Wilhelm Vietor and Paul Passy began to provide the intellectual leadership needed to give reformist ideas greater credibility and acceptance. Linguists emphasized that speech, rather than the written word, was the primary form of language. The International Phonetic Association was founded in 1886, and its International Phonetic Alphabet (IPA) was designed to enable the sounds of any language to be accurately transcribed. The association's goal was to improve the teaching of modern languages. It included:

1. the study of the spoken language.
2. phonetic training in order to establish good pronunciation habits;
3. the use of conversation texts and dialogues to introduce conversational phrases and idioms;
4. an inductive approach to the teaching of grammar;
5. teaching new meanings through establishing associations within the target language rather than by establishing associations with the mother tongue.

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"Henry Sweet (1845-1912) in his book *The Practical Study of Languages* (1899) set four principles for the development of teaching methods. These included:

1. careful selection of what is to be taught;
2. imposing limits on what is to be taught;
3. arranging what is to be taught in terms of the four skills of listening, speaking, reading, and writing;
4. grading materials from simple to complex."

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:7

The reformers believed that:

- “1. spoken language is primary and that this should be reflected in an oral-based methodology;
2. the findings of phonetics should be applied to teaching and to teacher training;
3. learners should hear the language first, before seeing it in written form;
4. words should be presented in sentences, and sentences should be practiced in meaningful contexts and not be taught as isolated, disconnected elements;
5. the rules of grammar should be taught only after the students have practiced the grammar points in context – that is, grammar should be taught inductively;
6. translation should be avoided, although the mother tongue could be used in order to explain new words or to check comprehension.”

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:8

III.4. The Direct Method

III.4.1. Introduction.-

This approach was developed initially as a reaction to the grammar-translation approach in an attempt to integrate more use of the target language in instruction.

Lessons begin with a dialogue using a modern conversational style in the target language. Material is first presented orally with actions or pictures. The mother tongue is NEVER, NEVER used. There is no translation. The preferred type of exercise is a series of questions in the target language

based on the dialogue or an anecdotal narrative. Questions are answered in the target language. Grammar is taught inductively. Rules are generalized from the practice and experience with the target language. Verbs are used first and systematically conjugated only much later after some oral mastery of the target language. Advanced students read literature for comprehension and pleasure. Literary texts are not analyzed grammatically. The culture associated with the target language is also taught inductively. Culture is considered an important aspect of learning the language.

The Direct Method is not new. This method has been used by language teachers for many years. The main goal of this method is how to use a foreign language to communicate.

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III.4.2. Approach.-

The Direct Method has one basic rule that: No translation is allowed. The Direct Method receives its name because it is connected directly with the target language.

III.4.3. Principles of the Direct Method.-

1. Reading in the target language should be taught from the beginning of language instruction. The reading skill should be developed through practice with speaking. Language is primarily speech.
2. Realia must be used in the classroom. It would help students understand the meaning.

3. The native language should not be used in the classroom.
4. The teacher should demonstrate, not translate.
5. Students should learn to think in the target language as soon as possible. Vocabulary can be acquired naturally if it is used in full sentences, rather than memorizing word lists.
6. The main purpose is to learn to communicate. The students need to know how to ask questions as well as how to answer them.
7. Pronunciation should be worked on from the beginning of language instruction.
8. Self-correction facilitates language learning.
9. Students have to have the opportunity to use language in real contexts. Students should be encouraged to speak as much as possible.
10. Grammar should be taught inductively. There is no grammar rule given.
11. Writing is very important. It has to be developed from the beginning of language instruction.
12. The syllabus is based on situations or topics, not usually on linguistic structures.
13. To learn a language is important to know how speakers of that language live.

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“For teaching oral language these principles should be followed:

- Never translate: demonstrate.
- Never explain: act.
- Never make a speech: ask questions.
- Never imitate mistakes: correct.
- Never speak with single words: use sentences.
- Never speak too much: make students speak a lot.
- Never use the book: use your lesson plan.
- Never jump around: follow your plan.
- Never go too fast: keep the pace of the student.
- Never speak too slowly: speak normally.
- Never speak too quickly: speak naturally.
- Never speak too loudly: speak naturally.
- Never be impatient: take it easy.”

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:10

III.4.4. Procedure.-

III.4.4.1. Techniques of the Direct Method.-

The following techniques can be adapted in the Direct Method:

III.4.4.1.1. Reading Aloud.-

Students take turns reading sections of a passage, play, or dialogue out loud.

III.4.4.1.2. Question and Answer Exercise.-

This exercise is developed in the target language. The teacher asks questions and the students answer in full sentences, in that way they can practice with new words and grammatical structures. They also have the opportunity to ask questions.

III.4.4.1.3. Getting Students to Self-correct.-

The teacher has the students self – correct by asking them to make a choice between what they said and an alternate answer he supplied. There are some ways to correct mistakes; for example, the teacher may repeat what a student has said, using a questioning voice so the student can recognize where his error was.

III.4.4.1.4 Conversation Practice.-

The teacher asks questions to the students using the target language, the students have to be able to understand and answer correctly.

III.4.4.1.5. Fill-in-blank Exercise.-

All the items are in the target language; no explicit grammar rule would be applied. The students have to induce the grammar rules to fill the blanks.

III.4.4.1.6. Dictation.-

The teacher reads the passage three times; the first time the teacher reads it in a normal speech and the students listen; the second time the teacher reads it phrase by phrase, pausing long enough, so the students

can write it down. The last time, the teacher reads it in normal speech, and the students check their work.

III.4.4.1.7. Map Drawing.-

In some occasions the teacher can use maps; the teacher gives maps to the students and then the teacher gives them certain instructions; the students make different activities with the maps. Eg: Use the map and find churches in Ambato.

III.4.4.1.8. Paragraph Writing.-

The teacher asks the students to write a paragraph on their own words. The students do this from memory, or they can use the reading passage in the lesson as a model.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching.

III.5. The Audio – Lingual Method.-

III.5.1. Introduction.-

This method is based on the principles of behaviorist psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach.

This method was developed in The United States during the World War II. Many people needed to learn foreign languages for military purposes. The

objective of the army program was for students to attain conversational proficiency in many foreign languages.

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Some linguists such as Leonard Bloomfield had a program which consisted of having the help of a native speaker, this person was called "the informant".

The Audio – Lingual Method was based in the intensity of contact with the target language rather than from any well-developed methodological basis.

This approach developed by linguists at Michigan and other universities became known variously as the Oral Approach, the Aural – Oral Approach, and the Structural Approach. Language learning was promoted by the new orthodoxy.

This was a period when expertise in linguistics was regarded as a necessary and sufficient foundation for expertise in language teaching. It evidenced considerable linguistic analysis but very little pedagogy. The incorporation of the linguistic principles of the Aural – Oral Approach with state of the art psychological learning theory in the mid-fifties led to the method that came to be known as Audiolingualism claimed to have transformed the language teaching from an art to a science; it would help the learners to learn a foreign language effectively and efficiently.

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III.5.2. Approach.-

III.5.2.1. Theory of language.-

Since linguists discovered new sound types and new patterns of linguistic invention and organization, a new interest in phonetics, phonology, morphology, and syntax developed. The term "structural" has these characteristics:

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- a) Elements in a language were thought of as being linearly produced in a rule governed (structured) way.
- b) Languages samples could be exhaustively described at any structural level of description.
- c) Linguistic levels were thought of as systems within systems being pyramidally structured; phonemic systems led to morphemic systems, and these in turn led to the higher level systems of phrases, clauses, and sentences.

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The primary medium of language is oral: speech is language. It was argued that language is 'primarily what is spoken and only secondarily what is written'. Therefore, it was assumed that speech had a priority in language teaching.

The linguist William Moulton (1961) said that a language is a set of habits and teachers should teach the language, not about the language. He

manifested that a language is what its native speakers say, not what someone think they ought to say; languages are different.

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III.5.2.2. Theory of learning.-

Behaviorism and structural linguistics are based on the study of human behavior. To the behaviorist the human being is an organism capable of a wide repertoire of behaviors.

The crucial elements in learning are the stimulus which provokes a response and the reinforcement which makes the response appropriate or inappropriate.

The reinforcement is a vital element in the learning process. To apply behaviorism to language learning it is necessary to identify the organism as the foreign language learner, the behavior as verbal behavior, the stimulus as what is taught or presented of the foreign language, the response as the learner's reaction to the stimulus, and the reinforcement as the extrinsic approval and praise of the teacher or fellow students or the intrinsic self-satisfaction of target language use.

"The learning principles are:

1. Foreign language learning is basically a process of mechanical habit formation. Good habits are acquired by giving correct responses rather than making mistakes.
2. Language skills are learned better if the items to be learned in the target language are presented in spoken form before they are presented in a written form.

3. Analogy provides a better foundation for language learning analysis. The rules are not given until students have practiced a pattern in a variety of contexts.
4. The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation."

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:51

The Audiolingual Method

Guiding Principles

- Structural patterns taught using repetition drills so material is "over-learned"
- Teaching points based on contrastive linguistics
- Student errors prevented & correct forms reinforced
- Grammar taught inductively



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III.5.3 Design.-

III.5.3.1 Objectives.-

Short – range objectives include training in listening, comprehension, accurate pronunciation, recognition of speech, symbols as graphic signs on the printed page, and ability to reproduce these symbols in writing.

Long – range objective is the language as the native speaker uses it.

Language is speech in audiolingual theory; the speaking skills are dependent upon the ability to perceive and produce the major phonological features of the target language, fluency in the use of grammatical patterns, and knowledge of sufficient vocabulary to use the patterns.

III.5.3.2 Syllabus.-

The language skills are taught in order of listening, speaking, reading and writing.

III.5.3.3 Types of learning and teaching activities.-

Dialogues help to the contextualization of structures and illustrate situations; it also illustrates cultural aspects of the target language.

Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized.

There are various kinds of drills. Here there are some:

1. Repetition.- The student has to repeat a pattern as soon as he has heard it.
Eg. I used to know her. I used to know her.
2. Inflection.- One word in an utterance appears in another form when repeated.
Eg. I bought the car. I bought the cars.
3. Replacement.- One word in an utterance is replaced by another.
Eg. He bought this car cheap. He bought it cheap.

4. Restatement.- The student rephrases an utterance and addresses it to someone else according to instructions.
Eg. Tell him to wait for you. Wait for me.
5. Completion.- The student hears a pattern that is incomplete by one word, then he repeats it in a complete form.
Eg. You'll go your way and I go.....
You'll go your way and I go mine.
6. Transposition.- A change in a word order is necessary when a word is added.
Eg. I'm tired. (so).- So am I.
7. Expansion.- When a word is added it takes a certain place in the sequence.
Eg. I know him (well) I know him well.
8. Contraction.- A single word stands for a phrase or clause.
Eg. Put your hand on the table. Put your hand there.
9. Transformation.- A sentence is changed from positive to negative or interrogative or through changes in tense, mood, voice, aspect, or modality.
Eg. He knows my address.
He doesn't know my address.
10. Integration.- Two separate utterances are integrated into one.
Eg. They must be honest. This is important - It is important that they must be honest.
11. Rejoinder.- The student makes an appropriate rejoinder to a given utterance.

Be polite, e.g.

Thank you. – You're welcome.

12. Restoration.- The students are given a sequence of words that have been culled from a sentence but still bear its basic meaning, e.g.
students/waiting/bus. The students are waiting for the bus.

III.5.3.4 Learner roles.-

Learners play a reactive role by responding to stimuli. They are not encouraged to initiate interaction, because this may lead to mistakes. In the early stages, the learner doesn't know what he is repeating; he imitates accurately, and responding to and performing controlled tasks, in that way they are learning a new form of verbal behavior.

III.5.3.5 Teacher roles.-

The teacher must be trained to do the following:

- Introduce, sustain and harmonize the learning of the four skills in this order: hearing, speaking, reading, and writing
- Use – and not use – English in the language classroom
- Model the various types of language behavior that the student is to learn
- Teach spoken language in a dialogue form
- Direct choral response by all or parts of the class
- Teach the use of structure through pattern practice
- Guide the student in choosing and learning vocabulary
- Show how words relate to meaning in the target language
- Get the individual student to talk

- Reward trials by the student in such a way that learning is reinforced
- Teach short and other literary forms
- Establish and maintain a cultural island
- Formalize on the first day the rules according to which the language class is to be conducted, and enforce them.

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III.5.3.6 The role of instructional materials.-

Instructional materials assist the teacher to develop language mastery in the learner. In the early stage, a student textbook is not used because it may distract the attention from the aural input. However, teachers can use a book because it contains the structure sequence of lessons to be followed and the dialogues and cues needed for drills and exercises.

The tape recorder provides accurate models for dialogues and drills. A language laboratory is also considered important. A taped lesson may first present a dialogue for listening practice, afterwards the student can repeat the sentences in the dialogue line by line, and provide follow – up fluency drills on grammar or pronunciation.

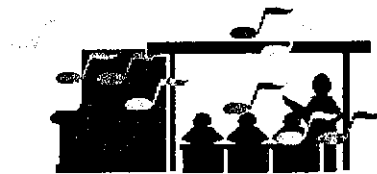
III.5.4 Procedure.-

The focus of instruction is on immediate and accurate speech. As far as possible the target language is used as the medium of instruction. Classes of ten or less are considered optimal, although larger classes are often the norm.

New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence

on mimicry, memorization of set phrases and over-learning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between L1 and L2. There is abundant use of language laboratories, tapes and visual aids. There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning.

The Audiolingual Lesson



- **New material presented in dialogue form**
- **Structures & skills are sequenced**
- **Vocabulary is controlled**
- **Patterns are taught using repetition & drill**

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The teacher should adopt these:

- The modeling of all lessons.
- The early and continued training of the ear and tongue without recourse to graphic symbols.
- The summarizing of the main principles of structure for the student's use when the structures are already familiar, especially when they differ from those of the mother tongue.

- The minimizing of vocabulary until all common structures have been learned.
- The study of vocabulary only in context.

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III.6 Communicative Language Teaching.-

III.6.1 Introduction.-

When changes in the British Language tradition started to appear, this method was found. It was in the late 1960's. "Scientists saw the necessity of communication proficiency rather than on mere mastery of structures".

The creation of new methods was also important because European countries needed language for cultural and educational cooperation.

The ability to use the linguistic system effectively and appropriately is desired. This method is more than the integration of grammatical and functional teaching, it pays attention to functional and structural aspects of language.

Translation can be used if students need or benefit from it. Teachers can teach reading and writing from the first day, if desired.

"British Language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching".

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:64

III.6.2. Approach.-

The theory says that this method starts from a theory of language as communication. The goal of this method is to develop a communicative competence. Hymes's theory communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. Hymes manifested that a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:

- “1. Whether something is formally possible;
2. Whether something is feasible in virtue of the means of implementation available;
3. Whether something is appropriate in relation to a context in which it is used and evaluated;
4. Whether something is in fact done, actually performed, and what its doing entails.”

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching 1986:70.

Brumfit and Johnson elaborated seven basic functions that language performs for children learning their first language:

- “1. the instrumental function: using language to get things
2. the regulatory function: using language to control the behavior of others;
3. the interactional function: using language to create interaction with others;
4. the personal function: using language to express personal feelings and meanings;
5. the heuristic function: using language to learn and to discover;
6. the imaginative function: using language to create a world of the imagination.

7. the representational function: using language to communicate information."

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching 1986:70.

"Widdowson says that there is a relation between the linguistic system and communicative values in text and discourse. He says that the most important part is that language has to be used for different purposes."

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:71

What Widdowson says is totally true because people use language for different purposes: work, education, trips, etc; language is connected with everyday activities.

III.6.3 Pragmatics.-

The study of Pragmatics is essential in the communication because it studies how people comprehend and produce a communicative act or speech act in a concrete speech situation which is usually a conversation. Context must be interpreted as "situation" because it includes any imaginable factor, including social, environmental, and psychological factors. It pays special attention in two intents or meanings in each communicative act; one is the informative intent or the sentence meaning, and the other the communicative intent or speaking meaning. (Leech, 1983; September and Wilson, 1986).

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:14

Pragmatics studies some of these language aspects:

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:14

- Deixis: It refers to the contextual meaning of pronouns and what the speaker means by a particular utterance in a given speech context.
- Presupposition: It refers to the logical meaning of a sentence or meanings logically associated with a sentence.
- Performative: It refers that the speaker not only says something but also does certain things as giving information, stating a fact or hinting an attitude.
- Implicature: It refers to an indirect or implicit meaning of an utterance derived from context that is not present.

Pragmatics involves three major communication skills:

1. Using language for different purposes. (greeting, informing, demanding, promising, and requesting.)
2. Adapting or changing language according to the needs or expectations of a listener or situation.
3. Following rules for conversations and narrative situations. Rules may vary depending on language and culture.

The language system has some of these characteristics:

- Language is used to express meaning.
- Language is mostly used for interaction and communication.
- The structure of language reflects its functional and communicative uses.

Burneo, César A., Psycholinguistics, Quito, PUCE, 2000:14

III.6.4 Theory of Learning.-

The activities that involve real communication and carry meaningful tasks are excellent to learn a new language. Language that has meaning supports the learners in the learning process.

“ Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition.”

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It is possible to see that this theory encourages practicing a way of developing communicative skills.

Communicative Competence

- **CC is the ability to use the language system appropriately in any circumstances, with regard to the *functions* and the *varieties* of language, as well as shared *sociocultural* suppositions.**



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III.6.5 Design.-

III.6.5.1 Objectives.-

- 1.- an integrative and content level.
- 2.- a linguistic and instrumental level.
- 3.- an affective of interpersonal relationships and conduct.
- 4.- a level of individual learning needs.
- 5.- a general education level of extra-linguistic goals.

All these objectives are used in any teaching situation.

III.6.5.2 The syllabus.-

Designers manifest that the appropriate syllabus for this method are task specification and task organization.

III.6.6 Types of learning and teaching activities.-

The activities are often designed to complete tasks. Students can compare sets of pictures and note similarities and differences. It is also possible to make debates, dialogues, role plays, simulations, skits and improvisations.

“The role of the learner as negotiator – between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes.”

Students should interact with other people through pair and group work, or in the writings.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:76

III.6.7 Teacher Roles.-

In this method the teacher has two main roles: The first is that he has to facilitate the communication process between all the students who are in the classroom.

The second role is to act as an independent participant within the learning – teaching group.

Teachers should motivate learners to work with the language.

Other roles that teachers can assume are needs analyst, counselor, and group process manager.

III.6.8 The role of instructional material.-

Many materials have been used to support this method. The materials that are going to be used by teachers and students are the ones which can construct a real conversation. That means the ones that promote interaction and the use of language.

The three materials that are considered in CLT are: text-based, task-based, and realia.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:79

III.6.9 Procedure.-

These are the steps to follow in planning a lesson using communicative language teaching:

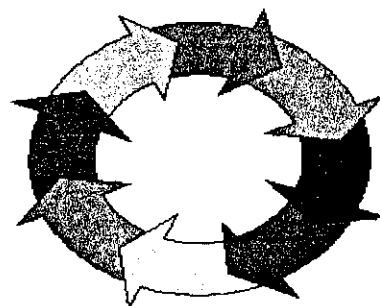
- Presentation of a situation or context through a brief dialogue or several mini-dialogues, preceded by a motivational activity relating the dialogue to learners' experiences and interest. This includes a discussion of the function and situation: People, roles, setting, topic and the level of formality or informality the function and situation demand.
- Brainstorming or discussion to establish the vocabulary and expressions to be used to accomplish the communicative intent. It includes a framework or means of structuring a conversation or exchange to achieve the purpose of the speakers.
- Questions and answers based on the dialogue, topic and situation: Inverted, wh- questions, yes/no, either/or and open-ended questions.
- Study of the basic communicative expressions in the dialogue or one of the structures that exemplifies the function, using pictures, real objects, or dramatization to clarify the meaning.
- Learner discovery of generalizations or rules underlying the functional expression or structure, with model examples on the chalkboard, underlining the important features, using arrows or referents where feasible.
- Oral recognition and interpretative activities including oral production proceeding from guided to freer communication activities.
- Reading and/or copying of the dialogues with variations for reading/writing practice.
- Oral evaluation of learning with guided use of language and questions/answers, e.g. "How would you ask your friend to _____? And how would you ask me to _____?"

- Homework and extension activities such as learners' creation of new dialogues around the same situation.
- To complete the lesson cycle, provide opportunities to apply the language learned the day before in novel situations for the same or a related purpose.

E:\Communicative Approach Lesson Outline.htm

Communicative Approach Lesson Planning

- **Communication goals**
- **Specific vocabulary & expressions needed to accomplish communicative intent**
- **Visuals, graphs or displays**
- **Dialogue prepared by teacher or students**



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Communicative Approach Lessons



- **Practical “real-life” situations & focus on functions of language**
- **Cooperative groups, pairs, peer-tutoring increase interaction**
- **No restrictions placed on use of L1**

E:\Communicative Approach Lessons.htm

III.7 TOTAL PHYSICAL RESPONSE

III.7.1 Introduction.-

Dr. James J. Asher originated the stress-free Total Physical Response approach to second language acquisition which is known internationally as TPR.

Dr. Asher developed the approach in 30 years of research in the laboratory. This research has resulted in TPR which has been used successfully in thousands of classrooms with children and adults learning languages such as English, Spanish, French, German, Chinese, Korean, Japanese, Arabic, Hebrew, and even the sign language of the deaf.

Language teachers for years have relied on Total Physical Response (TPR) as the most effective method for long-term retention of vocabulary. TPR allows students to acquire vocabulary in a manner similar to how a child learns his or her first language. All language input is immediately comprehensible, often hands-on, and allows students to pass through a silent period, whereby they build a comprehension base before they are asked to speak. Once language is internalized, production emerges, thus setting TPR apart from traditional "listen-and-repeat" methods.

In a TPR lesson, teachers model actions which students then mimic as they simultaneously hear vocabulary words and commands in the target language. As a particular action is associated with each vocabulary word or phrase, students rapidly and naturally acquire language while establishing long-lasting associations between the brain and the muscles.

E:\TPR About The Originator, James J_ Asher.htm

Steps in Total Physical Response



1. Teacher says command & performs the action.
2. Teacher says command & both teacher & students perform the action.
3. Teacher says command- Students perform action.
4. Teacher tells one student to perform action.
5. Reverse the roles or students give each other commands.

III.7.2. Limitations of the TPR method.

1. It is mainly in the imperative mode, generally excluding the rest of the target language's sentence forms.
2. It is often focused on short phrases or single-item vocabulary words.
3. It fosters only passive language skills.

E:\Total Physical Response Storytelling.htm

III.7.3. TPR Storytelling.-

TPR Storytelling (TPR-S), developed in the 1980's and 90's by Blaine Ray of Bakersfield, California, provides the critical vehicle—storytelling—to utilize and expand acquired vocabulary by contextualizing it in high-interest stories which students can hear, see, act out, retell, revise and rewrite. We often implore our students to "think IN the target language," overlooking the fact that they have not mastered enough language to do so. Easy-to-

follow stories and illustrations, on the other hand, give students something to think IN. In addition, the nature of stories allows for endless variety in the classroom. Students add humor, creativity and originality to their own versions of stories. Once having taken ownership, they are then highly motivated to communicate these stories to other students.

E:\Total Physical Response Storytelling.htm

III.7.4 Benefits of TPR.-

- Through consistent and comprehensible exposure to grammatically-correct language, students develop an "ear" for language.
- By allowing students to proceed with natural language acquisition, fluency is promoted.
- Students no longer edit their speech and interrupt their message to think about grammar rules—the main reason language production in traditional classes is typically low and slow.
- The low level of stress also enhances fluency, invites participation and increases motivation. TPR eliminates the need for memorization of lengthy vocabulary lists and complex grammar rules which most students hate.
- In contrast, remembering a story line, especially one you hear, see and act out, is natural and virtually effortless.

E:\Benefits of TPR.htm

Total Physical Response

Guiding Principles

- **Uses psycho-motor systems to teach vocabulary & sentence forms**
- **Students not forced to speak until ready**
- **Command forms used to convey information**
- **Builds gradually in complexity**
- **Supports kinesthetic learning style**



E:\Benefits of TPR.htm

III.8 The Silent Way

III.8.1. Introduction

The silent way is a teaching method developed by Caleb Cattegno. This teaching approach is based on the principle that the teacher should be silent as much as possible in the classroom and the learners are encouraged to produce as much language as possible on their own.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:99

The use of color charts and colored cuisenaire rods is a particular characteristic of this method.

The learning hypotheses underlying Cattegno's work could be stated as follows:

- a. Learning is facilitated if the learner discovers or creates the language rather than remembering and repeating what is to be learned.
- b. Learning is made easy by problem solving activities containing the material to be learned.
- c. Learning is facilitated by the use of physical objects.

III.8.2. Approach

III.8.2.1. Theory of Language.-

Cattegno has a skeptical view of linguistics and its language teaching theory. Cattegno sees language 'as a substitute for experience, so experience is what gives meaning to language'

A very important issue is grasping the 'spirit' of the language and not just its component forms. By the 'spirit' of the language Cattegno refers to the way each language is composed of phonological and suprasegmental elements that combine to give each language a unique sound system and melody.

The Silent Way takes a structural approach to the organization of the language to be taught.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:101

III.8.2.2 Theory of Learning.-

Canale states that the processes of learning a second language are 'radically different' from those involved in learning a first language. The second language student is different from the first language learner and thus 'cannot learn another language in the same way because of what he now knows'.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:102

The process involved in acquiring a first language is unlike the second language learning process because a baby learning to speak doesn't have any knowledge of language; however in second language learning the student already has knowledge of a language, his native language.

Therefore Canale says that the 'natural' or 'direct' approaches to language teaching are misguided. That is why Canale proposes an 'artificial' approach to replace the 'natural' one.

The 'artificial' approach is based on the principle that successful learning involves commitment of the self to acquiring the language through the use of silent awareness and then active trial. The repeated emphasis on the primacy of learning over teaching places a focus on the self of the learner, on the learner's priorities and commitments.

The self consists of two systems: a learning system and a retaining system.

The learning system is activated only by a way of intelligent awareness.

In the book "Approaches & Methods in Language Teaching" by Richards & Rodgers, Scott and Page mention as follows: 'The learner must constantly test his powers to abstract, analyze, synthesize, and integrate'.

The retaining system allows the learner to recall and remember linguistic elements at will and it organizes principles and makes communication possible.

Cattegno speaks of remembering as a matter of 'paying Ogden'. An 'ogden' is a unit of mental energy required to link permanently two mental elements.

As one learns in awareness one's powers of awareness proceed from attention, production, self-correction and absorption.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:103

Language is not learned by repeating after a model given by the teacher. The learner needs to develop his own 'inner criteria' for correctness. They must be responsible for their own production of language in the classroom. Learner's attention is a key to learning the target language (*Larsen-Freeman 1986:60*)

III.8.3. Design

III.8.3.1 Objectives

One objective of the Silent Way is to provide beginning level students with oral and aural facility in basic elements of the target language.

An immediate objective is to give the student basic practical knowledge of the grammar of the language being learnt.

Cattegno aims for the students to be able to:

- "Correctly and easily answer questions about themselves, their family, traveling daily events.

- Speak with a good accent.
- Perform adequately in the following areas: spelling, grammar, reading, comprehension and writing.
- Give either a written or oral description of a picture including the existing relationship that concerns space, time, and numbers.
- Answer general questions about the culture and the literature of the native speakers of the target language.”

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:104

III.8.3.2 The Syllabus

The Silent Way has a basically structural syllabus, each lesson is planned around grammatical items and related vocabulary.

New language items are introduced according to their complexity.

The imperative is the initial structure introduced because of the ease with which action verbs may demonstrate without spoken instruction from the teacher.

There is not a general Silent Way syllabus.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:105

III.8.3.3 Types of Learning and Teaching Activities.

The activities of this approach have the role of encouraging and shaping learner's oral response without direct oral instruction from the teacher.

The teacher starts with something the students already know and build from that to the unknown. Learners learn from one another.

Silence from the teacher encourages group cooperation. The skills of speaking, reading, and writing reinforce one another. (*Larsen – Freeman 1986:62*)

III.8.3.4 Learner Roles.-

- Students must interact with each other and suggest alternatives to each other. They need to learn to listen to themselves and each other (*Richards & Rodgers 1986:106*)
- Learners are expected to develop independence, autonomy and responsibility. They must create their own knowledge of the target language.
- Learners are expected to pay attention to everything that goes in the class. Attention is a key to learn.
- Students are to make use of what they know by relying on themselves for corrections and other learning activities.

III.8.3.5 Teacher Roles

- Teachers have to change their perception of their role.

- The teachers' tasks are:
 - a. to teach
 - b. to test.
 - c. to get out of the way (Richards & Rodgers)

- The teacher silently monitors learner's interaction with each other.

- Teachers are responsible for designing teaching sequences and creating individual lessons.

- The teacher is responsible for creating an environment that encourages student risk taking with the language acquired.

- The teacher sets up situations that focus attention on the structures of the target language.

- The teacher gives the necessary help and then is silent.

The teacher is a neutral observer. He doesn't praise or criticize performances. He looks for progress not perfection.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:107

III.8.3.6 The Role of Instructional Material.-

The materials used in the Silent Way consist mainly of a set of colored rods, colored coded pronunciation and vocabulary charts, and a pointer.

The colored rods are used to directly link words and structures with their meanings in the target language. The rods may be used for naming colors for comparisons, to represent people and so on.

The pronunciation charts are called 'fidels' and contain symbols in the target language for all the vowel and consonant sounds. These are hung on the walls of the class and serve to aid in remembering pronunciation and building new words.

The pointer is used to indicate or point out symbols for the students to produce. Other materials that may be used include books and worksheets for practicing reading and writing skills, picture books, tapes, films and other visual aids.

These materials are of secondary importance.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:108

III.8.4. Procedure

The Silent Way lesson follows a standard format. Depending on the students' level, the class would work on sounds, phrases, or pronunciation.

At first the teacher will model an appropriate sound after pointing to a symbol on the chart. Then the teacher will silently point to individual symbols and monitor student utterances.

After modeling the utterance the teacher will have a learner attempt to produce the utterance.

The approach proposed by Caleb Cattegno doesn't only teach a certain language to people, it also teaches how to be independent, to be responsible for one's own learning. Establishing those qualities one doesn't just become a better learner but also a better person.

Silence from the teacher is a tool to help learners to acquire independence, autonomy and responsibility.

The Silent Way is a learner centered class not a teacher centered one.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:110

III.9 Community Language Learning.-

III.9.1 Introduction.-

It takes its principles from the "Counseling Learning Approach" developed by Charles A. Curran at Loyola University in Chicago. He was a specialist in counseling.

C L L represents the use of counseling learning; it was a new theory to the teaching of a language; it was compared with psychological counseling.

It was created especially for Adult Learners who might fear to appear foolish so the teacher becomes a Language Counselor; he understands them and leads them to overcome their fears.

This method considers a person as a whole, with emotions and feelings as well as linguistic knowledge and behavioral skills.

C L L derives from Rogerian counseling; the teacher gives advice and support when a person needs it.

Teachers make students feel important and students have to be proud of themselves. The environment must be comfortable.

It follows Krashen's Monitor Theory (Affective Filter Hypothesis) and the Cognitive Theory where the human mind is active.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:113

III.9.2 Approach.-

III.9.2.1 Theory of Language.-

This method starts with structures.

La Forge (1983) said "Language is people, language is persons in contact, language is persons in response". He treated Language as a social process and not, language as communication.

There are two types of interactions:

1. Communication:

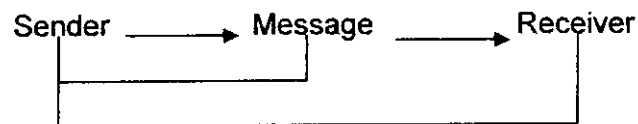
Verbal



2. Community:

Social Process.- Verbal/Non-verbal

There is more interaction that includes other things apart from verbal.



Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:117

III.9.2.2 Theory of Learning.-

Human learning is both cognitive and affective. This is termed 'whole – person' learning. The development of the learner's relationship with the teacher is central.

Community Settings: There is an ontogenetic relationship which is the origin and development of individual organism. Teachers and students are friends. They are interacting with each other and they share experiences.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:118

III.9.3 Development of the Learner's relationship with the teacher.-

1. Birth Stage: A feeling of security and belonging are established.
2. Child Stage: The learner, as a child, begins to achieve a measure of independence from the parents.
3. Independence Stage: The learner speaks independently and may need to assert his/her own identity, often rejecting unasked for advice.
4. Security Stage: The learner feels secure enough to take criticism.
5. Adult Stage: The learner works upon improving style and knowledge of linguistic appropriateness.

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III.9.4. Consensual Validation or Convalidation.-

Mutual warmth understanding, positive evaluation of other people's work is developed by the teacher and the learner.

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III.9.5. Techniques and Principles of the Community Language Learning.-

TECHNIQUES

- 1) Build relationship
- 2) Explain procedure
- 3) Set time limit
- 4) Language for communication
- 5) Human Computer
- 6) Native language + translation
- 7) Reflect on experience , talk about feelings
- 8) Teacher = counselor =>
he understands, he listens
- 9) Accepting, non-threatening
atmosphere, Non-defensive
learning => security, involvement,
attention, reflection, retention,
discrimination
- 10) One task at a time
- 11) Cooperation , no competition
- 12) Language Experience Approach:
create a story after an experience,
feelings are the main focus

PRINCIPLES

- 1) Tape Recording
- 2) Transcription
- 3) Reflection on Experience
- 4) Reflective Listening
- 5) Human Computer

- 13) Teacher-student centered:
both are decision-makers
- 14) Syllabus designed by students at
the beginning
- 15) Creative thinking + self-evaluation
- 16) Integrative Test : Paragraph
writing or oral interview

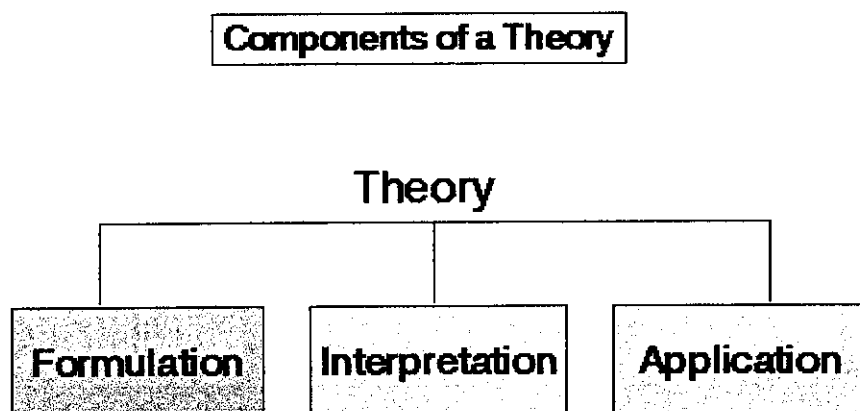
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III.10 The Natural Approach.-

III.10.1 Theory of Language.-

The Natural Approach is a vehicle for communicating meaning and messages.

Theory of Learning.



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This method is based in an empirically grounded theory of second language acquisition.

III.10.2 The Acquisition Learning Hypothesis.-

Acquisition.- The "natural" way paralleling first language development in children. It is an unconscious process.

Learning.- Process of conscious development of language rules.

III.10.3 The Monitor Hypothesis.-

It claims that we may call upon learned knowledge to correct ourselves when we communicate.

III.10.4 The Natural Order Hypothesis.-

The acquisition of grammatical structures proceeds in a predictable order.

III.10.5 The Input Hypothesis.-

It emphasizes on the relationship between what the teacher exposes to of a language with the language acquisition. There are four main points:

- The hypothesis is related to acquisition and not to learning.
- Students acquire language in a better way by understanding input that is beyond their current level of competence.

- The ability to speak a language fluently is not taught by teachers; the student gets this ability independently when he has built up linguistic competence and after certain time.
- If there is a sufficient quantity of comprehensible input, the student can perform much better when he speaks the language.

III.10.6 The Feeling or Affective Filter Hypothesis.-

“Krashen manifested that learner’s emotional states or attitudes is an adjustable filter that allows or blocks input necessary for acquisition. A low affective filter is important because it blocks less of this necessary input.”

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:133

What Krashen said is very important because students need to feel comfortable and their emotional state must be normal so they can have their minds clear to acquire a language easily.

The affective or attitudinal variables related to second language acquisition are:

- **Motivation.-** When students have a high motivation, they usually perform better.
- **Self-confidence.-** When learners are self confident and have a good self image they acquire a language successfully.
- **Anxiety.-** Low personal anxiety and low classroom anxiety conduce better in the acquisition of a second language.

III.10.7 Implications of the five hypotheses for language teaching.-

- All the input which is presented to the students must be comprehensible for them.
- Every material that is helpful for comprehension is important.
- Material in the classroom should focus on listening or reading. Speaking will emerge with time.
- Student's work should center on meaningful communication rather than on form so the affective filter will be lowered.
- All input must be interesting so a relaxed classroom atmosphere will be there.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:133

III.10.8 Objectives:

- The Natural Approach is for beginners so they can become intermediate.
- Students should understand the speaker of the target language.
- Students are expected to perform activities accurately in the target language in relation with meaning, not in grammar details.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:134

III.10.9 Syllabus.-

- The Natural Approach is designed to develop basic communicative skills in oral and written form.
- Communication goals can be expressed in terms of situations, functions and topics.
- According to the needs and the particular interests of the students, the purposes of a language course will vary.
- The students are expected to tell the teacher what they want to learn and show that they understood; then they produce the speech when they comprehend the input.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:135

III.10.10 Types of learning and teaching activities.-

The learning process uses the same activities of other methods.

- Realia.
- Use of pictures and other visual aids
- Communicative activities.
- Schedules, brochures, advertisements, maps and books.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:136

III.10.11 Learner's Roles.-

- The role of the learners change according to their stage of linguistic development.
- The student is the processor of comprehensible input.
- The students are expected to participate in communicative activities.
- The students are the ones who decide when they want to speak.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching.1986:137

III.10.12 Stages of learning.-

- 1.- Pre-Production stage.-
The student receives the input required and stores it.
- 2.- Early Production Stage.-
After they have understood, students start to pronounce little words, symbol words and short phrases.
- 3.- Speech emergent Stage.-
Students act in role plays, games and they start to give their opinions in the target language.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching.1986:137

III.10.13 Teacher's Roles.-

- Teachers have to provide comprehensible input to students.
- Teachers are responsible of creating an interesting and friendly classroom atmosphere in which there's a low affective filter for learning.
- Teachers have to choose and design a variety of activities which involve group sizes, content and context.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:138

III.10.14 Procedure.-

- a.- Start with TPR.
- b.- Use TPR to introduce numbers, sequences and body parts.
- c.- Introduce classroom terms into commands.
- d.- Use vocabulary to describe physical qualities and clothing to identify people in the classroom.
- e.- Use realia, pictures, magazines, etc to introduce new vocabulary and to continue with activities that require only student's names as answers. Eg. Who has the picture of a car?.
- f.- Combine the use of pictures with TPR, e.g. Give the picture of a car to Lisa.

- g.- Use several pictures and ask students to point the one which is being described.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:139

III.11 Suggestopedia.-

III.11.1 Introduction.-

This method was developed by Giorgi Lozanov in 1978, a Bulgarian Psychologist. He manifested that the classroom has to be very comfortable. A classroom must be very well-equipped so students feel relaxed and desirable to learn a language. The class should have a carpet, music as background and special lights.

Suggestology is a psychotherapeutic system based on yogic techniques of physical and mental relaxation, created in Bulgaria by Georgi Lozanov. Suggestopedia is the application of suggestology to education, and specifically to foreign language instruction.

Lozanov indicates that the teacher has to have an authoritative behavior and should be formal.

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III.11.2 Theory of Language.-

Lozanov doesn't indicate a theory. He recommends the steps to follow to learn; he doesn't mention what language is.

Suggestopedia is directed to real communication, not to vocabulary and patterns memorization.

III.11.3 Theory of Learning.-

Suggestion.- The purpose of this method is to take out of memory all the information that the student does not need and load the memory banks with good needed information.

III.11.4 Principles.-

III.11.4.1 Theoretical Components.-

1.- Authority:

Students remember better if they receive information from an authority source (teacher).

- Self confidence
- Personal distance → Give an authoritative air to the teacher
- Acting ability.

2.- Infantilization:

The teacher and the student need to have a good relationship like parent– child relationship.

3.- Double – Planedness:

Students learn from direct instruction and also from the environment in which they are.

In a class it is important:

- Bright decorations.
- Musical Background → Good Environment.
- Shape of chairs
- Personality of the teacher.

4.- Intonation:

It is important to present materials varying the tone and rhythm; it helps to prevent monotony of repetition and to give meaning to linguistic materials.

5.- Concert Pseudo – Passive:

Students need to be active all the time, not passive or sleepy. Music is a good way to avoid this problem.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:145

III.11.5 Objectives.-

- The most important objective is to get from students an advanced conversational proficiency quickly.
- To help students develop vocabulary through conversation.

III.11.6 Syllabus.-

The English curriculum of this method is very strict; students have to complete certain number of units in a certain amount of time.

III.11.7 Activities.-

- Listening activities about the text and vocabulary.
- Material presented with rhythm.
- Questions and answers.

III.11.8 Learner's Roles.-

- Students must accept all the instructions that the teacher gives and be relaxed during the teaching process.
- Get and maintain the Pseudo- passive state.
- Keep good student – teacher relationships.

III.11.9 Teacher's Roles.-

- Be sure that you feel comfortable using this method.
- Tell the students all the rules: way of acting, way of behaving, way of dressing and punctuality.
- Organize properly and strictly observe the initial stages of the teaching process: voice, music, etc.
- Maintain a formal attitude towards the class.
- Give exams and respond tactfully to poor papers.
- Have a global attitude towards material; not an analytical attitude.
- Intonation, Rhythm, Pseudo Passive:
 - 1) Present a phrase three times at a different rhythm.
 - 2) Dramatic reading: Help the learner visualize the context– memorization.
 - 3) Intonation and rhythm need to be coordinated with music.
 - 4) Anxiety is relaxed.

5) Power of concentration must be raised.

6) The music must be specific and appropriate.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:149

III.11.10 Materials.-

- A textbook.
- Specific music.
- Special and comfortable furniture.
- Specific prepared dialogues.
- Nice and very well equipped classroom.

III.11.11 Procedure.-

- First part of each hour: oral review, discussion of the material previously presented.

Micro Study: vocabulary, questions and answers.

Macro Study: plays.

- Second part of the session: material presentation, vocabulary English Spanish translation, with music and no stress.

- Third part of the session: concert session; students are quiet, listen to music and to new material in coordination. Students go home silently, as they think of the music and dialogue they just heard.

Jack C. Richards and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 1986:151

III.12 Whole language.-

Whole language reading instruction (also known as "look-say" or "sight" reading) is the most widely used method of teaching reading in the U.S. and many other countries. Its development dates back to early in this century, and its continued use is based on two factors, one factual and one emotional.

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First, researchers learned that experienced readers grasp the meaning of entire words at a time. Further, when children talk they use complete words without conscious attention to the individual sounds that make up those words. Why, therefore, should children be taught to read, as was the norm at the time by teaching them how words are formed. Whole language "founders" believed that children should, then, be taught from the beginning to read whole words.

Second, whole language is said to be "literature-based" because students are expected to learn these words by "reading" them as teachers read stories aloud. After they have thus "read" them enough times they will recognize them and be able to read themselves. This sounds much more compassionate than the drill and repetition necessary to intensive phonics instruction. "Phonics is a method of teaching beginners to read and pronounce words by learning to associate letters or letter groups with the sounds they represent. A phonic approach to reading is an approach that teaches the relation of the letters (graphemes) to the sounds (phonemes)

they represent to teach reading. (Halvorson 1992)". Drill and repetition, after all is boring and would inhibit proper emotional growth of children. Furthermore, learning to read while being exposed to more interesting stories will give young students a greater appreciation for great literature.

One of the central beliefs of whole language is that "language should be learned from "whole to part", with word recognition skills being picked up by the child in the context of actual reading, writing and "immersion" in a print-rich classroom." says Art Levine in his article(The Great Debate Revisited from the Atlantic Monthly ,December 1994.)

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III.12.1 Basic Elements.-

Because knowledge doesn't exist separately from the people who construct it, whole language practitioners don't see curriculum as a prescribed course of study or a particular set of instructional materials. Instead, they see it as the cognitive experience each learner has. Whole language doesn't just include the specific content being thought about, it also includes how a student "demonstrates" a particular task, as well as what he or she expects from a language learning situation.

The fundamental concern of someone who uses language is making sense. To a learner, reading and writing are crucial to forming an understanding of the world. A whole language curriculum treats the learner as a legitimate conversation partner and someone who seeks meaning. Therefore, whole language practitioners support their students' efforts--even those that aren't entirely accurate--rather than directing their thinking and language use.

We learn language cumulatively by using it. Each language encounter, whether oral or written, builds more knowledge about the world, the

function of symbols, and communication strategies. Consequently, each language transaction helps us perform the next one, whether it is oral, written, or mental. A whole language curriculum immerses students in situations requiring open-ended, complex language use.

The teacher's role in such a curriculum is one of "interpretative" teaching, or "kidwatching"—in other words, making sense of how students engage in language learning and offering experiences that support their experiments.

Language learning is a social activity; it requires negotiating meaning and taking in feedback from partners. Whole language practitioners work to provoke, elicit, and show interest in communication exchanges—both learner-learner and learner-teacher.

With language learning, there is always the risk of trying new strategies, and error is inherent in the process. Practitioners encourage this spirit by reading meaning into children's speech or writing attempts, and by "hearing and seeing through" errors and spelling inventions, rather than correcting and prescribing exactness. With the support of their teachers, the children's spoken and written experiments help them locate and learn the conventional language usage.

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III.12.2 Whole language supports the following techniques:

1. The child learns the concept of a story by being surrounded by language.
2. Unfamiliar words should be skipped or guessed at according to context clues like pictures or by using prior information.
3. Mistakes in word recognition are "part of a student's journey" according to Katsafanas.

4. "The teacher should participate only minimally into the process of discovery when a child is "reading" at most waiting for the occasional "teachable moment" to pass along reading tips, because according to Goodman" One cannot reconcile direct instruction with natural learning."
5. "The need for any explicit, systematic phonics instruction is a myth," according to Marie Carbo the president of the National Reading Styles Institute in Syosset, New York, 2005.
6. Students may substitute their own words in a story as long as the concept is approximately the same meaning without "fear" of correction.

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7. The child's self esteem is built by not criticizing them in reading instruction but by guiding them through the maze of language and supporting their efforts in discovering how to read until one day it just "clicks" and they can read.
8. Reading is almost an instinctive, natural process. Explicit instruction in phonemic awareness, phonics, structural analysis and reading comprehension strategies is unnecessary because oral language skills provide the reader with a meaning based structure for the decoding and recognition of unfamiliar words.(Edelsky etal. 1991, Goodman 1996).
9. Spelling correctly is not important; it is the thoughts and concepts that children know that count.

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III.12.3 Summary.-

Whole language is a child centered philosophy of learning and instruction offering a risk-free, supportive language -rich, ever changing environment where students are given a wide variety of opportunities to read, write ,learn, construct meaning with meaningful context. It is interactive and student friendly, with a goal to instill the desire for life-long learners.

The teacher is the facilitator. Read-alouds, shared, guided and independent reading, and response to literature with learning centers, curriculum integration, portfolio assessment, writing, spelling and phonics tips (in teachable moments) in context occur throughout the day.

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Whole language is relevant in an English Foreign Language classroom because it has different activities and all kinds of students have the opportunity to practice the language through them

E:\Phonics or Whole Language.htm

III.13 CALLA

III.13.1 Cognitive Academic Language Learning Approach.-

III.13.1.1 Introduction.-

CALLA is an institutional model that has been created to meet the academic needs of students learning English as a second language.

CALLA is being used in The U.S specifically. This research was done in the early mid 1980's and this research includes instructional programs for bilingual education in learning strategies. This research pays attention to specific actions taken by the learner.

Some of the creators of this theory were John Anderson and Carol Walker.

E:\Principles of L2 Teaching Methods and Approachesinternet.htm

III.13.1.2 Cognitive Theory.-

Language acquisition is related with children's who have an innate capacity to acquire L2.

This approach takes into consideration:

- Use of learning strategies.
- Specific actions taken by the students.
- What is thought is not always observable.

III.13.1.3 CALLA Activities.-

- Asking for clarification
- Visualization
- Creating mental linkages
- Planning
- Grouping
- Deduction / induction (from examples to rules)
- Guessing intelligently

III.13.1.4 CALLA Principles.-

- CALLA has been supported by cognitive theory, ongoing research and classroom use.
- Academic Language skills (English as a tool for learning).
- Academic Content (adding academic content to the English curriculum which prepares for grade level context classroom)
- CALLA considers students' prior knowledge.
- Students have control over their own learning and develop independence.

E:\CALLA Handbook Implementing the Cognitive Academic Language Learning Approach.htm

III.14 Conclusions of the Methods.-

The Grammar - Translation method exaggerates the use of the native language which is not appropriate if we want students to learn the four skills; however, translation might be employed a little bit to pass certain obstacles which interfere communication. Translation might be used more with adults than with teenagers.

The Direct Method is a good way of teaching English because it has a variety of exercises that give the students the opportunity to communicate in the target language. Somehow, it can be said that the Direct Method is too strict because it does not give the teacher the opportunity to use different exercises than the ones proposed by the creators of this method. The Audio Lingual Method is not effective for communication but it is for pronunciation. Grammar is learned inductively. Some students might find

this method boring because they are constantly repeating and substituting words or phrases; therefore, students cannot use their creativity.

The Communicative Language Teaching Method is better than the one previously mentioned because its main objective is communication and to do this, it combines structural functions of grammar. This method is more flexible and allows a little bit of translation to overpass a communication break down.

The Total Physical Response Method has a written syllabus with paced introduction of structures and vocabulary. In this method students are physically active and the teacher's roles are to be a drill master, director, and motivator. This method is adequate for children who hate to be quiet.

The Silent Way is a method that starts not with language content but rather with a theory of learning. It is the application of a particular theory of language learning which is accompanied with a body instructional theory. This method is not good, specially for adults and teenagers who are eager in learning a language. It doesn't give the student the opportunity to use the language and practice quickly.

In the Community Language Learning Method, the teacher is a counselor, supporter, and facilitator. There is a communal relationship between learners and teachers acting supportively and in concert. It emphasises on production. I think this method is good for students because they learn to live in contact with other people as in real life.

The Natural Approach also starts with a theory of learning. It tries to teach the language in the way people acquire their native language.. This approach says that the acquisition of language is an unconscious process. The students need to be motivated all the time and have confidence on themselves so they can take risks and use the language. It is a proper way to teach a language because the student is going to enjoy the process of learning.

The Suggestopedia method only gives instructions on how the classroom must be decorated and equipped. It doesn't have a theory of language. It is only worried about giving students comfort but sometimes the teacher doesn't have a clear what his/her roles are. It is not a good method because it doesn't pay attention how teaching a language properly.

Whole Language manifests that there is not a perfect method that has everything to teach English; in fact, it grasps many important things from other methods and gives an important value to experiences that the teacher can share with his/her students to facilitate the teaching process. The use of various materials is very important because students need to be immersed in different situations and they should use the language in different real contexts. This is an excellent way of teaching a language because teachers must be conscious that in a classroom there are different kinds of students with different personalities and different language learning styles. For this reason it is necessary to give all students the opportunity to perform activities and use materials that they enjoy. Of course in this method the teacher must be very well prepared and work harder in elaborating material.

The Cognitive Academic Language Learning Approach was designed to cover academic language necessities of students who live in a second language environment; for this reason it is not very useful in an English as a Foreign Language classroom. However, teachers should take advantage of the previous knowledge students have by designing interesting activities that contain not only the language but also certain knowledge about specific subjects taken previously in schools, such as physics, biology, etc.

III.15 Suggested Methodology

The PUCESA has two English programs: adults and teenagers. Teenagers are students from 12 years to 14 years old and adults from 15 years up. The University teaches students the four language skills

(speaking, listening, reading and writing) and tries to give different language learning strategies so they can choose the one they prefer.

In a classroom there are all types of learners: visual, auditory, tactile and kinesthetic learners. For this reason teachers must apply a method that covers a little bit of everything. This dissertation previously analyzed all English teaching methods and gave the characteristics of each of them; correlating the methods and the types of students that the Pucesa has, the best method to be applied is the Whole Language Method because it has a bunch of characteristics that somehow point to all kinds of students at certain point. It also gives the teacher the opportunity to grasp many important things from other methods and share their teaching experiences. Fortunately, the Pucesa has well trained English teachers so they can teach what is relevant according to group of students. In fact, at the beginning of each level teachers must identify what types of learners they have so decisions can be taken. Whole language is the only method which doesn't value more certain skill than other. This method considers receptive and productive skills important so at the end of a complete program the student will be really fluent and accurate in English.

CHAPTER IV

IV. Research on the differences between Adult and Teenager Learners

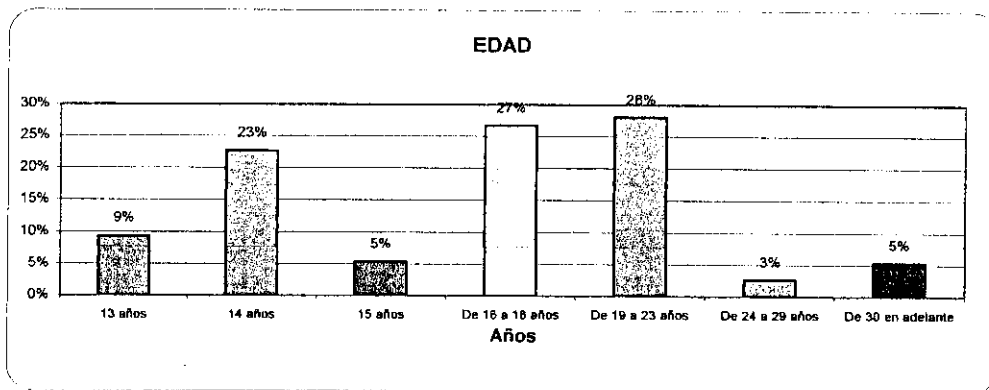
IV.1 ANALISIS DE LA DEMANDA - ESTUDIANTES

No. Total de estudiantes	→	1.068
TAMAÑO DE LA MUESTRA	→	75

EDAD:

1	13 años	9%
2	14 años	23%
3	15 años	5%
4	De 16 a 18 años	27%
5	De 19 a 23 años	28%
6	De 24 a 29 años	3%
7	De 30 en adelante	5%

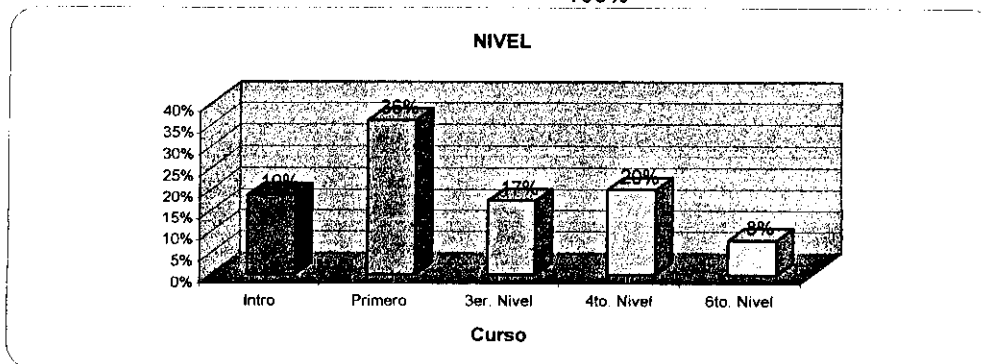
100%



NIVEL EN CURSO DE LENGUAS:

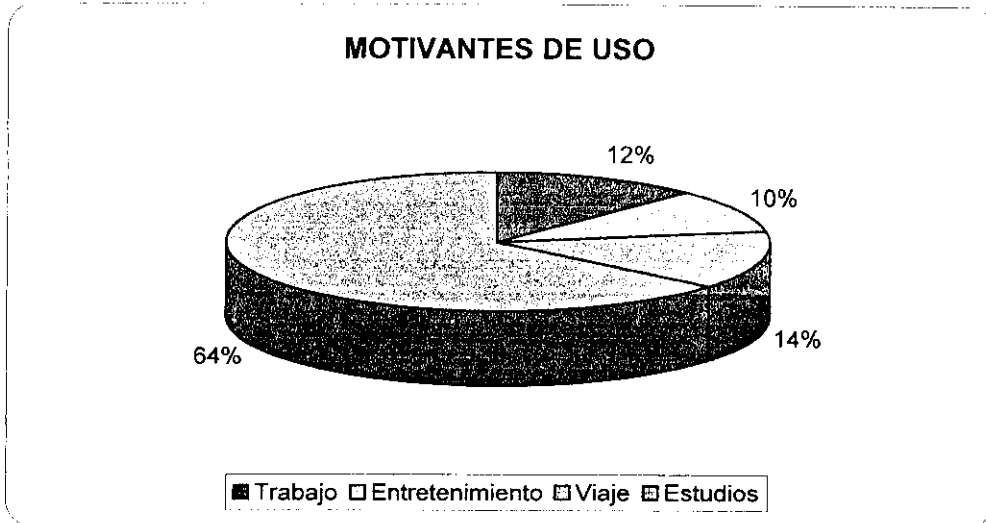
1	Intro	19%
2	Primero	36%
3	3er. Nivel	17%
4	4to. Nivel	20%
5	6to. Nivel	8%

100%



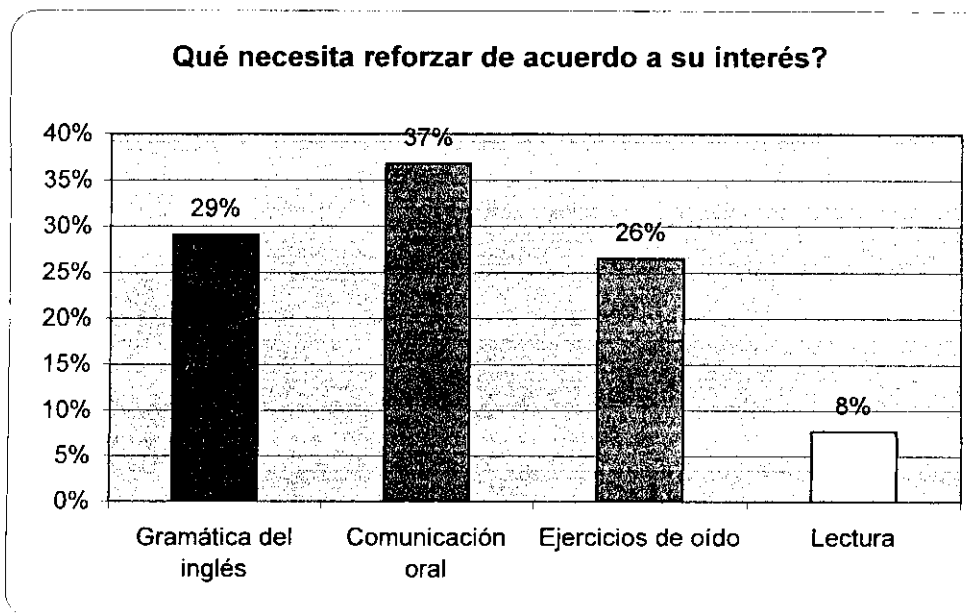
1 **Cuál es su razón fundamental para estudiar el idioma Inglés?. Escoja sólo una opción**

a)	Trabajo	12%
b)	Entretenimiento	10%
c)	Viaje	14%
d)	Estudios	64%
		100%



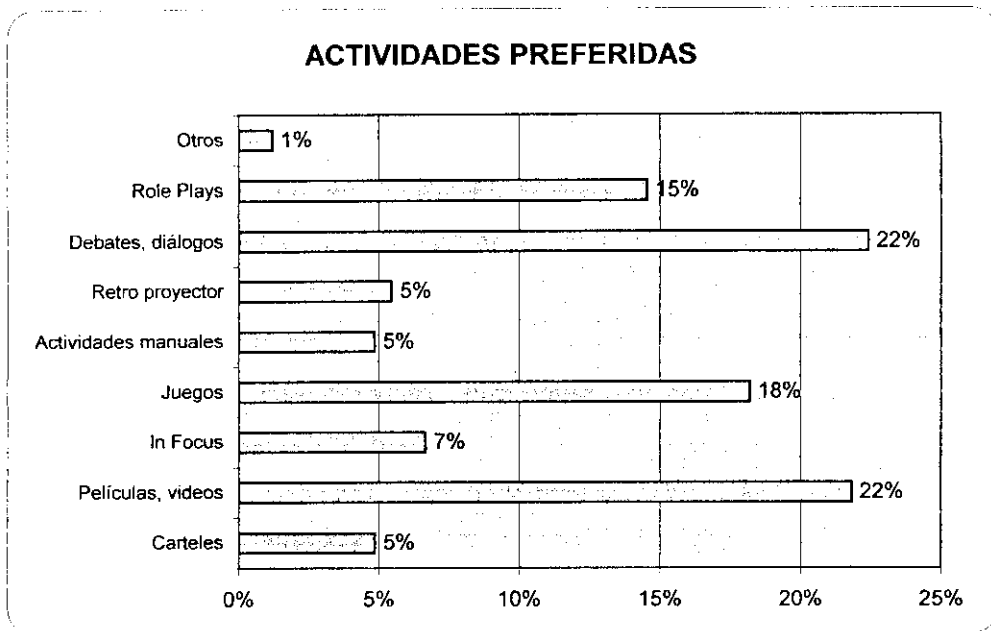
2 **Qué necesita reforzar de acuerdo a su interés?**

a)	Gramática del inglés	29%
b)	Comunicación oral	37%
c)	Ejercicios de oído	26%
d)	Lectura	8%
		100%



3 Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés?

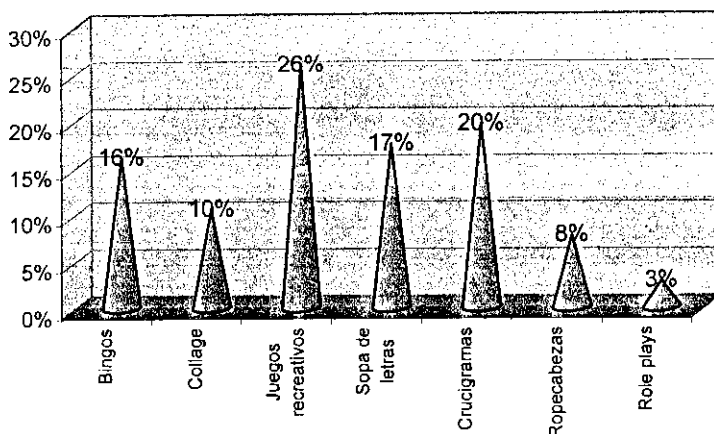
a) Carteles	5%
b) Películas, videos	22%
c) In Focus	7%
d) Juegos	18%
e) Actividades manuales	5%
f) Retro proyector	5%
g) Debates, diálogos	22%
h) Role Plays	15%
i) Otros	1%
	100%



4 Qué juegos le agradan realizar para aprender Inglés?

a) Bingos	16%
b) Collage	10%
c) Juegos recreativos	26%
d) Sopa de letras	17%
e) Crucigramas	20%
f) Ropecabezas	8%
g) Role plays	3%
	100%

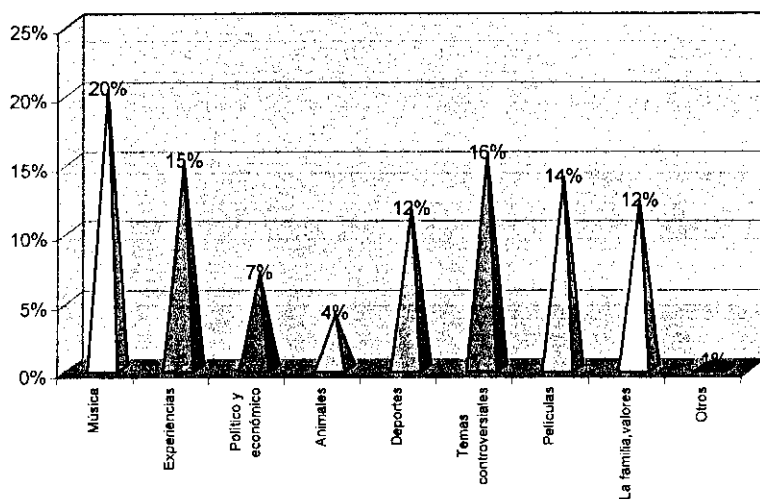
Qué juegos le agradan realizar para aprender Inglés?



5 Qué temas de diálogo o debate le gustaría discutir en su clase de inglés?

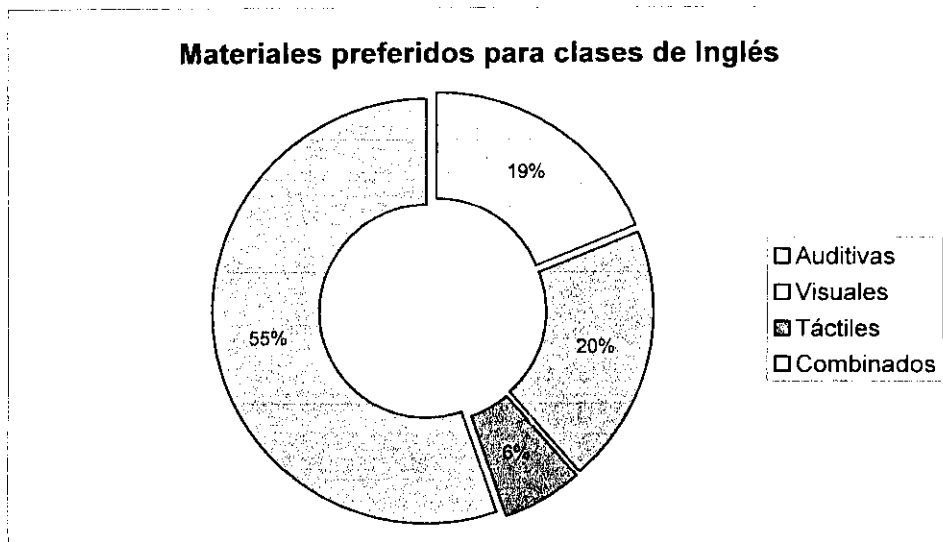
a) Música	20%
b) Experiencias	15%
c) Político y económico	7%
d) Animales	4%
e) Deportes	12%
f) Temas controversiales	16%
g) Películas	14%
h) La familia, valores	12%
i) Otros	1%
100%	

Temas de Diálogo o debate preferidos



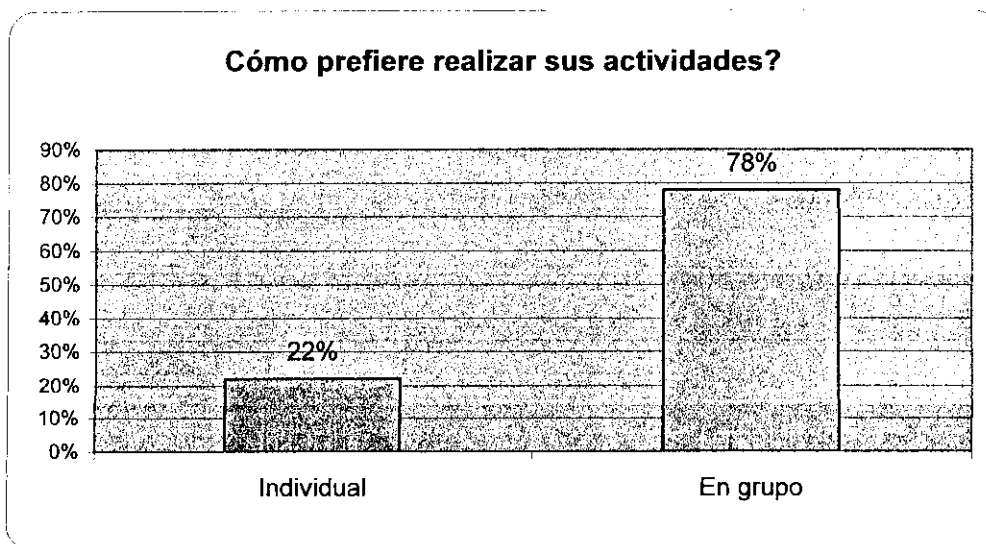
6 De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

a)	Auditivas	19%
b)	Visuales	20%
c)	Táctiles	6%
d)	Combinados	55%
		100%



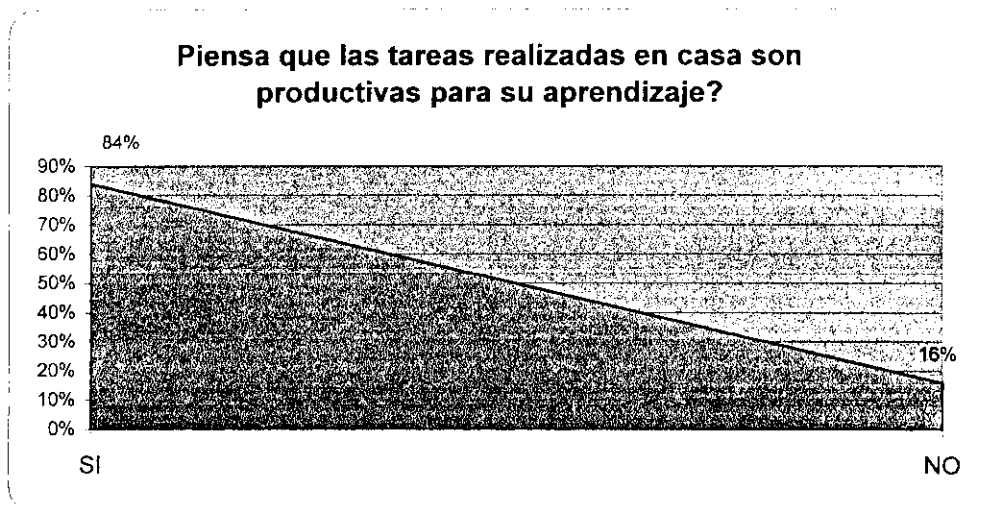
7 Cómo prefiere realizar sus actividades?

a)	Individual	22%
b)	En grupo	78%
		100%



8 Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI	84%
NO	16%
	100%



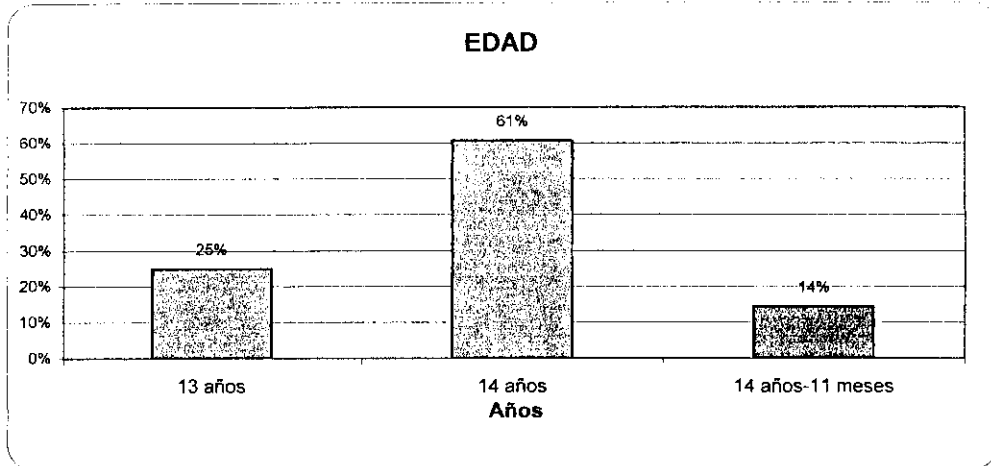
IV.2 ANALISIS DE LA DEMANDA - TEENAGERS

TEENAGERS Hasta 14 años-11 meses

TAMAÑO DE LA MUESTRA → 28

EDAD:

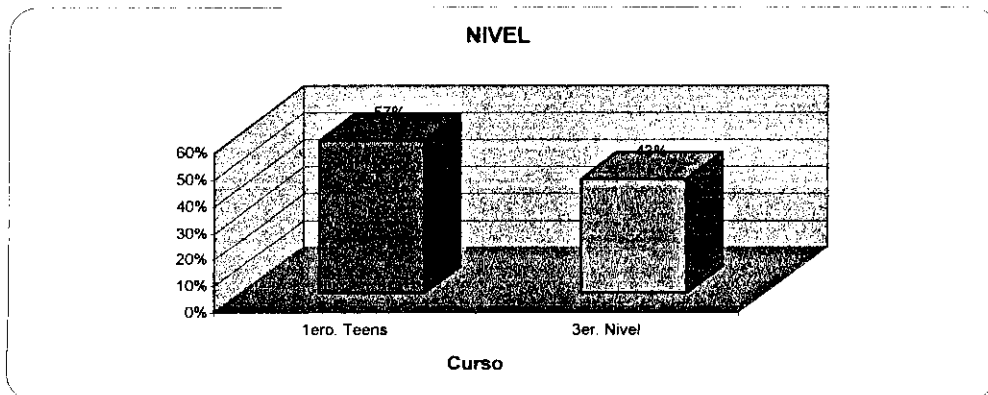
1	13 años	25%
2	14 años	61%
3	14 años-11 meses	14%
		100%



El 61% de las encuestas direccionadas a teenagers fueron realizadas en un 61% por adolescentes de 14 años, el 25% corresponde a estudiantes de 13 años y el restante 14% son de 14 años - 11 meses.

NIVEL EN CURSO DE LENGUAS:

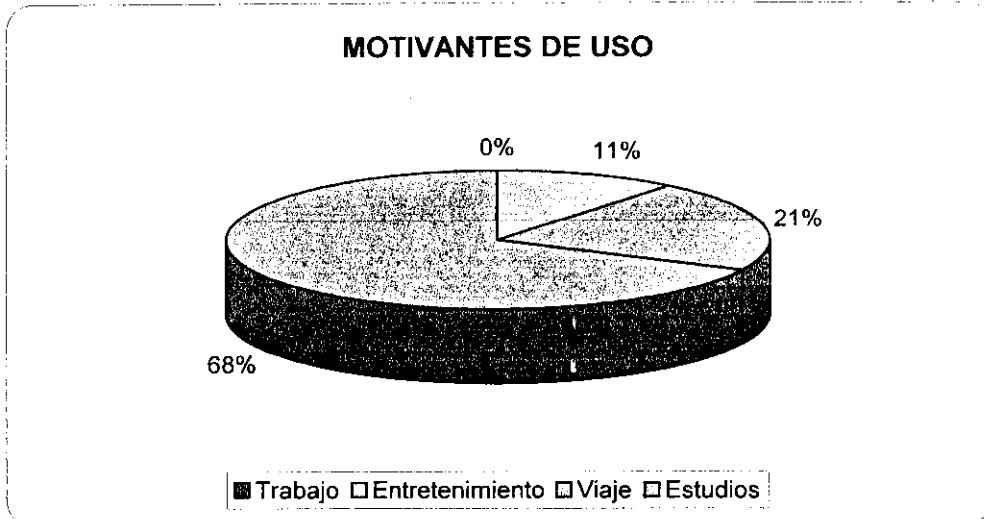
1	1ero. Teens	57%
2	3er. Nivel	43%
		100%



La muestra a la cual se le aplicó la presente investigación se enfocó en un 57% a estudiantes de primer nivel teens, y el 43% al tercer nivel.

1 Cuál es su razón fundamental para estudiar el idioma Inglés?. Escoja sólo una opción

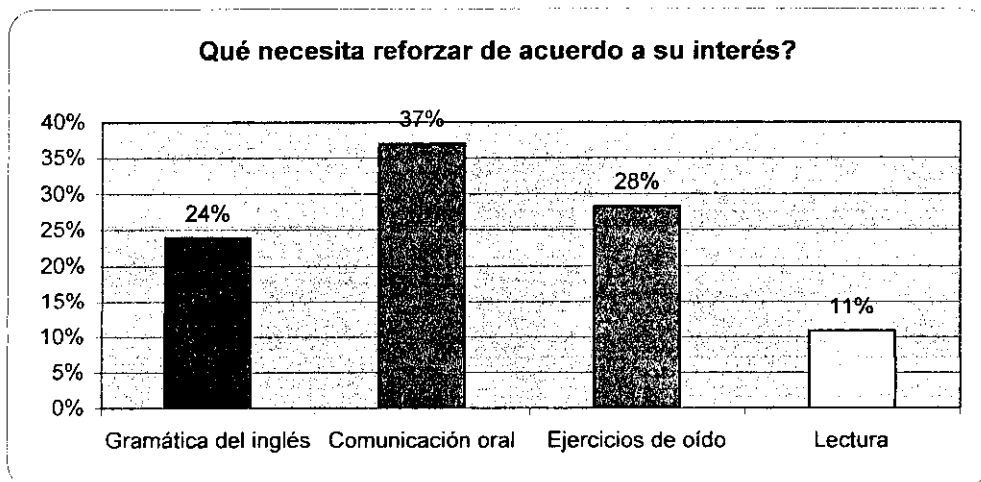
a) Trabajo	0%
b) Entretenimiento	11%
c) Viaje	21%
d) Estudios	68%



El 68% de los Teenagers estudia el idioma inglés por estudios, el 21% por viaje y un 11% por entretenimiento.

2 Qué necesita reforzar de acuerdo a su interés?

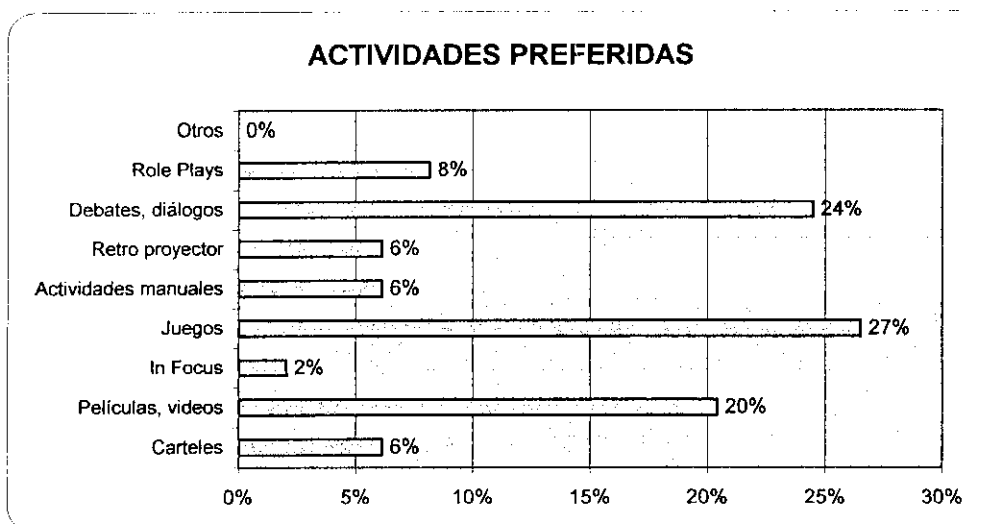
a) Gramática del inglés	24%
b) Comunicación oral	37%
c) Ejercicios de oído	28%
d) Lectura	11%



El 37% de estudiantes teenagers necesitan reforzar en el inglés la comunicación oral, un 28% requieren ejercicios de oído, 24% requieren reforzar la gramática y el 11% la lectura.

3 Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés?

a) Carteles	6%
b) Películas, videos	20%
c) In Focus	2%
d) Juegos	27%
e) Actividades manuales	6%
f) Retro proyector	6%
g) Debates, diálogos	24%
h) Role Plays	8%
i) Otros	0%

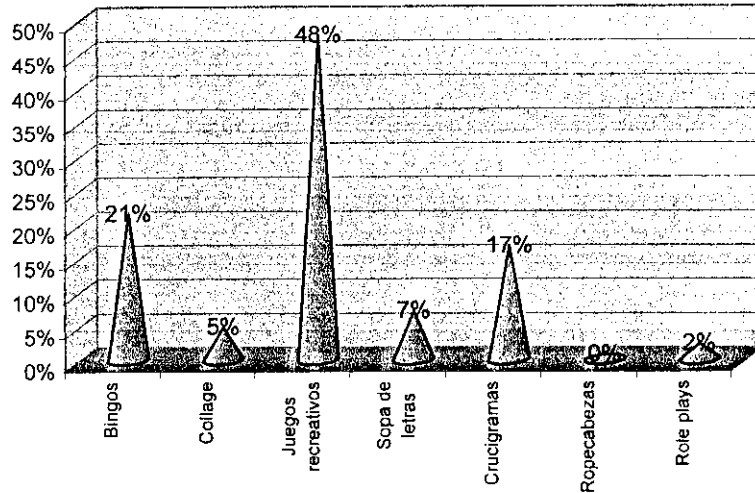


La Gráfica anterior muestra claramente que el 27% de los teenager prefieren como herramientas y actividades juegos, seguido por debates y diálogos 24% y películas o videos 20%, mientras que son menos acogidos el infocus 2%, retroproyector, act. Manuales, carteles (6%).

4 Qué juegos le agradan realizar para aprender Inglés?

a) Bingos	21%
b) Collage	5%
c) Juegos recreativos	48%
d) Sopa de letras	7%
e) Crucigramas	17%
f) Ropecabezas	0%
g) Role plays	2%

Qué juegos le agradan realizar para aprender Inglés?

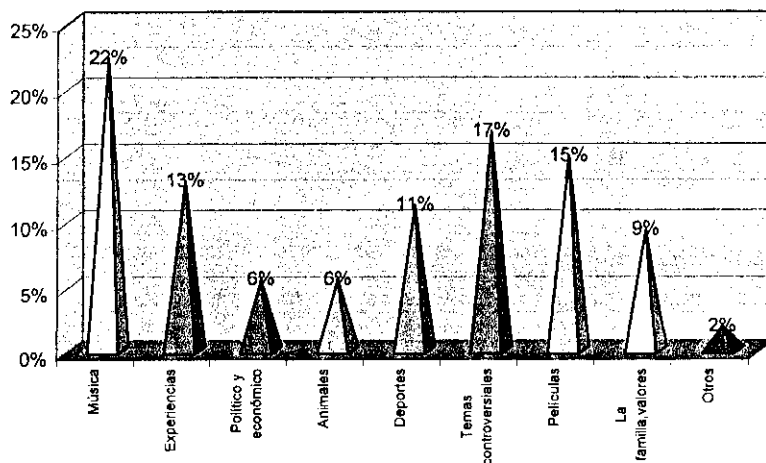


Indudablemente la gran preferencia son los juegos recreativos 48% y muy por debajo con el 21% son acogidos los bingos, seguido por crucigramas 17%.

5 Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

a) Música	22%
b) Experiencias	13%
c) Político y económico	6%
d) Animales	6%
e) Deportes	11%
f) Temas controversiales	17%
g) Películas	15%
h) La familia, valores	9%
i) Otros	2%

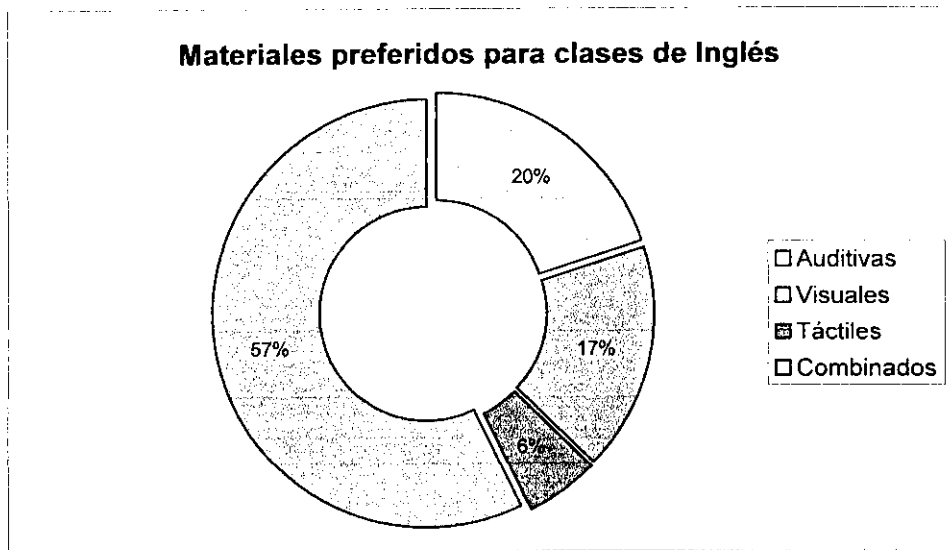
Temas de Diálogo o debate preferidos



Los temas preferidos de discusión son música (22%), temas controversiales (17%), hablar sobre películas (15%), y experiencias personales (13%).

6 De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

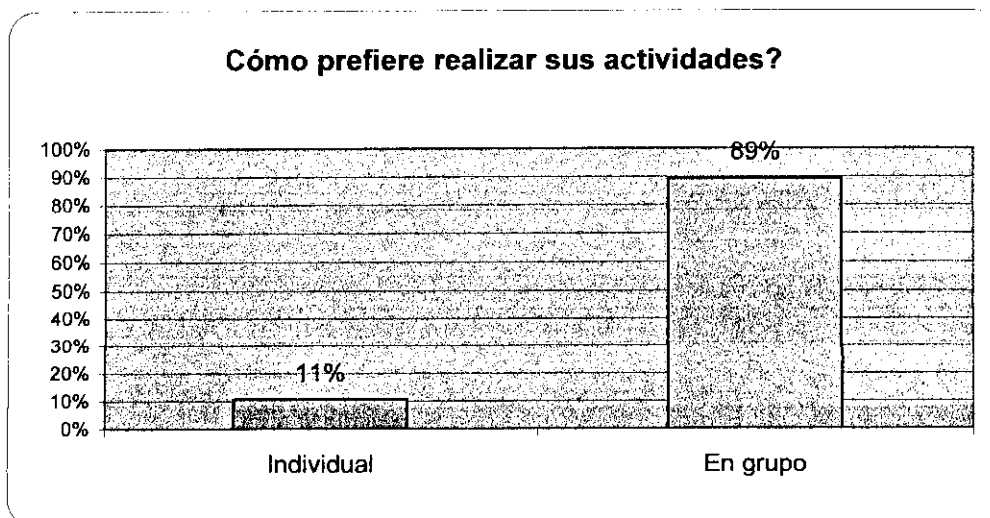
a) Auditivas	20%
b) Visuales	17%
c) Táctiles	6%
d) Combinados	57%
	100%



Los estudiantes teenagers prefieren la combinación de los materiales es decir Auditvas, visuales y táctles.

7 Cómo prefiere realizar sus actividades?

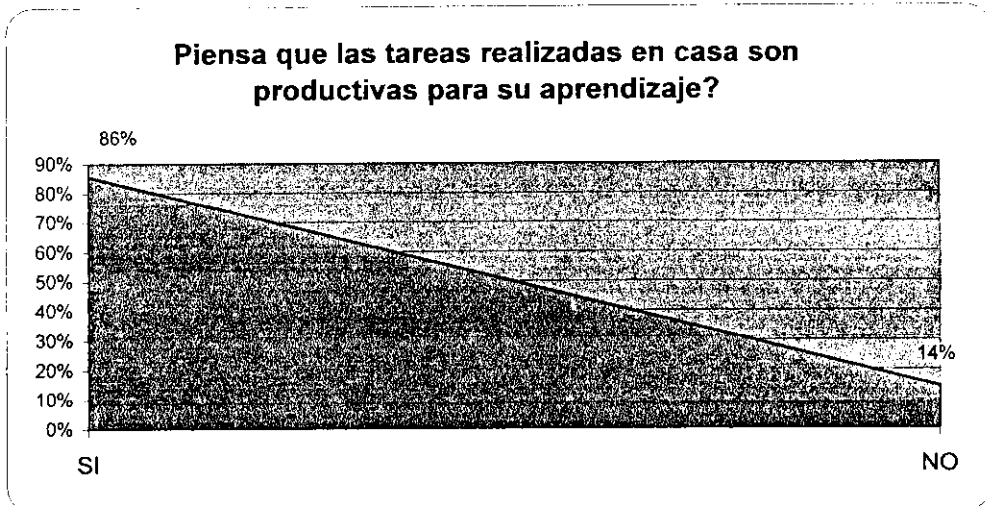
a) Individual	11%
b) En grupo	89%



El segmento adolescente en un gran porcentaje (89%) prefiere realizar sus actividades en forma grupal, y el 11% restante en forma individual.

8 Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI	86%
NO	14%
	100%



El 86% de los adolescentes están de acuerdo con que los maestros envíen tareas al hogar, mientras que un 14% no están de acuerdo.

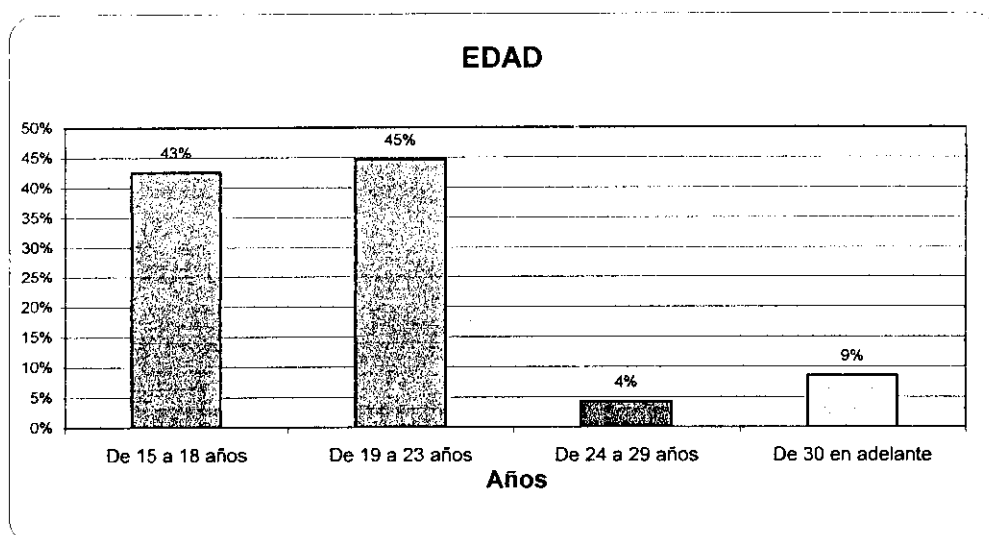
IV.3 ANALISIS DE LA DEMANDA - ADULTOS

ADULTOS - De 15 años en adelante

TAMAÑO DE LA MUESTRA → 47

EDAD:

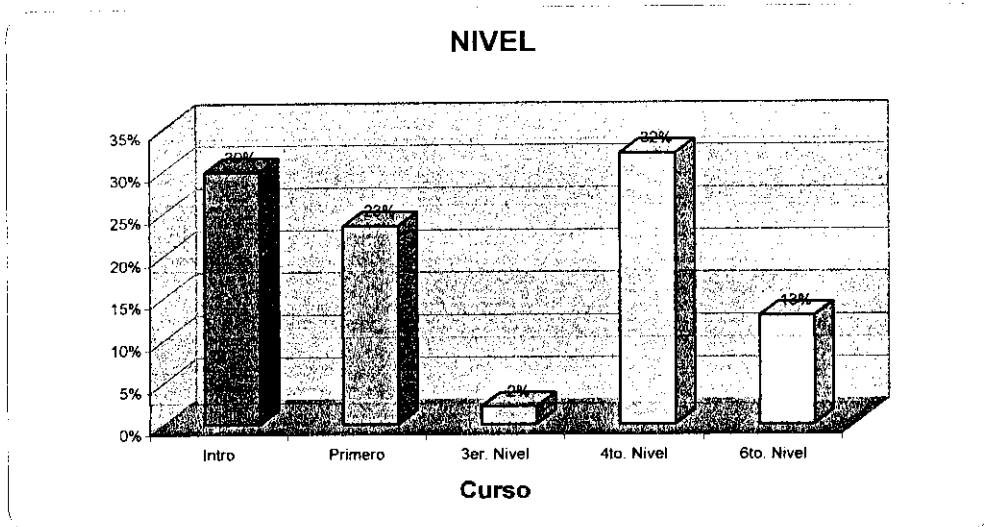
1	De 15 a 18 años	43%
2	De 19 a 23 años	45%
3	De 24 a 29 años	4%
4	De 30 en adelante	9%



El 45% de las encuestas direccionadas a estudiantes adultos tienen de 19 a 23 años, el 43% de 15 a 18 años, el 9% de 30 en adelante y un 4% tiene de 24 a 29 años.

NIVEL EN CURSO DE LENGUAS:

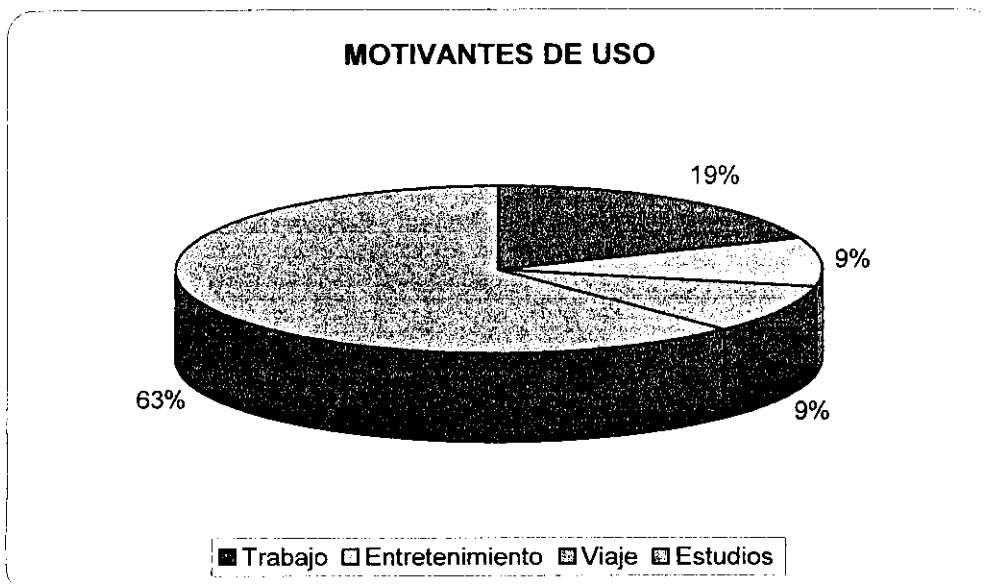
1	Intro	30%
2	Primero	23%
3	3er. Nivel	2%
4	4to. Nivel	32%
5	6to. Nivel	13%



La presente investigación se direccionó a los diferentes niveles: 4to. Nivel (32%), Intro (30%), Primero (23%), Sexto (13%), Tercero (2%).

1 Cuál es su razón fundamental para estudiar el idioma Inglés?. Escoja sólo una opción

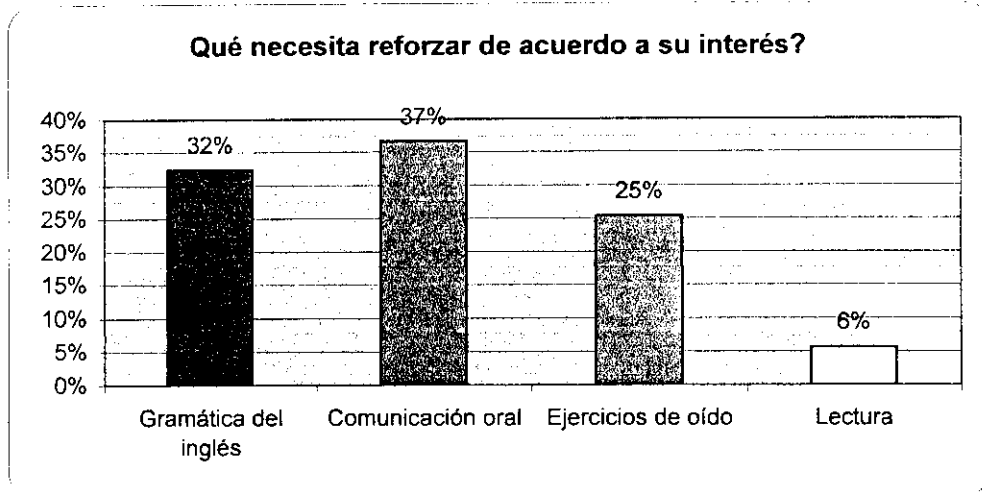
a) Trabajo	19%
b) Entretenimiento	9%
c) Viaje	9%
d) Estudios	62%
100%	



El 63% de los estudiantes adultos estudia el idioma inglés por estudios, el 19% por trabajo, el 9% por viaje y entretenimiento.

2 Qué necesita reforzar de acuerdo a su interés?

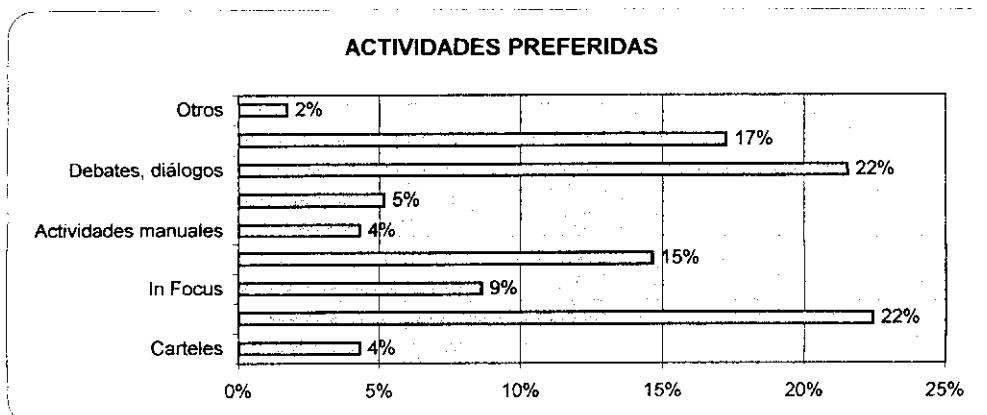
a) Gramática del inglés	32%
b) Comunicación oral	37%
c) Ejercicios de oído	25%
d) Lectura	6%
100%	



El 37% de estudiantes adultos necesitan reforzar en el inglés la comunicación oral, un 32% requieren gramática del inglés, el 25% ejercicios de oído, y el 6% la lectura.

3 Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés?

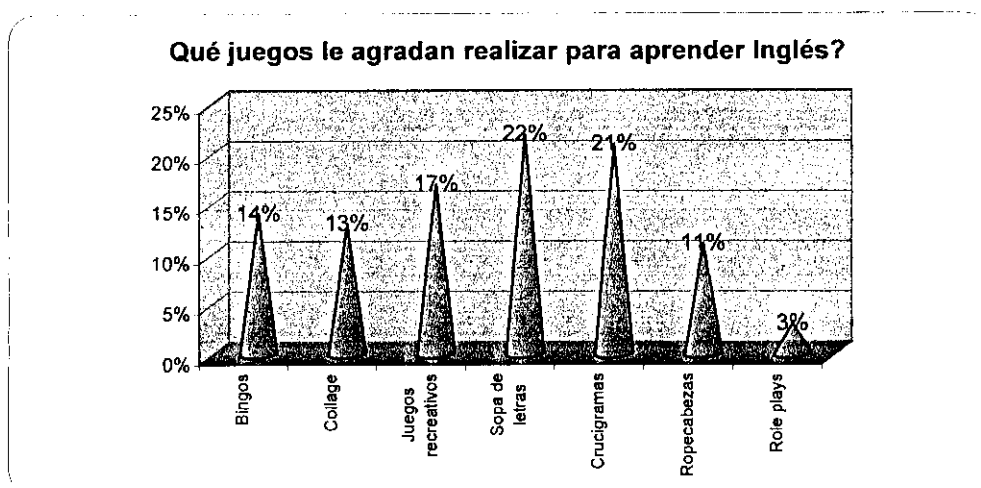
a) Carteles	4%
b) Películas, videos	22%
c) In Focus	9%
d) Juegos	15%
e) Actividades manuales	4%
f) Retro proyector	5%
g) Debates, diálogos	22%
h) Role Plays	17%
i) Otros	2%
100%	



Las herramientas o actividades preferidas por los estudiantes adultos son en un 22% las películas, videos y los debates, seguido del Role plays (17%), además de juegos con un 15%.

Qué juegos le agradan realizar para aprender Inglés?

a)	Bingos	14%
b)	Collage	13%
c)	Juegos recreativos	17%
d)	Sopa de letras	22%
e)	Crucigramas	21%
f)	Ropocabezas	11%
g)	Role plays	3%
		100%

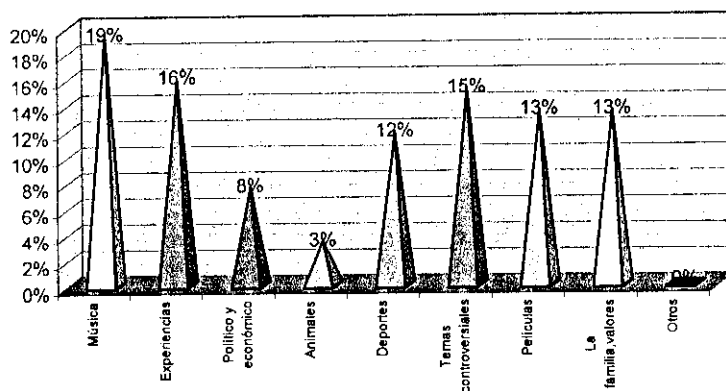


Los adultos prefieren juegos como la sopa de letras (22%), crucigramas (21%) juegos recreativos (17%) y bingos (14%).

5 Qué temas de diálogo o debate le agrada discutir en su clase de inglés?

a)	Música	19%
b)	Experiencias	16%
c)	Político y económico	8%
d)	Animales	3%
e)	Deportes	12%
f)	Temas controversiales	15%
g)	Películas	13%
h)	La familia, valores	13%
i)	Otros	0%
		100%

Temas de Diálogo o debate preferidos

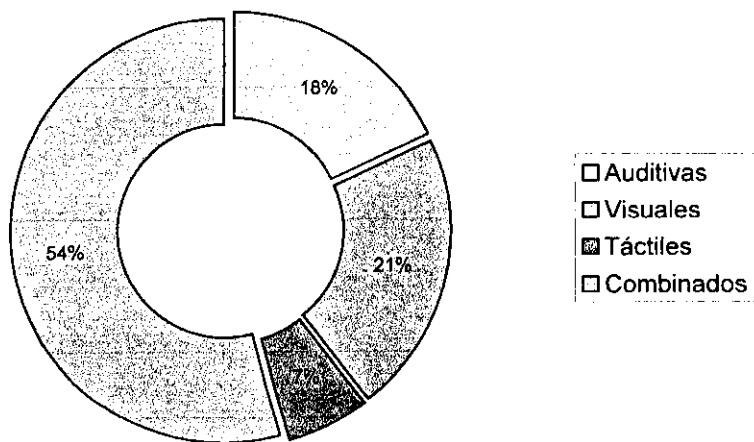


Los temas preferidos de discusión son música (19%), experiencias personales (16%), temas controversiales (15%), hablar sobre películas (13%), la familia y sus valores (13%).

6 De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

a) Auditivas	18%
b) Visuales	21%
c) Táctiles	7%
d) Combinados	54%
100%	

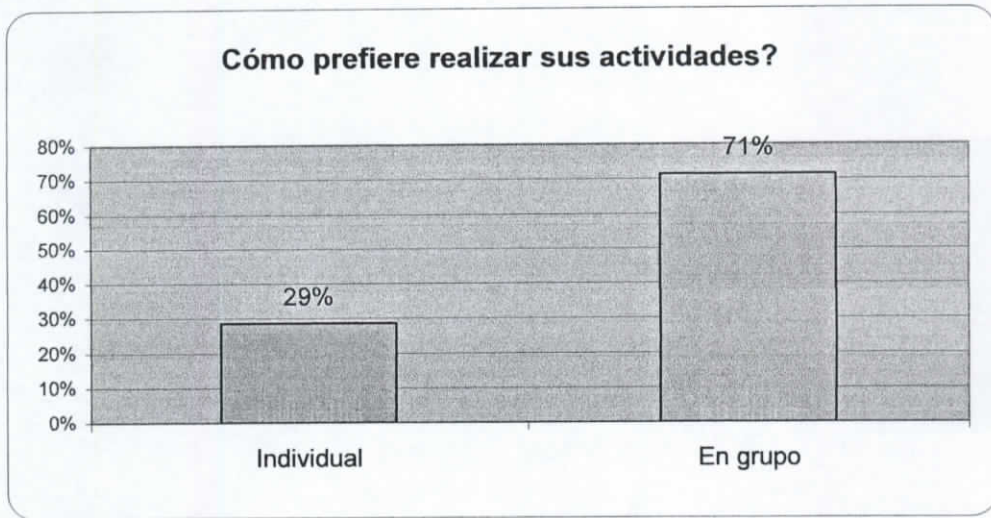
Materiales preferidos para clases de Inglés



Los estudiantes adultos prefieren la combinación de los materiales es decir Auditivas, visuales y táctiles con un 54%.

7 Cómo prefiere realizar sus actividades?

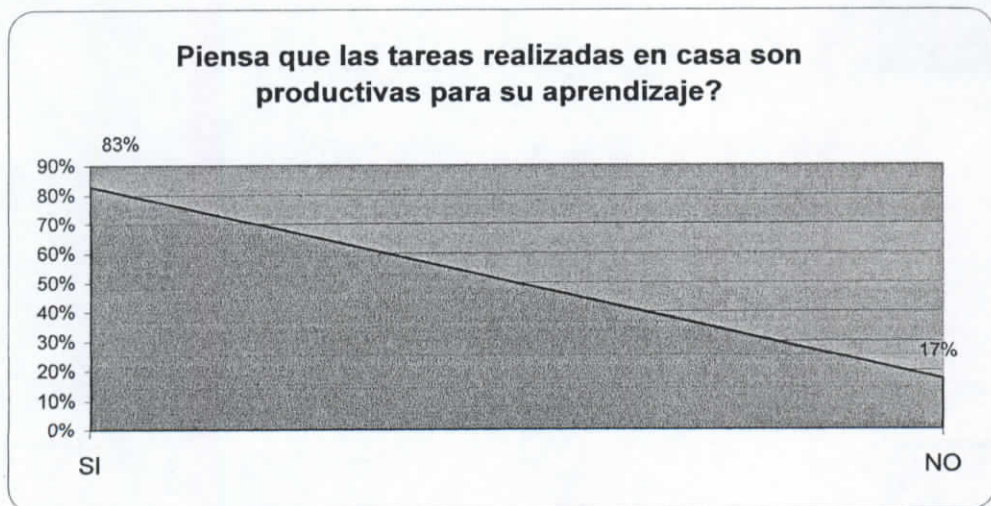
a) Individual	29%
b) En grupo	71%
100%	



El segmento adultos a diferencia de los adolescentes incrementa su preferencia por hacer trabajos individuales con un 29%, pero aún es muy superior el deseo de realizar actividades grupales con un 71%.

8 Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI	83%
NO	17%
100%	

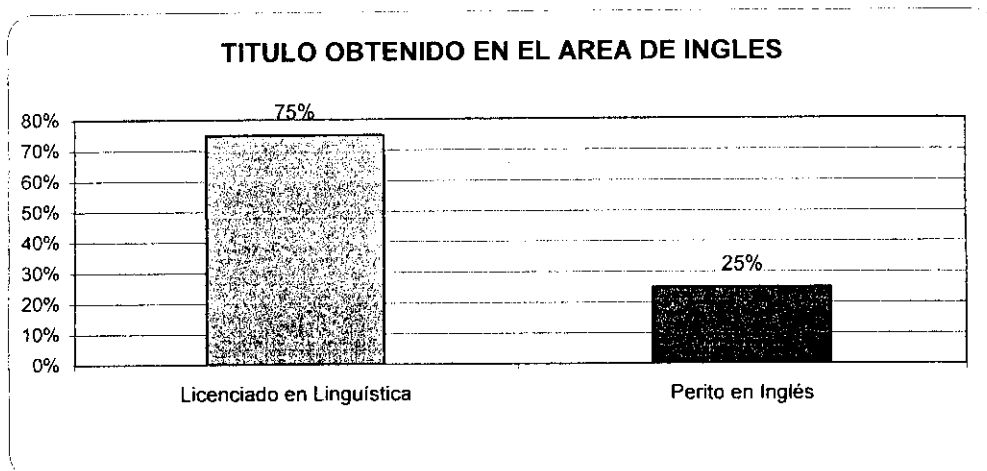


El 83% de los estudiantes adultos están de acuerdo con que los maestros envíen tareas al hogar, mientras que un 17% no están de acuerdo.

IV.4 ANALISIS DEL COMPORTAMIENTO ACTUAL DE DOCENTES

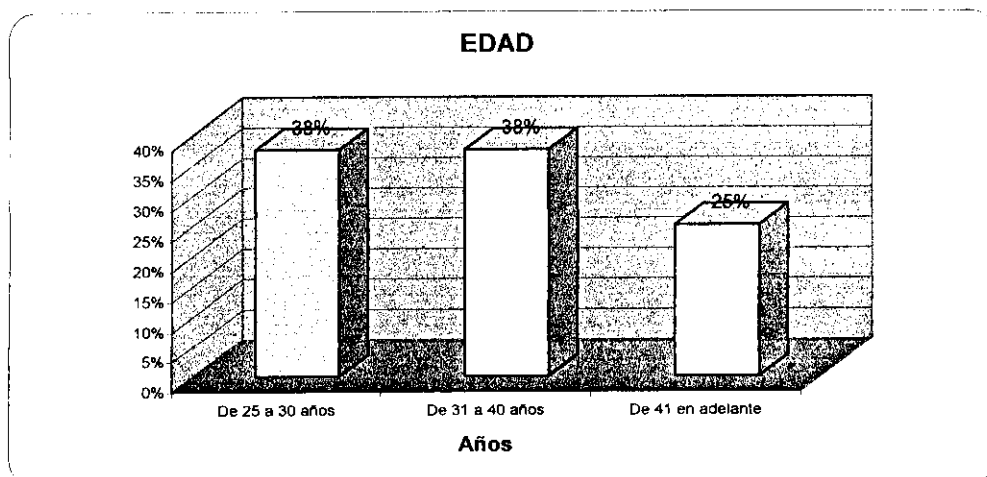
TITULO OBTENIDO EN EL AREA DE INGLES:

1	Licenciado en Lingüística	75%
2	Perito en Inglés	25%
		100%



EDAD:

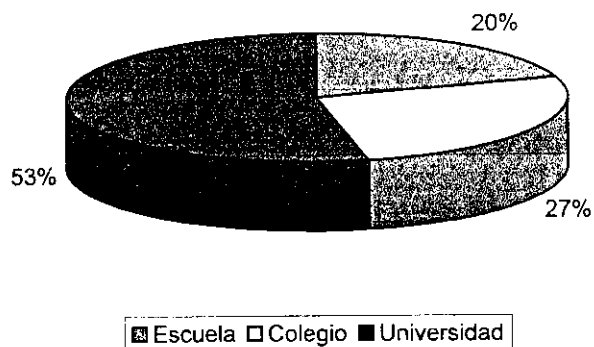
1	De 25 a 30 años	38%
2	De 31 a 40 años	38%
3	De 41 en adelante	25%
		100%



1 Dónde imparte su cátedra del idioma inglés?

1 Escuela	20%
2 Colegio	27%
3 Universidad	53%
100%	

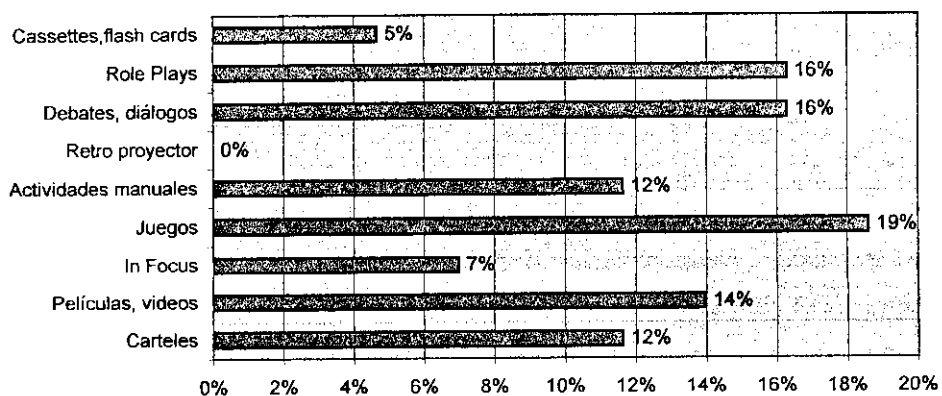
Dónde imparte su cátedra del idioma inglés?



2 Qué herramientas o actividades utiliza para impartir sus clases de Inglés?

a) Carteles	12%
b) Películas, videos	14%
c) In Focus	7%
d) Juegos	19%
e) Actividades manuales	12%
f) Retro proyector	0%
g) Debates, diálogos	16%
h) Role Plays	16%
i) Cassettes, flash cards	5%
100%	

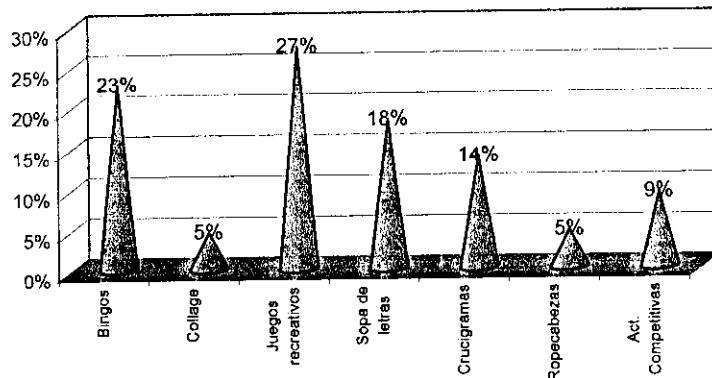
ACTIVIDADES PREFERIDAS



3 Qué juegos le han dado mejor resultado en los aprendizajes significativos?

a) Bingos	23%
b) Collage	5%
c) Juegos recreativos	27%
d) Sopa de letras	18%
e) Crucigramas	14%
f) Ropocabezas	5%
g) Act. Competitivas	9%
100%	

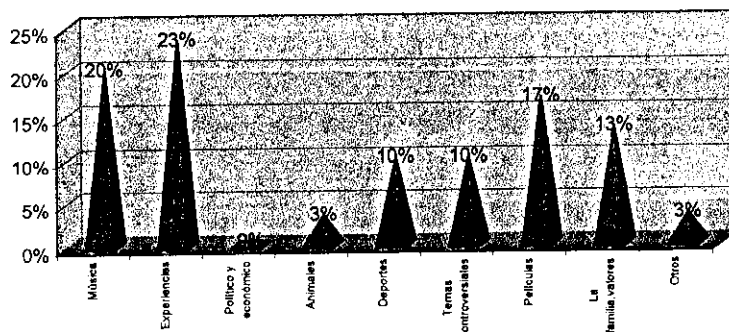
Qué juegos le han dado mejor resultado en los aprendizajes significativos?



4 Qué es lo que más les gusta discutir en clases a los estudiantes?

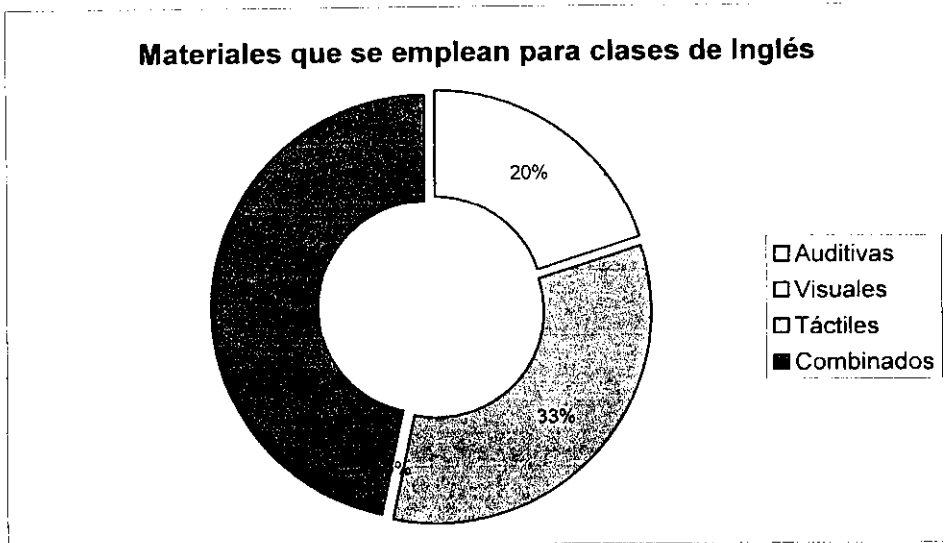
a) Música	20%
b) Experiencias	23%
c) Político y económico	0%
d) Animales	3%
e) Deportes	10%
f) Temas controversiales	10%
g) Películas	17%
h) La familia, valores	13%
i) Otros	3%
100%	

Temas de Diálogo o debate preferidos



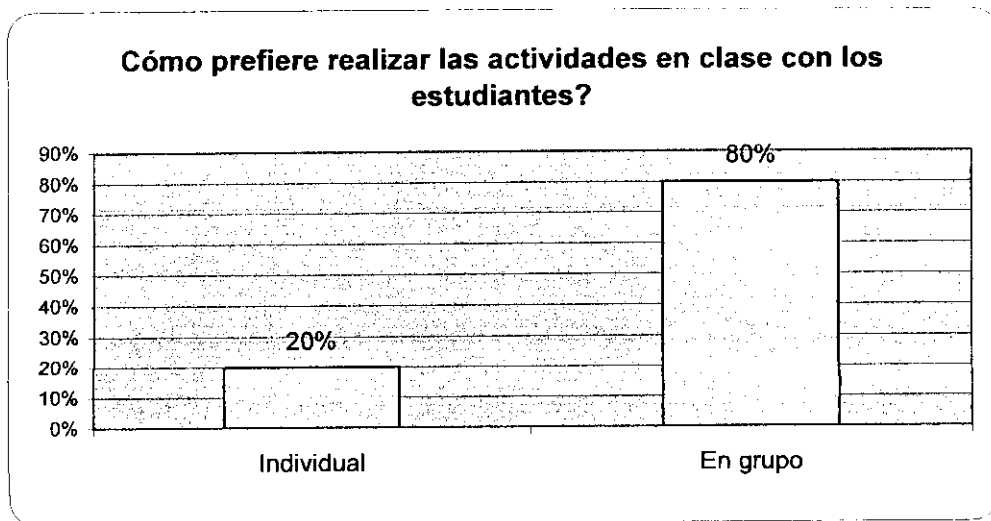
5 Qué tipo de material utiliza con mayor frecuencia en sus clases?

a)	Auditivas	20%
b)	Visuales	33%
c)	Táctiles	0%
d)	Combinados	47%
		100%



6 Cómo prefiere realizar las actividades en clase con los estudiantes?

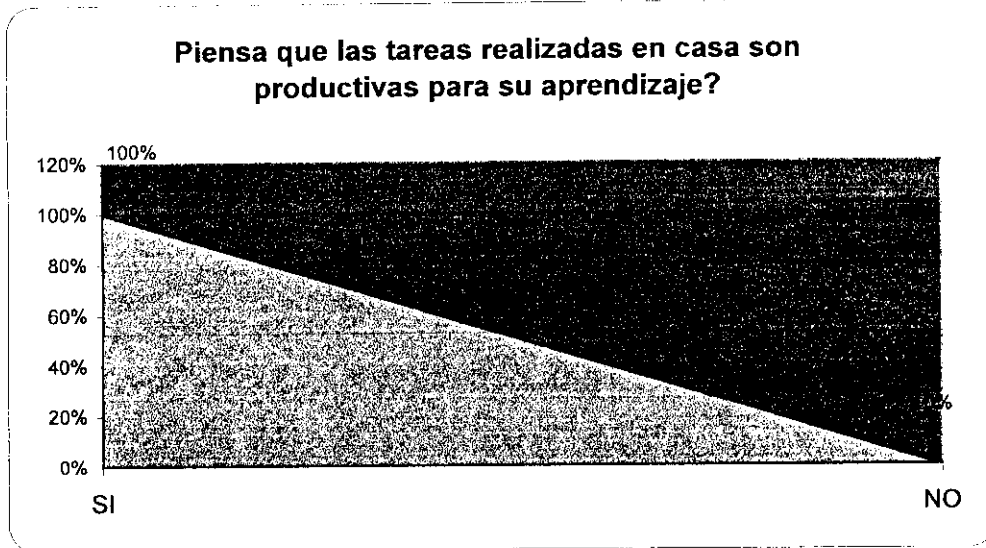
a)	Individual	20%
b)	En grupo	80%
		100%



7 Suele enviar tareas para ser realizadas en casa?

SI	100%
NO	0%

100%



CHAPTER V

V. Purpose: Activities to Teach EFL to Adults and Teenagers.

V.1 Bases

The basic operations in a person's mind are vital in the learning process because they allow the person to form notions and concepts about reality.

The teacher must develop basic operations such as: comparison, classification, generalization, abstraction, analysis, synthesis and the acquisition of notions and concepts through diverse experiences of learning that allow acquiring abilities and skills related with those operations.

While the teacher is introducing materials and activities he/she should examine with his/her students the meaning of new concepts when they appear, so students can integrate these concepts to the ones that are previously acquired.

The different activities proposed here are classified into these six groups:

1. Intellectual games.
2. Observation.
3. Prediction.
4. Imagination.
5. Reading.
6. Solution of problems.
7. Comparisons.
8. Representations.

V.2 Justification

Ambatenian society has understood that learning English is really important for all people. It doesn't matter the age of people, everybody needs English for different purposes: Working, studying, traveling, etc.

The Catholic University at Ambato has gained a lot of prestige teaching English and has more that 1000 students from different ages enrolled at the English Program.

The Catholic University at Ambato through its Languages School divides the English Program into levels (Intro, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, and Remedial) of four and a half months each.

The grammatical contents thought at the Pucesa are the same for teenagers and adults but the approaches used with teenagers must be different from the ones used with adults.

Once a complete analysis of data, taking in consideration, students' preferences, teachers' preferences and contents has been done, the next pages give some ideas of interesting activities to teachers at the Catholic University so they can apply them with teenagers and others with adult students taking into consideration the reality of their classes.

Teenagers and adults learn the same grammar points but certain activities work better with teenagers and others with adults. These differences in learning are presented because adults have different expectations than teenagers, due to the fact that they have a different psychology as mentioned in chapter II.

According to the questionnaires applied to teachers, teenagers and adult students it was found ~~that~~ that the preferences about certain topics, activities and materials differ between adults and teenagers.

Concerning the methodology, education pays attention to different strategies, techniques and procedures that favor reflection and creativity of students helping them not to be simple receptors of information.

The sources need to be seen as powerful tools to promote the thought of teenagers and adult students. Classical tools such as written documents don't have to be discarded but the use of advanced technology is also important. Using tools, technology and teachers' creativity help students to activate their minds.

Today's world is constantly changing, so students need to have flexible minds and be opened to new strategies to be successful in life.

Here it is presented more than twenty activities. It is important to mention that some activities are better for teenagers and others for adults according to the questionnaires applied to teachers and students but certainly the activities can be modified so they can be used for both; it depends on the teacher's creativity.

V.3 While You Complete You Win

Definition.- This is an interesting technique in which the student answers questions from a didactic sheet in a bingo table.

The teacher establishes the code of the game in the following way:

Full Table: A complete table.

Two: Two answers on the same horizontal line.

Three: Three answers on the same horizontal line.

Four: Four answers on the same horizontal line.

When a Full Table, Two, Three or Four is made, the student has to shout according to the case.

Objectives

- Sum up knowledge that the participants have on an assigned topic, problem or situation.
- Sum up or analyze a specific topic in an interesting way.
- Reinforce knowledge and assimilation of a unit.
- Reach interest and creativity in the topic.

Example:

Aim: antonyms

Procedure

- Give sheets of paper to each student so they can elaborate a table. The teacher indicates a specific number of squares.(16)
- Present the general didactic sheet to the students in which a list of 26 words will be given.

Didactic Sheet

1. Good	14. Old
2. Beautiful	15. Man
3. Strong	16. Girl
4. Tall	17. Under
5. Fat	18. Light
6. Small	19. Dark

7. White	20. Intelligent
8. Positive	21. Happy
9. Right	22. Clean
10. South	23. Love
11. Expensive	24. Delicious
12. Polite	25. Soft
13. Big	26. Early

- Ask students to select 16 words from the didactic sheet and write the antonym that corresponds.
- The teacher indicates the code of the game. (Full table, Two, Three or Four).
- The teacher tells 16 words from the didactic sheet and the students will place a chip on the respective square.
- The students will shout two, three, four or full table according to the code indicated by the teacher.
- Before declaring a winner, the teacher will check the marked answers.

Table

12 Polite	9 Right	1 Good	5 Fat
23 Love	21 Happy	3 Strong	13 Big
7 White	18 Light	16 Girl	8 Positive
11 Expensive	22 Clean	26 Early	17 Under

Recommendations

- The game is individual, but sometimes according to the circumstances and to give variety at some moment it should be played collectively.
- The teacher that directs the game must have a deep knowledge of the game to be played.
- The answers must be logical.
- Prepare the material in advance.
- Each time the game starts the teacher will indicate the code that is going to be played: Full table, two, three or four.
- Recommended for adults.

V.4 Building With My Hands

Definition.- This is a graphic-plastic technique that allows students to create something with bidimensional and tridimensional materials, using recyclable materials.

It is an active technique that develops motion and creativity on students.

Objectives:

- Use materials which are easy to find.
- Develop creativity.

- Develop motion.
- Oral summaries.
- Formulate questions according to the communicative circumstances.

Example:

Aim: "Sports in Ecuador."

Procedure

- Form working groups.
- Teach students the content on which they are going to work.
- Collect materials, graphics, etc.
- Glue the materials on a poster in a way that an explanation could be possible: Sports in Ecuador.
- Establish the working time.
- Explain the posters with the participation of all students.
- Open a space for questions, answers and comments respecting all ideas.
- Stimulate the effort, work and creativity of students.

Recommendation

- All students must participate.
- Priority to those students who have difficulties.
- Permanent guide by the teacher.
- Recommended with teenagers.

V.5 Word Search

Definition.- This is a squared sheet of paper where the teacher writes key word horizontally, vertically or diagonally. Each letter of a key word must be in each square; the rest of the squares are filled with any other letter of the alphabet.

Objectives

- Find key words on the words search.
- Develop the capacity of concentration and mental abilities.
- Activate previous knowledge.

Example:

Aim: Nouns

Procedure

- Explain the work which is going to be done through an example.
- The teacher gives the Word Search.
- Form groups of four students.
- Elaborate an individual list of the words found by all the members of the group.
- Read the list gotten by all the class.

U	N	I	V	E	R	S	I	T	Y	F	G	M	B	N
E	O	G	L	T	S	N	H	N	B	G	T	J	C	H
H	L	P	B	N	E	V	J	H	F	T	F	G	H	Y
G	L	E	O	J	R	T	R	A	F	F	I	C	U	F
G	J	Y	P	K	U	C	K	F	D	H	D	L	R	T
J	M	U	O	H	V	D	L	C	A	R	F	M	C	U
F	H	N	L	K	A	S	M	E	D	U	E	O	H	E
D	B	M	I	N	T	N	D	D	G	H	U	N	F	R
C	B	M	K	T	E	W	T	C	O	J	H	E	R	U
A	S	C	T	E	S	Q	E	V	D	K	Y	Y	E	T
P	Z	S	W	R	U	A	W	T	S	L	H	O	W	I
E	S	C	H	O	O	L	S	K	A	O	O	P	Q	N
Q	A	I	P	B	P	T	C	L	T	E	U	I	T	R
T	I	I	O	N	O	Y	T	M	A	R	S	T	Y	U
Y	O	L	S	M	H	U	H	N	C	T	E	R	U	F

Recommendations

- The teacher should know all the possible answers so she/he can check the students' task.

- This activity is recommended for teenagers and adults.

V.6 Guess and Win

Definition.- All guesses develop thought flexibility because they combine things in a different way than the teacher thinks.

Objectives.-

- .Motivate students to create their own guesses.
- Motivate creativity.
- Participate actively in conversations, spontaneous and informal dialogues.
- Describe objects, environment, and people orally.

Example:

Aim: The Animals

Procedure

- Present some guesses about animals to the students.
- The students manifest their ideas until they guess the answer.
- The students prepare some guesses.
- The Students stand up and formulate guesses to their classmates.

I have big ears
My body is like cotton
I jump and jump
Who am I?

I go out at night
I have glasses to see you
And I'm very smart
Who am I?

Recommendation

- Control that everybody participates.
- It is recommended for teenagers.

V.7 Giving a solution

Definition.- This technique gives students oral problems and they need to find answers and solutions.

Objectives.-

- Show solutions, feelings, doubts, etc.
- Make questions according to communicative circumstances.

Example:

Aim: Solving simple problems.

Procedure

- The teacher asks certain problems that students normally have.

- Ask students to find all possible solutions to these problems.
- The students present their ideas.
- Get general conclusions with the participation of all students.
- Apply a problem in the classroom so all students find solutions.

What would you do if you didn't have money to return to your house by bus?

- Ask to a friend for money.
- I walk.
- I tell the bus driver "please, let me take the bus for free, I don't have money."
- I take the bus and at the end I jump off and I don't pay it.
- I jump through the window, etc.

Recommendations

- Motivate students to find possible real solutions.
- Give them enough time to find the answer.
- It can be done individually or in groups.
- It is recommended for adults.

Variants

- It can be applied with drawings, role plays, etc.

V.8 Open Questions

Definition.- The definition that there is only one "correct" answer for a question kills creativity, as a consequence students are afraid of giving the wrong answer. For this reason it is very valuable to ask open questions that have many possible answers to the students, so they can reflect and give personal ideas.

When these kinds of questions are given the teacher and students don't have to be content with 3 or 4 answers. The teacher should stimulate the students to make a longer list.

Questions don't have to be based only in the re-telling; to repeat what the teacher says or the text says. Questions should stimulate superior mental processes, discussion in class, improvement of students' thoughts.

The effort to formulate questions that stimulate reflection and creativity encourages the teacher to be an innovator, and students will try to imitate him/her.

Objectives.-

- Develop the capacity to show and listen.
- Discuss in class.
- Answer questions with freedom of criterion.

- Respect all opinions.
- Formulate questions according to the communicative circumstances and sociable limits.

Procedure

- Use pictures or transparencies to answer or make questions in an oral – written way.



What are the people doing?

What are they wearing?

Why are they happy?

- Ask students to write more questions and exchange them with their classmates.
One student asks, the other respond.
- Give answers and the students make the questions.

My house has 5 rooms.

As soon as I finish my homework.

Because I like to be clean.

To learn.

- Suppose that you are seeing a party through a window. Which questions would you ask about it?

Recommendations

- Open questions are recommended for adults and teenagers depending on the topic.

V.9 Solving Questionnaires

Definition.- The solving of questionnaires prepared by the teacher and even by students is another powerful creative technique for intellectual development.

A creative questionnaire has a purpose of questions for reflection, interpretation, thoughts, solution of cases, researching of information, comments, critic of ideas and elaboration of imaginative stories.

Examples of questions

What would you like to become when you are an adult?

What things do you perform well?

What would you like to do on vacation?

What things are difficult for you?

What things do you wish to have? Why?

In which situations are you happy?

In which situations are you sad?

If you could learn something, what would you like to learn?

What do you like to do with your friends?

Who is your favorite person? Why?

What do you like to play? Why?

Which qualities do you like in a person?

What things do you dislike to do?

What things would you do to your family and friends if you were wearing a costume and they couldn't recognize you?

Recommendations

. Questionnaires are enjoyed by adults.

V.10 The Lost Word

Definition.- It uses imagination from the students to complete in a logical way stories, paragraphs, sentences, relating words and key words.

Objectives

- Develop skills to set words and sentences using associations.
- Contribute to the development of mental abilities.
- Maintain order or logical sequence in the ideas.

Example:

Aim: "The message"



Hello

My friend

I'm going to the park to play.....I will play with some friends. After that I will go to my..... I will go by, because it will be

Procedure

- Identify key pictures.
- Complete the message according to the key pictures.
- Read the completed paragraph individually.
- Compare the students' pieces of work.
- Explain the answers, especially the ones which are different.

Recommendations

- The teacher should be a constant guide.
- The teacher should plan in a good way, so the time is well used.
- Don't fall into monotony.
- This activity is recommended for teenagers.

Variants

V.11 Incomplete Songs or Poems

- Choose the words from the box below, to complete the song/poem as fast as possible.

There were bells on a hill
But I heard them
No, I never heard them at all
Till there was you.
There were in the sky
But I never saw them
No, I never saw at all
Till there was you.

Then there was music and wonderful roses
They tell me – in sweet meadows
Of dawn and dew.

There was love all around
But I heard it singing
No, I never heard it at all
Till there you.

Never winging fragrant birds never was
--

- From the following titles, which do you think is the one that corresponds to the poem or song?

My Honey I can't live with out you Till there was you

Recommendations

- This activity is enjoyed by teenagers and adults depending on the poem or song.

V.12 Crosswords

Definition.- This is a technique for learning but not for evaluation. The students choose key words to place them horizontally and vertically; key words will be placed as distracters.

To solve it, give the meaning of key words.

Objectives

- Associate the key word with its meaning.
- Provide a good and constructive distracter.
- Promote mental skills and an active participation.
- Maintain the order and sequential logic in the ideas.

Example:

Aim: Concrete Nouns

Procedure

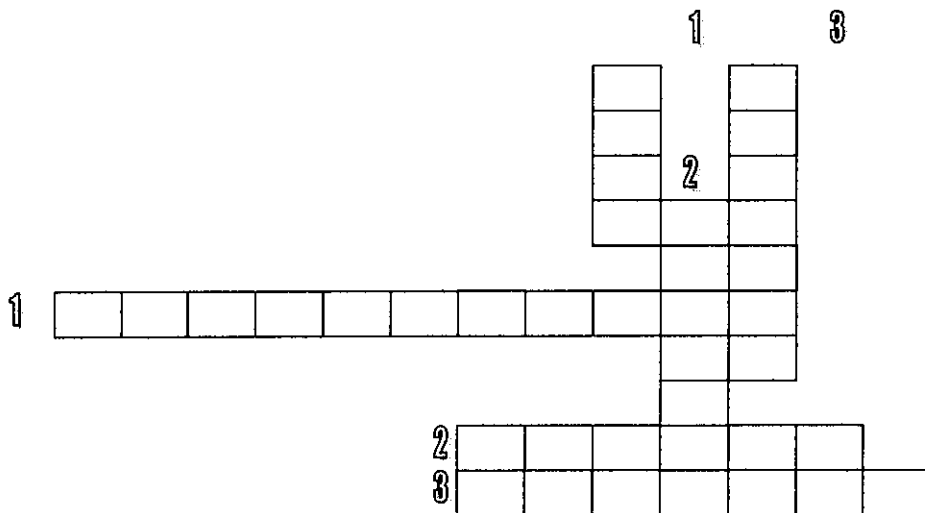
- . Give the crossword to each student.

Vertical

1. Object where flowers are placed.
2. Place where clothes are kept.
3. Place where baseball is played.

Horizontal

1. Place where people buy books.
2. Person that serves in a restaurant.
3. A big house.



Recommendations

- . The teacher must know all the answers.
- . This activity can be used for teenagers and adults.

V.13 Complete and Match

Definition.- This technique is valuable because students think and complete the exercise; while completing the task they are practicing two vocabulary words at the same time.

Objectives

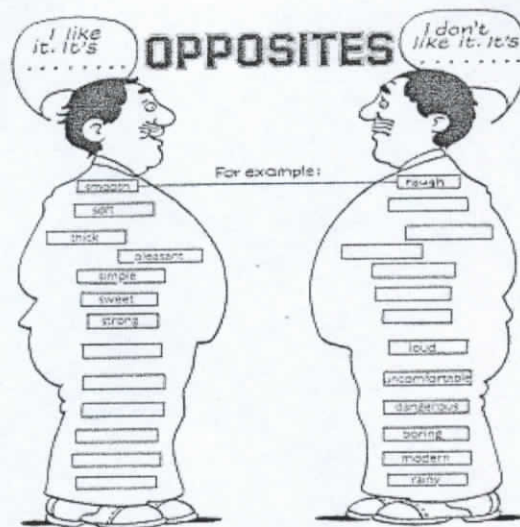
- Summarize the knowledge that students have learned after a unit.
- Practice important vocabulary.
- Learn words in an interesting way.

Example:

Aim: Opposites

Procedure

- The teacher will prepare this exercise in advance and he/she will give it to the students.
- Students will try to match all the words they can.
- Depending on the difficulty of the exercise, students can use the book or a dictionary.
- After the students finish, the whole class and the teacher will check the exercise.



rough interesting hard thin weak bitter fine difficult unpleasant safe comfortable soft antique.

Recommendations

- This activity can be done individually or in groups.
- The teacher should prepare this activity in advance so there is no waste of time.
- The teacher should monitor the activity.
- This activity is recommended for adults.

V.14 Travel Quiz

Definition.- This technique is important for the teacher to know if students have the capacity to analyze the meaning of words or to know if students have the correct image of a word.

Objectives

- Create mental images of words.
- Summarize the knowledge of any topic given in class.
- Give the students tools to continue a conversation so they don't interrupt a conversation due to lack of vocabulary.

Example:

Aim: Our holiday.

Procedure

All these words are connected with **holidays**. Choose the correct explanations.

1. To **register** is

a. to pay your bill in a hotel	
b. to record your name in a hotel.	
c. to leave your luggage in a hotel.	
d. to have a meal in a hotel.	

2. A **receipt** is

a. kind of visa.	
b. a record of payment.	
c. an insurance document.	
d. a single ticket.	

3. A **caravan** is

a. used to sit on.	
b. used to lie on.	
c. used to live in.	
d. used to sail with.	

4. A **flight** is

a. a trip by plane.	
b. a trip by boat.	
c. a trip by train.	
d. a trip by car.	

5. A **youth hostel** is

a. a kind of discount for young people.	
b. a kind of hotel.	
c. a kind of exhibition.	
d. a kind of children's room.	

6. **Welcome** is

a. a greeting.	
b. a meal.	
c. a kind of hotel.	
d. a warning.	

7. A **view** is

a. something you taste.	
b. something you wear.	
c. something you see.	
d. something you hear.	

8. A **hotel guest** is

a. a person who works in a hotel.	
b. a person who is waiting to get a room.	
c. a person who is staying at the hotel.	
d. a person who recommends hotels.	

9. A **message** is

a. a snack.	
b. a friend.	

c. a piece of news.	
d. a parcel.	

10. **Abroad** is

a. outside your own country.	
b. in your country.	
c. when you are on holiday.	
d. in Europe.	

11. A **fare** is

a. an amusement park.	
b. a place to put your luggage.	
c. an extra charge on a bill.	
d. the price of a journey.	

12. A **frontier** is

a. a foreign currency.	
b. a foreign country.	
c. between two countries.	
d. an immigration form.	

Recommendations

- This activity should be done individually so the teacher can recognize clearly the students that need extra help.
- All quizzes have to cover topics that the teacher has explained before so students won't feel lost.
- This activity is recommended for high levels.
- This activity is recommended for adults.

V.15 Recognizing Figures

Definition.- This is an interesting technique that helps students to practice the language using their previous knowledge acquired in other subject areas.

Objectives

- Take advantage of students' previous knowledge.
- Use academic language.
- Make students feel important with what they know.
- Use mental agility.
- Associate images with the key word.
- Combine letters to obtain meaningful words.

Example:

Aim: Around the World.

Procedure

- The teacher gives the students maps of countries and students have to write the name of the country ordering the letters given under the images.

AROUND THE WORLD

Can you recognize these countries and spell them correctly?



For example:	
1. RYNOAW	NORWAY
2. ASEWL	.....
3. TANGRIANE	.....
4. PYSUCR	.....
5. KANDERM	.....
6. APUGRTOL	.....
7. HALITNAD	.....
8. APAMNA	.....
9. EWN LAZENDA	.....
10. YURTEK	.....
11. IDENUT TESAST	.....
12. DESWEN	.....

Recommendations

- This activity is recommended to students that have certain previous knowledge.
- Adults will feel interested with this exercise.
- The images can be about any topic that the teacher thinks is appropriate.
- After students finish there will be a revision.

V.16 Recognizing symbols

Definition.- This consists in presenting a list of graphics. The students have to relate the graphics with the corresponding activity.

Objectives

- Stimulate creative thought.
- Analyze or summarize any topic in an interesting way.
- Reinforce the knowledge and assimilate a unit.

Example:

Aim: Sports

Procedure

- The teacher prepares graphics to review a unit.
- Students have to relate the graphic with the activity and write the name of the sport.
- Students have to recognize if those sports are practiced individually or in teams.
- After they complete the activity, the teacher and the students will discuss about their favorite sports and how they are played.



Can you name these sports and write them in the correct column?

1	2	3	4

Find the sport! (Write by name above)	Always do it (*) (*) (*) (*) (*) (*) (*) (*)	Never do it (*) (*) (*) (*) (*) (*) (*) (*)

squash skiing boxing table tennis rugby
 tennis badminton basketball running hockey
 baseball water-skiing snooker fishing
 shooting diving ice skating cricket.

Recommendations

- This activity is done individually, but sometimes it can be done in groups.
- After the students finish, the teacher and the students will check the activity.
- The answers have to be logical.
- The material has to be prepared in advance.
- There will be free conversation about students' favorite sports and the teacher will control it.

- This activity is recommended for teenagers and adults.

V.17 The Family Tree

Definition.- This is a technique where students have to complete mind maps based on a real situation.

Aim: The Family Tree.

Objectives

- Take advantage of real situations to complete activities.
- Learn new vocabulary.
- Spell in a legible form.
- Know the correct meaning of words.

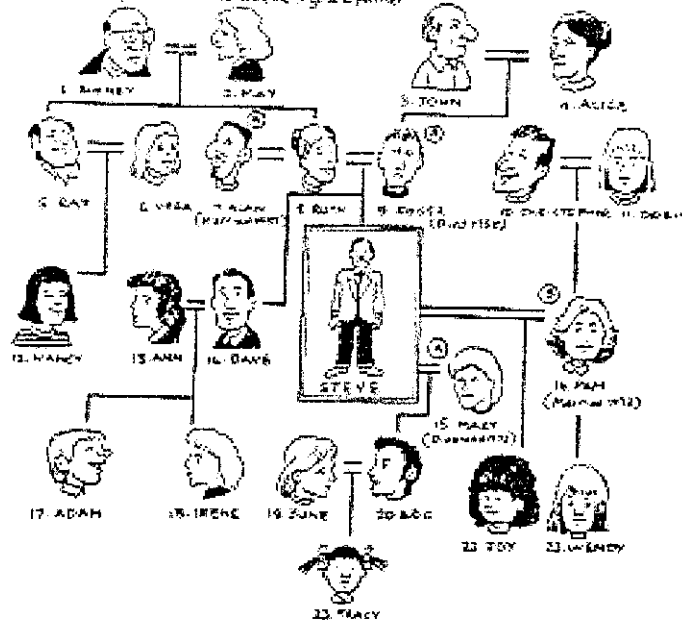
Procedure

- The teacher hands out a sheet of paper that contains a family tree with names of people.
- The students have to write the different members of a family according to the family tree given by the teacher.
- After the activity is finished, the teacher and students will check the answers and the spelling of words.

The Family Tree

Look at Steve's family tree and the list of his relations.
Write the names of Steve's relations.

For example, 1. Sister is Steve's grandfather



- aunt first wife mother-in-law grandmother
daughter daughter-in-law mother uncle
grandfather nephew father-in-law cousin
sister-in-law step-father second wife
step-daughter niece brother granddaughter
son father.

Recommendations

- This activity can be used for teenagers and adults.
- This task must be done individually.

- If the students find some words difficult, they can use a good dictionary.
- Students should make their own family tree.

V.18 Recognizing the activity

Definition.- This kind of activity gives students the opportunity to review all the language functions. Graphics and statements help students to recognize the functions.

Objectives

- Learn all the language functions.
- Use students' imagination.
- Relate the context of the text with the reality.
- Distinguish the actions and happenings of the text.

Example:

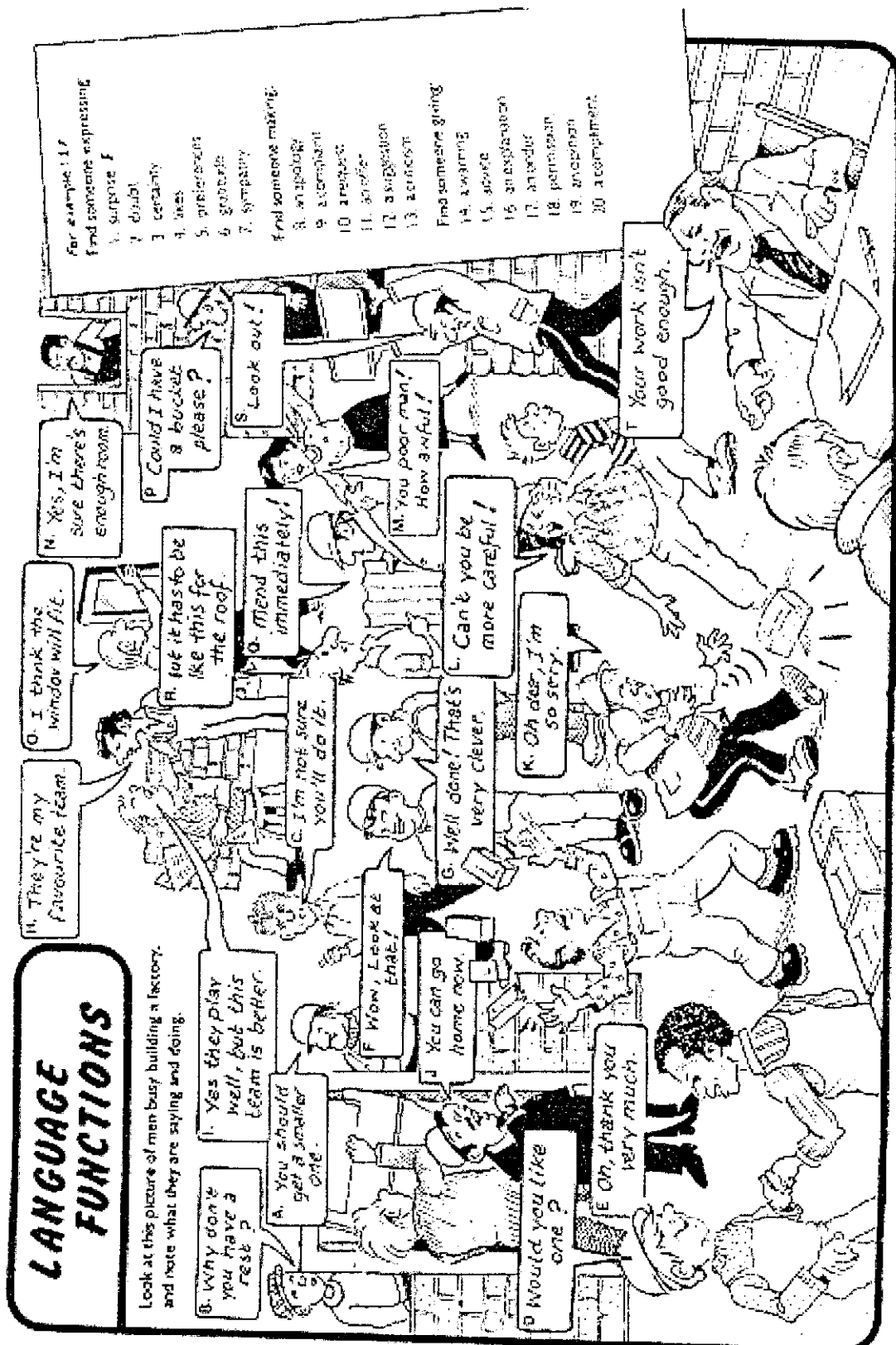
Aim: Language Functions.

Procedure

- The teacher hands out sheets of papers that contain different activities.
- The students analyze the graphics, statements and recognize the language functions asked for.
- The teacher will monitor the activity.

LANGUAGE FUNCTIONS

Look at this picture of men busy building a factory, and note what they are saying and doing.



8. Why don't you have a rest?

A. You should get a smaller one.

1. Yes they play well, but this team is better.

C. I'm not sure you'll do it.

F. Wow, Look at that!

J. You can go home now.

10. Would you like one?

E. Oh, thank you very much.

14. They're my favourite team.

R. Put it has to be like this for the roof.

O. Mend this immediately!

G. Well done! That's very clever.

K. Oh dear, I'm so sorry.

O. I think the window will fit.

M. Yes, I'm sure there's enough room.

P. Could I have a bucket please?

S. Look out!

M. You poor man! How awful!

L. Can't you be more careful!

T. Your work isn't good enough.

For example 11:
Find someone expressing

1. surprise
2. doubt
3. certainty
4. likes
5. preferences
6. gratitude
7. sympathy

Find someone making:

8. an apology
9. an attempt
10. a request
11. a suggestion
12. an offer
13. a criticism

Find someone giving:

14. an invitation
15. advice
16. an explanation
17. an order
18. permission
19. an opinion
20. an accomplishment

Recommendations

- This activity should be done individually; in this way the teacher can recognize which students need more help.
- The teacher will monitor the activity all the time and help the students.
- It can be used with teenagers and adults.

V.19 Find Someone

Definition.- This consists in presenting a picture where people are doing different activities. The students look at the picture and see what's happening in the picture.

Objectives

- Relate the content of the picture with previous knowledge.
- Transfer a picture to language.
- Stimulate students to be good observers.
- Practice different tenses in English.

Example:

Aim: A picnic in the Country.

Procedure

- The teacher hands out a picture to his/her students.
- Students observe the picture carefully and decide if the statements are true or false.

A Picnic in the Country

What are people doing? Answer with TRUE or FALSE



For example:	True	False		True	False
1. Someone's reading.	X		11. Someone's crying.		
2. Someone's swimming.		X	12. Someone's shaving.		
3. Someone's driving.			13. Someone's hurrying.		
4. Someone's climbing.			14. Someone's laughing.		
5. Someone's drinking.			15. Someone's hiding.		
6. Someone's riding.			16. Someone's standing.		
7. Someone's resting.			17. Someone's leaving.		
8. Someone's fighting.			18. Someone's shooting.		
9. Someone's jumping.			19. Someone's watching.		
10. Someone's sewing.			20. Someone's running.		

Recommendations

- Teachers can sometimes formulate open questions about the picture and students will give long complete answers.
- Students can describe pictures.
- Students can also add certain activities and describe those activities in the picture.
- Pictures can be also colored, so students will practice colors while describing a picture.
- This activity is recommended for teenagers.

V.20 Detecting Errors

Definition.- Employing visual and auditory perception, students can identify errors in drawings, words, expressions or sentences.

Objectives

- Capture details that characterize things or ideas expressed in a verbal or written form in a better way.
- Establish similarities and differences easily.
- Distinguish the main actions and happenings that make up a text and the order in which those happen.
- Relate the content of the text with previous knowledge.

Example

Aim: A Summer Camp

Procedure

- Present a poster with an article that contains errors.
- Read individually and identify the errors.
- Write the article again correcting the errors detected.
- Ask each student to read the corrected article.
- Comment the changes that students have made.

Summer Camp

In the United States, most children go to school from late August to early June. Then they get a summer vacation.

Some children go on vacation to the beach or to a big city with their families. Others go to summer camp.

You can find summer camps in every state.

Most summer camps are either for girls or for boys, and you are with children of the same age. Most children go to camp for about two weeks.

There are many different kinds of camps. Some are just for fun. Some are just for sports, such as basketball camp. Some are for other activities, such as music camp. I like Duck Cove, an environmental camp in Wisconsin. We track animals and go canoeing in the day. At night, we go camping, build fires, and study the stars.

Recommendations

- These articles can be done to test spelling, grammar, vocabulary.
- This activity is enjoyed by adults.
- The teacher needs to have an excellent knowledge of the language.
- It can be applied in all levels by using appropriate articles according to the level.

V.21 Finish the story

Definition.- This is based on the ability of thinking about something that is known in a way that helps it to be projected into the unknown. The capacity of prediction allows to anticipate and be prepared for the future.

Objectives

- Develop creative and critical thought.
- Encourage the students' participation and imagination.
- Predict while reading.
- Relate the content of the text with reality.
- Check predictions.

Example

Aim: Completing the story with students' ideas.

Procedure

- Read a story to the students.
- Stop when arriving at a certain important part of the text to ask students to predict what follows.
- Ask each student to share their ideas with a classmate.
- Ask some students to share their ideas with all the class.
- After listening to all the predictions given by the students, the teacher continues with the text. Example:

“Once upon a time there was a princess called Emily who lived in a wonderful and huge palace. She had every single material thing, but she didn’t feel happy and wanted to know the outside world. The princess didn’t know how to go out. One day a merchant was inside the palace, the princess asked him to take her out to walk around the world but the merchant.....

Recommendations

- It is important to respect all the predictions.
- Don’t congratulate the student that perhaps predicted correctly.
- Stimulate all students because the purpose of the activity is to be projected into the future.
- The teacher can write on the board details about the protagonist such as personality, circumstances. What he/she would write, guide the class so the students analyze those aspects so they learn gradually that predictions are not only based on imagination but also on the analysis of information and previous experiences.

- Specify the kind of ending that is wanted. For example, think of a funny, sad, happy or fantastic ending.
- Use the ending of a story as the beginning of another.
- This activity is enjoyed by teenagers and adults.

V.22 Comprehensive Reading

Definition.- Reading is considered a skill that allows the reader to face a text, understand its complete meaning and react to it.

Objectives

- Develop the capacity of comprehension from written documents.
- Develop concentration and the capacity to retain contents transmitted orally.
- Overcome shyness in front of a group.
- Answer questions.
- Give opinions about the text.

Example

Aim: How to Clean a Blender.

Procedure

- Divide the class in groups of four students.

- Hand out a sheet of paper with a reading or ask the students to open their texts in a determined page.
- Give certain time to the students to read the text silently.
- Formulate previous prepared questions about the reading.
- Comment the content of the reading from the main ideas.

How to Clean a Blender

Your new blender has been designed to give you years of enjoyment, with minimum amount of care.

To make sure that your blender always operates at peak performance, you should clean the container with the same care that you give to your good glassware.

If you have been blending solid foods, you may want to clean the container first with a long-handled brush and warm water to dislodge any food particles that cling to the inside.

After blending ANYTHING – liquid or solid – you should ALWAYS follow this procedure:

1. Put about one cup of warm water and a dash of detergent into your blender container, cover and blend, at a low speed, for about 30 seconds.
2. Rinse and dry the container. (Here's a quick tip: To make sure it is really dry, put it back on your blender base, cover and run the blender,

empty, at a low speed, for about 2 to 5 seconds, so that any remaining water drops may evaporate.)

3. To clean your blender base, unplug and use a soft cloth or sponge, warm water and a mild detergent. Do not immerse blender in water, and do not use any harsh or abrasive cleansers.

---- 1. To make sure your blender operates at peak performance, clean the container

- a. every time you use it.
- b. as little as possible.
- c. as often as possible.

---- 2. You should not use the container to store

- a. foods.
- b. beverages.
- c. foods or beverages.

---- 3. After blending solid foods, clean

- a. the container with a brush and warm water.
- b. the container with a brush and cold water.
- c. the container with cold water.

---- 4. The base of this blender

- a. cannot be placed in water.
- b. cannot take harsh cleaners.
- c. cannot be placed in water and cannot take harsh or abrasive cleaners.

These are the steps involved in cleaning the blender:

- 1) Rinse and dry the blender container.
- 2) Put a cup of warm water with detergent in the blender.

- 3) Put the blender on its base and run the blender at a low speed for 2 to 5 seconds.
- 4) Unplug the blender base and clean it with a soft cloth, warm water, and detergent.
- 5) Blend detergent and water at a low speed for about thirty seconds.

---- 5. The correct order of these steps is

- a. 4,2,5,3,1
- b. 2,5,1,4,3
- c. 2,5,4,3,1

Recommendations

- Prepare the text in advance.
- Make sure that every student participates in the reading.
- Don't interfere in the reading and don't give anticipated criteria that break the students' opportunity to think.
- This activity is recommended for adults.

Word Games with English. Williams and Cynthia Herd – Heinemann. Educational Books Ltd. London 1987.

CHAPTER VI

CONCLUSIONS AND RECCOMENDATIONS

VI.1 Conclusions.

- ✓ The Catholic University in Ambato has two different English Programs, one is for teenagers (12 – 14 years old) and the other is for adults (15 – up years old).
- ✓ Once all the activities have been tried with teenagers and adults, the activities that teenagers enjoy best are: Building with my hands, Guess and win, The lost word, Find someone who.
- ✓ The activities that adults prefer are: While you complete you win, Giving the solution, Solving questionnaires, Complete and match, Travel quiz, Recognizing Figures, Detecting errors, Comprehensive Reading.
- ✓ There are some activities that are preferred by teenagers and adults: Word Search, Open questions, Incomplete songs or poems, Crosswords, Recognizing symbols, The family tree, Recognizing the activity, Finish the story.
- ✓ Most of teenagers prefer activities that involve competition and group work.
- ✓ Most adults enjoy activities that are focused on grammar.
- ✓ An important percentage of adults like activities that are done individually.

- ✓ All activities can be modified according to the age group, type of learners.
- ✓ Teenagers prefer comic drawings while adults prefer texts.
- ✓ The method ^{used} apply to all activities is The Whole Language Method.
- ✓ Most of the teenagers that study at the English Program are 14 years old. They are in different levels (intro – 5th).
- ✓ Most of the adults that study at the English Program are (19 – 23 years old). They are in different levels (intro – 8th).
- ✓ Most of the teenagers study English because they need it for their studies. A great percentage of adults also need for their studies.
- ✓ A great percentage of teenagers study English because they want to travel, while a great percentage of adults study English for work purposes.
- ✓ The same percentage of teenagers and adults need to reinforce oral communication.
- ✓ According to statistics, teenagers do not care too much about grammar while for adults grammar is important.
- ✓ The most interesting activities for teenagers are games followed by dialogues and movies, while adults enjoy movies better if followed by debates and role plays.
- ✓ There are different kinds of games that can be used in English classes. Recreational games are the favorite for teenagers. Adults prefer word search.

- ✓ Teenagers and adults have different psychologies; however, both of them are interested in music. A great percentage of teenagers like to talk about controversial topics, while adults like to talk about personal experiences.
- ✓ Materials are extremely important in an English class. There are different kinds of materials. Teenagers and Adults like using a combination of visual, auditory, and tactile materials.
- ✓ Teenagers and adults prefer to work in groups; but, there is an important percentage of adults that like working individually.
- ✓ Students and teachers are involved in the teaching – learning process; for this reason, it is important to know how students and teachers think.
- ✓ A great percentage of students think that dialogues and debates are important in English lessons, while teachers do not consider them very important.
- ✓ Students really like to watch films, but teachers do not think that films are a priority, and they focus more on role plays.
- ✓ Teachers and students think and like recreational games.
- ✓ Teachers prefer to discuss personal experiences, but students, adults and teenagers prefer to talk about music.
- ✓ Teachers do not choose controversial topics to be discussed in class, but the reality shows that students are interested in talking about them.
- ✓ Students and teachers think that combining materials is important.

- ✓ Most students and teachers like to develop activities in groups.
- ✓ Teachers and students think that homework is important in the teaching – learning process.
- ✓ In conclusion the success of the teaching – learning process depends on the teacher, students, authorities of the institution and parents.

VI.2 Recommendations.

- ✓ The recommendations are directed to the teachers because they are responsible for making the class interesting for the students.
- ✓ Students consider dialogues and debates important, so teachers need to take them into consideration and they must try to include them in their classes.
- ✓ Teachers should modify their classes innovating their activities or implementing new ideas to the activities already done.
- ✓ It is known that because there is not enough equipment at the University it is impossible to watch films every day, but teachers should include video activities at least twice a month because students really like learning the language through them.
- ✓ As we have analyzed previously students, teenagers and adults, really like talking about music. One of the roles of the teacher is to be updated with the new music and singers that are constantly appearing. For some teachers it would be difficult to do so, but somehow they must plan activities that involve music if they don't want their students to be bored.

- ✓ Sometimes it is difficult to control a class when discussing controversial topics, but teachers need to take into consideration those topics because students are interested in them. The important aspect of these activities is that the teacher needs to make the students understand that everybody's opinions are acceptable and they need to show a lot of respect for each other.

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ANNEXES

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 14 años

Nivel en curso de Lenguas Bimero (100)

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje []
b) Entretenimiento [] d) Estudios [X]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [X] b) Comunicación oral (hablar) [X]
c) Ejercicios de oído (escuchar) [] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [] g. Debates, diálogos [X]
c. In focus [] h. Role Plays (teatro) []
d. Juegos [] i. Otros:.....
e. Actividades manuales []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [] d. Sopa de letras [X]
b. Collages [] e. Crucigramas []
c. Juegos recreativos [] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [] e. Deportes []
b. Compartir sus experiencias [] f. Temas controversiales [X]
c. Análisis político y económico [] g. Películas []
d. Animales y su importancia [] h. La familia, valores []
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [X] c. Táctiles (manualidades) []
b. Visuales [] d. Combinados [X]

7. Cómo prefiere realizar sus actividades?

- a. Individual []
b. En grupo [X]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [X] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 14 años

Nivel en curso de Lenguas 1 teens

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje []
b) Entretenimiento [] d) Estudios [x]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [x] b) Comunicación oral (hablar) []
c) Ejercicios de oído (escuchar) [] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [x] g. Debates, diálogos [x]
c. In focus [] h. Role Plays (teatro) [x]
d. Juegos [x] i. Otros:.....
e. Actividades manuales []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [x] d. Sopa de letras []
b. Collages [] e. Crucigramas []
c. Juegos recreativos [x] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [x] e. Deportes []
b. Compartir sus experiencias [x] f. Temas controversiales [x]
c. Análisis político y económico [] g. Películas [x]
d. Animales y su importancia [] h. La familia, valores []
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [x] c. Táctiles (manualidades) []
b. Visuales [x] d. Combinados []

7. Cómo prefiere realizar sus actividades?

- a. Individual []
b. En grupo [x]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: _____

Nivel en curso de Lenguas 1^{er} Times

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo
- b) Entretenimiento
- c) Otra.....
- c) Viaje
- d) Estudios

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir)
- b) Comunicación oral (hablar)
- c) Ejercicios de oído (escuchar)
- d) Lectura

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles
- b. Películas, videos
- c. In focus
- d. Juegos
- e. Actividades manuales
- f. Retro proyector
- g. Debates, diálogos
- h. Role Plays (teatro)
- i. Otros:.....

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos
- b. Collages
- c. Juegos recreativos
- g. Otros:
- d. Sopa de letras
- e. Crucigramas
- f. Rompecabezas

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música
- b. Compartir sus experiencias
- c. Análisis político y económico
- d. Animales y su importancia
- i. Otros:
- e. Deportes
- f. Temas controversiales
- g. Películas
- h. La familia, valores

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas
- b. Visuales
- c. Táctiles (manualidades)
- d. Combinados

7. Cómo prefiere realizar sus actividades?

- a. Individual
- b. En grupo

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI NO

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 13

Nivel en curso de Lenguas 3 nivel

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo
- b) Entretenimiento
- c) Viaje
- d) Estudios
- e) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir)
- b) Comunicación oral (hablar)
- c) Ejercicios de oído (escuchar)
- d) Lectura

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles
- b. Películas, videos
- c. In focus
- d. Juegos
- e. Actividades manuales
- f. Retro proyector
- g. Debates, diálogos
- h. Role Plays (teatro)
- i. Otros:.....

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos
- b. Collages
- c. Juegos recreativos
- d. Sopa de letras
- e. Crucigramas
- f. Rompecabezas
- g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música
- b. Compartir sus experiencias
- c. Análisis político y económico
- d. Animales y su importancia
- e. Deportes
- f. Temas controversiales
- g. Películas
- h. La familia, valores
- i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas
- b. Visuales
- c. Táctiles (manualidades)
- d. Combinados

7. Cómo prefiere realizar sus actividades?

- a. Individual
- b. En grupo

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI NO

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 14

Nivel en curso de Lenguas 3º

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje [x]
b) Entretenimiento [] d) Estudios [x]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [] b) Comunicación oral (hablar) []
c) Ejercicios de oído (escuchar) [x] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [] g. Debates, diálogos []
c. In focus [] h. Role Plays (teatro) []
d. Juegos [x] i. Otros:.....
e. Actividades manuales []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [] d. Sopa de letras []
b. Collages [] e. Crucigramas []
c. Juegos recreativos [x] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [x] e. Deportes []
b. Compartir sus experiencias [] f. Temas controversiales []
c. Análisis político y económico [] g. Películas []
d. Animales y su importancia [] h. La familia, valores []
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [x] c. Táctiles (manualidades) []
b. Visuales [] d. Combinados []

7. Cómo prefiere realizar sus actividades?

- a. Individual [x]
b. En grupo []

8. Piensa que las tareas realizadas en/casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 13

Nivel en curso de Lenguas 3 nivel

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje []
b) Entretenimiento [] d) Estudios [x]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [] b) Comunicación oral (hablar) [x]
c) Ejercicios de oído (escuchar) [] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [] g. Debates, diálogos []
c. In focus [] h. Role Plays (teatro) []
d. Juegos [] i. Otros:.....
e. Actividades manuales [x]

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [x] d. Sopa de letras []
b. Collages [] e. Crucigramas []
c. Juegos recreativos [] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [x] e. Deportes []
b. Compartir sus experiencias [] f. Temas controversiales []
c. Análisis político y económico [] g. Películas []
d. Animales y su importancia [] h. La familia, valores []
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [] c. Táctiles (manualidades) []
b. Visuales [] d. Combinados [x]

7. Cómo prefiere realizar sus actividades?

- a. Individual []
b. En grupo [x]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 15

Nivel en curso de Lenguas Intro

1. Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje []
b) Entretenimiento [] d) Estudios [x]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [] b) Comunicación oral (hablar) []
c) Ejercicios de oído (escuchar) [x] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [x] g. Debates, diálogos []
c. In focus [] h. Role Plays (teatro) [x]
d. Juegos [x] i. Otros:.....
e. Actividades manuales []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [x] d. Sopa de letras [x]
b. Collages [] e. Crucigramas [x]
c. Juegos recreativos [x] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [x] e. Deportes [x]
b. Compartir sus experiencias [] f. Temas controversiales [x]
c. Análisis político y económico [] g. Películas [x]
d. Animales y su importancia [] h. La familia, valores []
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [] c. Táctiles (manualidades) []
b. Visuales [] d. Combinados [x]

7. Cómo prefiere realizar sus actividades?

- a. Individual []
b. En grupo [x]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 32

Nivel en curso de Lenguas Intro

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje []
b) Entretenimiento [] d) Estudios [x]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [x] b) Comunicación oral (hablar) []
c) Ejercicios de oído (escuchar) [x] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [] g. Debates, diálogos [x]
c. In focus [] h. Role Plays (teatro) []
d. Juegos [] i. Otros:.....
e. Actividades manuales [x]

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [] d. Sopa de letras [x]
b. Collages [] e. Crucigramas [x]
c. Juegos recreativos [] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [] e. Deportes []
b. Compartir sus experiencias [] f. Temas controversiales [x]
c. Análisis político y económico [] g. Películas []
d. Animales y su importancia [] h. La familia, valores [x]
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [] c. Táctiles (manualidades) []
b. Visuales [] d. Combinados [x]

7. Cómo prefiere realizar sus actividades?

- a. Individual [x]
b. En grupo [x]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 39 años

Nivel en curso de Lenguas Intno

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [x] b) Entretenimiento [] c) Viaje [] d) Estudios [] e) Otra..... []

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [x] b) Comunicación oral (hablar) [x] c) Ejercicios de oído (escuchar) [x] d) Lectura [x]

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [x] b. Películas, videos [] c. In focus [x] d. Juegos [] e. Actividades manuales [] f. Retro proyector [] g. Debates, diálogos [x] h. Role Plays (teatro) [] i. Otros:..... []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [] b. Collages [x] c. Juegos recreativos [] d. Sopa de letras [x] e. Crucigramas [] f. Rompecabezas [x] g. Otros: []

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [x] b. Compartir sus experiencias [] c. Análisis político y económico [] d. Animales y su importancia [] e. Deportes [x] f. Temas controversiales [] g. Películas [] h. La familia, valores [x] i. Otros: []

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [x] b. Visuales [x] c. Táctiles (manualidades) [] d. Combinados [x]

7. Cómo prefiere realizar sus actividades?

- a. Individual [x] b. En grupo [x]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas

Edad: 17 años

Nivel en curso de Lenguas Primer Nivel

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje []
b) Entretenimiento [] d) Estudios [x]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [] b) Comunicación oral (hablar) [x]
c) Ejercicios de oído (escuchar) [] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [] g. Debates, diálogos [x]
c. In focus [] h. Role Plays (teatro) []
d. Juegos [] i. Otros:.....
e. Actividades manuales []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [] d. Sopa de letras []
b. Collages [] e. Crucigramas []
c. Juegos recreativos [x] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [x] e. Deportes []
b. Compartir sus experiencias [x] f. Temas controversiales [x]
c. Análisis político y económico [] g. Películas []
d. Animales y su importancia [] h. La familia, valores []
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [] c. Táctiles (manualidades) []
b. Visuales [] d. Combinados [x]

7. Cómo prefiere realizar sus actividades?

- a. Individual []
b. En grupo [x]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 21

Nivel en curso de Lenguas Primario

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje []
b) Entretenimiento [] d) Estudios [x]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [] b) Comunicación oral (hablar) [x]
c) Ejercicios de oído (escuchar) [] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [x] g. Debates, diálogos []
c. In focus [] h. Role Plays (teatro) []
d. Juegos [] i. Otros:.....
e. Actividades manuales []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [] d. Sopa de letras []
b. Collages [] e. Crucigramas []
c. Juegos recreativos [x] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [] e. Deportes []
b. Compartir sus experiencias [] f. Temas controversiales [x]
c. Análisis político y económico [x] g. Películas []
d. Animales y su importancia [] h. La familia, valores []
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [x] c. Táctiles (manualidades) []
b. Visuales [] d. Combinados []

7. Cómo prefiere realizar sus actividades?

- a. Individual []
b. En grupo [x]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [] NO [x]

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 23

Nivel en curso de Lenguas 1^{ra}

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje []
b) Entretenimiento [] d) Estudios [x]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [x] b) Comunicación oral (hablar) []
c) Ejercicios de oído (escuchar) [x] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [] g. Debates, diálogos [x]
c. In focus [] h. Role Plays (teatro) []
d. Juegos [x] i. Otros:.....
e. Actividades manuales []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [] d. Sopa de letras [x]
b. Collages [] e. Crucigramas [x]
c. Juegos recreativos [] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agrada discutir en su clase de inglés?

- a. Música [] e. Deportes []
b. Compartir sus experiencias [x] f. Temas controversiales []
c. Análisis político y económico [] g. Películas []
d. Animales y su importancia [] h. La familia, valores [x]
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [x] c. Táctiles (manualidades) [x]
b. Visuales [x] d. Combinados []

7. Cómo prefiere realizar sus actividades?

- a. Individual []
b. En grupo [x]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 18

Nivel en curso de Lenguas 4to

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje []
b) Entretenimiento [] d) Estudios [x]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [] b) Comunicación oral (hablar) [x]
c) Ejercicios de oído (escuchar) [] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [x] g. Debates, diálogos []
c. In focus [] h. Role Plays (teatro) []
d. Juegos [] i. Otros:.....
e. Actividades manuales []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [x] d. Sopa de letras []
b. Collages [] e. Crucigramas []
c. Juegos recreativos [] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [] e. Deportes []
b. Compartir sus experiencias [x] f. Temas controversiales []
c. Análisis político y económico [] g. Películas []
d. Animales y su importancia [] h. La familia, valores []
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [] c. Táctiles (manualidades) []
b. Visuales [x] d. Combinados []

7. Cómo prefiere realizar sus actividades?

- a. Individual []
b. En grupo [x]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 16 años

Nivel en curso de Lenguas 4to

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] c) Viaje []
b) Entretenimiento [] d) Estudios [x]
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [] b) Comunicación oral (hablar) [x]
c) Ejercicios de oído (escuchar) [] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] f. Retro proyector []
b. Películas, videos [] g. Debates, diálogos [x]
c. In focus [] h. Role Plays (teatro) []
d. Juegos [] i. Otros:.....
e. Actividades manuales []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [] d. Sopa de letras []
b. Collages [] e. Crucigramas [x]
c. Juegos recreativos [] f. Rompecabezas []
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [] e. Deportes []
b. Compartir sus experiencias [x] f. Temas controversiales []
c. Análisis político y económico [] g. Películas []
d. Animales y su importancia [] h. La familia, valores []
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [] c. Táctiles (manualidades) []
b. Visuales [] d. Combinados [x]

7. Cómo prefiere realizar sus actividades?

- a. Individual []
b. En grupo [x]

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 22

Nivel en curso de Lenguas 4 nivel

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [checked] b) Entretenimiento [checked] c) Viaje [] d) Estudios [] e) Otra []

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [checked] b) Comunicación oral (hablar) [] c) Ejercicios de oído (escuchar) [] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles [] b. Películas, videos [] c. In focus [] d. Juegos [] e. Actividades manuales [] f. Retro proyector [] g. Debates, diálogos [checked] h. Role Plays (teatro) [] i. Otros: [checked]

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [checked] b. Collages [] c. Juegos recreativos [] d. Sopa de letras [] e. Crucigramas [] f. Rompecabezas [] g. Otros: []

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [] b. Compartir sus experiencias [checked] c. Análisis político y económico [] d. Animales y su importancia [] e. Deportes [] f. Temas controversiales [] g. Películas [] h. La familia, valores [] i. Otros: []

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [] b. Visuales [] c. Táctiles (manualidades) [] d. Combinados [checked]

7. Cómo prefiere realizar sus actividades?

- a. Individual [checked] b. En grupo []

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [] NO [checked]

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 17

Nivel en curso de Lenguas Sexto

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo
- b) Entretenimiento
- c) Viaje
- d) Estudios
- e) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir)
- b) Comunicación oral (hablar)
- c) Ejercicios de oído (escuchar)
- d) Lectura

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles
- b. Películas, videos
- c. In focus
- d. Juegos
- e. Actividades manuales
- f. Retro proyector
- g. Debates, diálogos
- h. Role Plays (teatro)
- i. Otros:.....

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos
- b. Collages
- c. Juegos recreativos
- d. Sopa de letras
- e. Crucigramas
- f. Rompecabezas
- g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música
- b. Compartir sus experiencias
- c. Análisis político y económico
- d. Animales y su importancia
- e. Deportes
- f. Temas controversiales
- g. Películas
- h. La familia, valores
- i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas
- b. Visuales
- c. Táctiles (manualidades)
- d. Combinados

7. Cómo prefiere realizar sus actividades?

- a. Individual
- b. En grupo

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI NO

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 25

Nivel en curso de Lenguas Sixth

- 1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.
- | | | | |
|--------------------|-------------------------------------|-------------|--------------------------|
| a) Trabajo | <input type="checkbox"/> | c) Viaje | <input type="checkbox"/> |
| b) Entretenimiento | <input checked="" type="checkbox"/> | d) Estudios | <input type="checkbox"/> |
| c) Otra..... | | | |

2. Qué necesita reforzar de acuerdo a su interés?
- | | | | |
|------------------------------------|--------------------------|-------------------------------|-------------------------------------|
| a) Gramática del inglés (escribir) | <input type="checkbox"/> | b) Comunicación oral (hablar) | <input checked="" type="checkbox"/> |
| c) Ejercicios de oído (escuchar) | <input type="checkbox"/> | d) Lectura | <input type="checkbox"/> |

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .
- | | | | |
|-------------------------|-------------------------------------|------------------------|-------------------------------------|
| a. Carteles | <input type="checkbox"/> | f. Retro proyector | <input type="checkbox"/> |
| b. Películas, videos | <input checked="" type="checkbox"/> | g. Debates, diálogos | <input checked="" type="checkbox"/> |
| c. In focus | <input checked="" type="checkbox"/> | h. Role Plays (teatro) | <input type="checkbox"/> |
| d. Juegos | <input type="checkbox"/> | i. Otros:..... | |
| e. Actividades manuales | <input type="checkbox"/> | | |

4. Qué juegos le agradan realizar para aprender inglés?
- | | | | |
|-----------------------|-------------------------------------|-------------------|-------------------------------------|
| a. Bingos | <input checked="" type="checkbox"/> | d. Sopa de letras | <input checked="" type="checkbox"/> |
| b. Collages | <input checked="" type="checkbox"/> | e. Crucigramas | <input checked="" type="checkbox"/> |
| c. Juegos recreativos | <input type="checkbox"/> | f. Rompecabezas | <input type="checkbox"/> |
| g. Otros: | | | |

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?
- | | | | |
|----------------------------------|-------------------------------------|--------------------------|-------------------------------------|
| a. Música | <input checked="" type="checkbox"/> | e. Deportes | <input checked="" type="checkbox"/> |
| b. Compartir sus experiencias | <input checked="" type="checkbox"/> | f. Temas controversiales | <input checked="" type="checkbox"/> |
| c. Análisis político y económico | <input checked="" type="checkbox"/> | g. Películas | <input checked="" type="checkbox"/> |
| d. Animales y su importancia | <input type="checkbox"/> | h. La familia, valores | <input checked="" type="checkbox"/> |
| i. Otros: | | | |

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?
- | | | | |
|--------------|--------------------------|----------------------------|-------------------------------------|
| a. Auditivas | <input type="checkbox"/> | c. Táctiles (manualidades) | <input type="checkbox"/> |
| b. Visuales | <input type="checkbox"/> | d. Combinados | <input checked="" type="checkbox"/> |

7. Cómo prefiere realizar sus actividades?
- | | |
|---------------|-------------------------------------|
| a. Individual | <input type="checkbox"/> |
| b. En grupo | <input checked="" type="checkbox"/> |

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?
- SI NO

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 20

Nivel en curso de Lenguas Sixth

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo [] b) Entretenimiento [x] c) Viaje [] d) Estudios [] e) Otra []

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) [x] b) Comunicación oral (hablar) [] c) Ejercicios de oído (escuchar) [] d) Lectura []

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés?

- a. Carteles [] b. Películas, videos [x] c. In focus [x] d. Juegos [] e. Actividades manuales [] f. Retro proyector [x] g. Debates, diálogos [x] h. Role Plays (teatro) [x] i. Otros: []

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos [x] b. Collages [x] c. Juegos recreativos [] d. Sopa de letras [x] e. Crucigramas [x] f. Rompecabezas [] g. Otros: []

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música [x] b. Compartir sus experiencias [x] c. Análisis político y económico [] d. Animales y su importancia [] e. Deportes [x] f. Temas controversiales [x] g. Películas [x] h. La familia, valores [x] i. Otros: []

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas [] b. Visuales [] c. Táctiles (manualidades) [] d. Combinados [x]

7. Cómo prefiere realizar sus actividades?

- a. Individual [x] b. En grupo []

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI [x] NO []

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus deseos y preferencias. Sea veraz en sus respuestas.

Edad: 23

Nivel en curso de Lenguas 6

1.Cuál es su razón fundamental para estudiar el idioma Inglés? Escoja sólo una opción.

- a) Trabajo c) Viaje
b) Entretenimiento d) Estudios
c) Otra.....

2. Qué necesita reforzar de acuerdo a su interés?

- a) Gramática del inglés (escribir) b) Comunicación oral (hablar)
c) Ejercicios de oído (escuchar) d) Lectura

3. Qué herramientas o actividades facilitan su aprendizaje en el idioma inglés? .

- a. Carteles f. Retro proyector
b. Películas, videos g. Debates, diálogos
c. In focus h. Role Plays (teatro)
d. Juegos i. Otros:.....
e. Actividades manuales

4. Qué juegos le agradan realizar para aprender inglés?

- a. Bingos d. Sopa de letras
b. Collages e. Crucigramas
c. Juegos recreativos f. Rompecabezas
g. Otros:

5. Qué temas de diálogo o debate le agradaría discutir en su clase de inglés?

- a. Música e. Deportes
b. Compartir sus experiencias f. Temas controversiales
c. Análisis político y económico g. Películas
d. Animales y su importancia h. La familia, valores
i. Otros:

6. De acuerdo a su interés qué material prefiere que utilicen sus maestros en clases?

- a. Auditivas c. Táctiles (manualidades)
b. Visuales d. Combinados

7. Cómo prefiere realizar sus actividades?

- a. Individual
b. En grupo

8. Piensa que las tareas realizadas en casa son productivas para su aprendizaje?

SI NO

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus conocimientos y experiencias como docente. Sea veraz en sus respuestas.

Título obtenido en el área de Inglés: lic. Lingüística Edad: 25

1. Dónde imparte su cátedra del idioma inglés?

- a. Escuela
- b. Colegio
- c. Instituto especializado
- d. Universidad
- e. otro:

2. Qué herramientas o actividades utiliza para impartir sus clases de inglés?

- a. Carteles
- b. Películas, videos
- c. In focus
- d. Juegos
- e. Actividades manuales
- f. Retroproyector
- g. Debates, diálogos
- h. Role Plays (teatro)
- i. Otros:.....

3. Qué juegos le han dado mejor resultado en los aprendizajes significativos?

- a. Bingos
- b. Collages
- c. Juegos recreativos
- d. Sopa de letras
- e. Crucigramas
- f. Rompecabezas
- g. Otros:

4. Qué es lo que más les gusta discutir en clases a los estudiantes?

- a. Música
- b. Compartir sus experiencias
- c. Análisis político y económico
- d. Animales y su importancia
- e. Deportes
- f. Temas controversiales
- g. Películas
- h. La familia, valores
- i. Otros:

5. Qué tipo de material utiliza con mayor frecuencia en sus clases?

- a. Auditivos
- b. Visuales
- c. Táctiles (manualidades)
- d. Combinadas

6. Cómo prefiere realizar las actividades en clase con los estudiantes?

- a. Individual
- b. En grupo

7. Suele enviar tareas para ser realizadas en casa?

SI NO

GRACIAS

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus conocimientos y experiencias como docente. Sea veraz en sus respuestas.

Título obtenido en el área de Inglés: Lic. Lingüística Edad: 32

1. Dónde imparte su cátedra del idioma inglés?

- a. Escuela c. Instituto especializado
 b. Colegio d. Universidad
 e. otro:

2. Qué herramientas o actividades utiliza para impartir sus clases de inglés?

- a. Carteles f. Retroproyector
 b. Películas, videos g. Debates, diálogos
 c. In focus h. Role Plays (teatro)
 d. Juegos i. Otros:.....
 e. Actividades manuales

3. Qué juegos le han dado mejor resultado en los aprendizajes significativos?

- a. Bingos d. Sopa de letras
 b. Collages e. Crucigramas
 c. Juegos recreativos f. Rompecabezas
 g. Otros:

4. Qué es lo que más les gusta discutir en clases a los estudiantes?

- a. Música e. Deportes
 b. Compartir sus experiencias f. Temas controversiales
 c. Análisis político y económico g. Películas
 d. Animales y su importancia h. La familia, valores
 i. Otros:

5. Qué tipo de material utiliza con mayor frecuencia en sus clases?

- a. Auditivos c. Táctiles (manualidades)
 b. Visuales d. Combinadas

6. Cómo prefiere realizar las actividades en clase con los estudiantes?

- a. Individual
 b. En grupo

7. Suele enviar tareas para ser realizadas en casa?

SI NO

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus conocimientos y experiencias como docente. Sea veraz en sus respuestas.

Título obtenido en el área de Inglés: Linguística Aplicada Edad: 32

1. Dónde imparte su cátedra del idioma inglés?

- a. Escuela
- b. Colegio
- c. Instituto especializado
- d. Universidad
- e. otro:

2. Qué herramientas o actividades utiliza para impartir sus clases de inglés?

- a. Carteles
- b. Películas, videos
- c. In focus
- d. Juegos
- e. Actividades manuales
- f. Retroproyector
- g. Debates, diálogos
- h. Role Plays (teatro)
- i. Otros:.....

3. Qué juegos le han dado mejor resultado en los aprendizajes significativos?

- a. Bingos
- b. Collages
- c. Juegos recreativos
- d. Sopa de letras
- e. Crucigramas
- f. Rompecabezas
- g. Otros:

4. Qué es lo que más les gusta discutir en clases a los estudiantes?

- a. Música
- b. Compartir sus experiencias
- c. Análisis político y económico
- d. Animales y su importancia
- e. Deportes
- f. Temas controversiales
- g. Películas
- h. La familia, valores
- i. Otros:

5. Qué tipo de material utiliza con mayor frecuencia en sus clases?

- a. Auditivos
- b. Visuales
- c. Táctiles (manualidades)
- d. Combinadas

6. Cómo prefiere realizar las actividades en clase con los estudiantes?

- a. Individual
- b. En grupo

7. Suele enviar tareas para ser realizadas en casa?

- SI NO

GRACIAS

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus conocimientos y experiencias como docente. Sea veraz en sus respuestas.

Título obtenido en el área de Inglés: Peritoaje Edad: 24

1. Dónde imparte su cátedra del idioma inglés?

- a. Escuela
- b. Colegio
- c. Instituto especializado
- d. Universidad
- e. otro:

2. Qué herramientas o actividades utiliza para impartir sus clases de inglés?

- a. Carteles
- b. Películas, videos
- c. In focus
- d. Juegos
- e. Actividades manuales
- f. Retroproyector
- g. Debates, diálogos
- h. Role Plays (teatro)
- i. Otros:.....

3. Qué juegos le han dado mejor resultado en los aprendizajes significativos?

- a. Bingos
- b. Collages
- c. Juegos recreativos
- d. Sopa de letras
- e. Crucigramas
- f. Rompecabezas
- g. Otros: actividades competitivas

4. Qué es lo que más les gusta discutir en clases a los estudiantes?

- a. Música
- b. Compartir sus experiencias
- c. Análisis político y económico
- d. Animales y su importancia
- e. Deportes
- f. Temas controversiales
- g. Películas
- h. La familia, valores
- i. Otros:

5. Qué tipo de material utiliza con mayor frecuencia en sus clases?

- a. Auditivos
- b. Visuales
- c. Táctiles (manualidades)
- d. Combinadas

6. Cómo prefiere realizar las actividades en clase con los estudiantes?

- a. Individual
- b. En grupo

7. Suele enviar tareas para ser realizadas en casa?

- SI NO

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus conocimientos y experiencias como docente. Sea veraz en sus respuestas.

Título obtenido en el área de Inglés: Lcda. Edad: 51

1. Dónde imparte su cátedra del idioma inglés?

- a. Escuela
- b. Colegio
- c. Instituto especializado
- d. Universidad
- e. otro:

2. Qué herramientas o actividades utiliza para impartir sus clases de inglés?

- a. Carteles
- b. Películas, videos
- c. In focus
- d. Juegos
- e. Actividades manuales
- f. Retroproyector
- g. Debates, diálogos
- h. Role Plays (teatro)
- i. Otros: Cassettes.....

3. Qué juegos le han dado mejor resultado en los aprendizajes significativos?

- a. Bingos
- b. Collages
- c. Juegos recreativos
- d. Sopa de letras
- e. Crucigramas
- f. Rompecabezas
- g. Otros: Competencias.....

4. Qué es lo que más les gusta discutir en clases a los estudiantes?

- a. Música
- b. Compartir sus experiencias
- c. Análisis político y económico
- d. Animales y su importancia
- e. Deportes
- f. Temas controversiales
- g. Películas
- h. La familia, valores
- i. Otros: Actores, actrices, cantantes.

5. Qué tipo de material utiliza con mayor frecuencia en sus clases?

- a. Auditivos
- b. Visuales
- c. Táctiles (manualidades)
- d. Combinadas

6. Cómo prefiere realizar las actividades en clase con los estudiantes?

- a. Individual
- b. En grupo

7. Suele enviar tareas para ser realizadas en casa?

SI NO

GRACIAS

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus conocimientos y experiencias como docente. Sea veraz en sus respuestas.

Título obtenido en el área de Inglés: Linguística Edad: 27

1. Dónde imparte su cátedra del idioma inglés?

- a. Escuela
- b. Colegio
- c. Instituto especializado
- d. Universidad
- e. otro:

2. Qué herramientas o actividades utiliza para impartir sus clases de inglés?

- a. Carteles
- b. Películas, videos
- c. In focus
- d. Juegos
- e. Actividades manuales
- f. Retroproyector
- g. Debates, diálogos
- h. Role Plays (teatro)
- i. Otros: Flash Cards

3. Qué juegos le han dado mejor resultado en los aprendizajes significativos?

- a. Bingos
- b. Collages
- c. Juegos recreativos
- d. Sopa de letras
- e. Crucigramas
- f. Rompecabezas
- g. Otros:

4. Qué es lo que más les gusta discutir en clases a los estudiantes?

- a. Música
- b. Compartir sus experiencias
- c. Análisis político y económico
- d. Animales y su importancia
- e. Deportes
- f. Temas controversiales
- g. Películas
- h. La familia, valores
- i. Otros:

5. Qué tipo de material utiliza con mayor frecuencia en sus clases?

- a. Auditivos
- b. Visuales
- c. Táctiles (manualidades)
- d. Combinadas

6. Cómo prefiere realizar las actividades en clase con los estudiantes?

- a. Individual
- b. En grupo

7. Suele enviar tareas para ser realizadas en casa?

SI NO

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus conocimientos y experiencias como docente. Sea veraz en sus respuestas.

Título obtenido en el área de Inglés: Licenciatura Edad: 45

1. Dónde imparte su cátedra del idioma inglés?

- a. Escuela
- b. Colegio
- c. Instituto especializado
- d. Universidad
- e. otro:

2. Qué herramientas o actividades utiliza para impartir sus clases de inglés?

- a. Carteles
- b. Películas, videos
- c. In focus
- d. Juegos
- e. Actividades manuales
- f. Retroproyector
- g. Debates, diálogos
- h. Role Plays (teatro)
- i. Otros:.....

3. Qué juegos le han dado mejor resultado en los aprendizajes significativos?

- a. Bingos
- b. Collages
- c. Juegos recreativos
- d. Sopa de letras
- e. Crucigramas
- f. Rompecabezas
- g. Otros:

4. Qué es lo que más les gusta discutir en clases a los estudiantes?

- a. Música
- b. Compartir sus experiencias
- c. Análisis político y económico
- d. Animales y su importancia
- e. Deportes
- f. Temas controversiales
- g. Películas
- h. La familia, valores
- i. Otros:

5. Qué tipo de material utiliza con mayor frecuencia en sus clases?

- a. Auditivos
- b. Visuales
- c. Táctiles (manualidades)
- d. Combinadas

6. Cómo prefiere realizar las actividades en clase con los estudiantes?

- a. Individual
- b. En grupo

7. Suele enviar tareas para ser realizadas en casa?

SI NO

GRACIAS

Encuesta No.

Por favor ayúdenos a llenar el presente cuestionario cuyo fin es aportar al mejoramiento de la enseñanza del idioma inglés de acuerdo a sus conocimientos y experiencias como docente. Sea veraz en sus respuestas.

Título obtenido en el área de Inglés: Perito Edad: 31

1. Dónde imparte su cátedra del idioma inglés?

- a. Escuela
- b. Colegio
- c. Instituto especializado
- d. Universidad
- e. otro:

2. Qué herramientas o actividades utiliza para impartir sus clases de inglés?

- a. Carteles
- b. Películas, videos
- c. In focus
- d. Juegos
- e. Actividades manuales
- f. Retroproyector
- g. Debates, diálogos
- h. Role Plays (teatro)
- i. Otros:.....

3. Qué juegos le han dado mejor resultado en los aprendizajes significativos?

- a. Bingos
- b. Collages
- c. Juegos recreativos
- d. Sopa de letras
- e. Crucigramas
- f. Rompecabezas
- g. Otros:

4. Qué es lo que más les gusta discutir en clases a los estudiantes?

- a. Música
- b. Compartir sus experiencias
- c. Análisis político y económico
- d. Animales y su importancia
- e. Deportes
- f. Temas controversiales
- g. Películas
- h. La familia, valores
- i. Otros:

5. Qué tipo de material utiliza con mayor frecuencia en sus clases?

- a. Auditivos
- b. Visuales
- c. Táctiles (manualidades)
- d. Combinadas

6. Cómo prefiere realizar las actividades en clase con los estudiantes?

- a. Individual
- b. En grupo

7. Suele enviar tareas para ser realizadas en casa?

SI NO

GRACIAS

14) Recognizing symbols;
Aim: Sports



Can you name these sports and write them in the correct column?

1	2	3	4

1	2	3
fishing	tennis	basketball
running	boxing	hockey
shooting	table	baseball
ice skating	tennis	rugby
skiing	badminton	snooker
water skiing	cricket	
diving		

squash skiing boxing table tennis rugby
tennis badminton basketball running hockey
baseball water skiing snooker fishing
shooting diving ice skating cricket.

Cristina Arcos

I like this activity because I need concentration but some sports I don't know what is!

14) Recognizing symbols;
Aim: Sports



Can you name these sports and write them in the correct column?

Individual usually done alone	Two or more people participate	Needs a court
1. 21	2. 22	3. 23
4. 24	5. 25	6. 26
7. 27	8. 28	9. 29
10. 30	11. 31	12. 32
13. 33	14. 34	15. 35
16. 36	17. 37	18. 38

Skiing Running Water skiing Fishing Diving Ice skating Shooting	Boxing Table tennis Tennis Badminton Cricket Squash	Snooker Basketball Hockey Baseball Rugby
---	--	--

squash skiing boxing table tennis rugby
 tennis badminton basketball running hockey
 baseball water-skiing snooker fishing
 shooting diving ice skating cricket.

I like this activity because it is funny and there are new words

Estefania Reyes

18) Detecting Errors;

Summer Camp

In ^{The} (the) United States, most children go to school ^{from} form late August to ^{early} early June. Then ^{they} their ^{Pronoun} get a summer vacation.

Some ^{children} childs ^{SP} go on vacation to the beach or to a big city with ^{their} them ^{SP} families. ^{SP} Other go to summer camps

You can find summer camps in every state.

Most summer camps ^{are} (S) either for girls or for boys, and ^{they} you ^{are} are with children of the same age. Most ^{children} childs ^{goes} goes ^{to} to ^{camp} camp for about two weeks.

There are many different kinds of camps. Some ^{is} is ^{just} just for fun. Some ^{is} is ^{just} just for sports, such as basketball camp. Some ^{is} is ^{for} for other activities, such as music camp. I like Duck Cove, an environmental camp in Wisconsin. We tracks animals and goes canoeing ^{the} in the day. At night, we goes camping, builds fires, and study the stars.

I think that the activity was very interesting, because I learned more about the writing of English language.

Some errors were difficult to identify because I didn't know some grammar



18) Detecting Errors;

Summer Camp

In ^{sp}the United States, most children go to school ^{from} ~~form~~ late August to ^{sp}early June. Then ^{they} ~~their~~ get a summer vacation. ^{sp.}

Some ^{children} ~~childs~~ go on vacation to the beach or to a big city with ^{their} ~~them~~ families. Others go to ^{sp}summer camp. ^{Other}

You can find summer camps in every state.

Most summer camps ^{one} ~~is~~ either for girls or for boys, and you ^{they} ~~are~~ are with children of the same age. Most ^{children} ~~childs~~ ^{goes} ~~go~~ to camp for about two weeks. ^{sp.}

There are many different kinds of camps. Some ^{are} ~~is~~ just for fun. Some ^{are} ~~is~~ just for sports, such as basketball camp. Some ^{are} ~~is~~ for other activities, such as music camp. I like Duck Cove, an ^{interesting} ~~environmental~~ camp in Wisconsin. We ^{track} ~~track~~ animals and ^{we} ~~go~~ canoeing in the day. At night, we ^{go} ~~go~~ camping, ^{we} ~~build~~ build fires, and ^{we} ~~study~~ study the stars. ^{during}

^{in the morning}

I. H.

I think that this activity was interesting, it helps me to find some common errors, and it will be good for my learning.

9) Incomplete Songs or Poems;

. Choose and write inside each rectangle the correct word from the list which is under the song/poem as soon as possible.

There were bells on a hill
But I ~~never~~ heard them singing
No, I never heard them at all
Till there was you.
There were ~~birds~~ in the sky
But I never saw them winging
No, I never saw ~~them~~ at all
Till there was you.

Then there was music and wonderful roses
They tell me – in sweet fragrant meadows
Of dawn and dew.

There was love all around
But I ~~never~~ heard it singing
No, I never heard it at all
Till there ~~was~~ you.

Never winging fragrant birds never was

. From the following titles, which do you think is the one that corresponds to the poem or song

My Honey I can't live with out you Hill there was you

9) Incomplete Songs or Poems;

. Choose and write inside each rectangle the correct word from the list which is under the song/poem as soon as possible.

There were bells on a hill
But I ~~never~~ heard them winging
No, I never heard them at all
Till there was you.
There were ~~birds~~ in the sky
But I never saw them winging
No, I never saw ~~them~~ at all
Till there was you.

Then there was music and wonderful roses
They tell me – in sweet ~~fragrant~~ meadows
Of dawn and dew.

There was love all around
But I ~~never~~ heard it singing
No, I never heard it at all
Till there ~~was~~ you.

Never winging fragrant birds never was

. From the following titles, which do you think is the one that corresponds to the poem or song

My Honey I can't live with out you Hill there was you

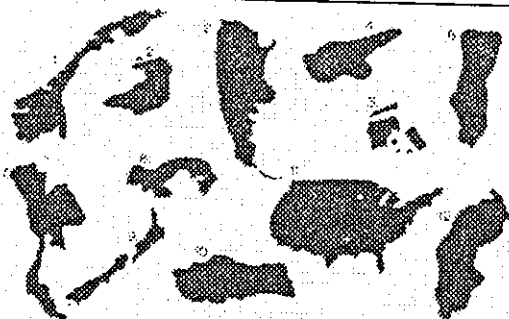
13) Recognizing Figures;

Aim: Around the World

Order the letters given under the images.

AROUND THE WORLD

Can you recognize these countries and spell them correctly?



For example:

- | | |
|-------------------|---------------|
| 1. RYNOAW | NORWAY |
| 2. ASEWL | WALES |
| 3. TANGRIANE | ARGENTINA |
| 4. PYSUCR | CYPRUS |
| 5. KANDERM | DENMARK |
| 6. APUGRTOL | PORTUGAL |
| 7. HALITNAD | THAILAND |
| 8. APAMNA | PANAMA |
| 9. EWN LAZENDA | NEW ZEALAND |
| 10. YURTEK | TURKEY |
| 11. IDENUT TESAST | UNITED STATES |
| 12. DESWEN | SWEDEN |

I like, because is entertainment

13) Recognizing Figures;

Aim: Around the World

Order the letters given under the images.

AROUND THE WORLD

Can you recognize these countries and spell them correctly?



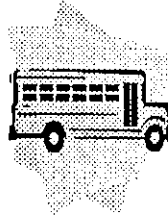
For example:

- | | |
|-------------------|---------------|
| 1. RYNOAW | NORWAY |
| 2. ASEWL | Wales |
| 3. TANGRIANE | Argentina |
| 4. PYSUCR | Cyprus |
| 5. KANDERM | Denmark |
| 6. APUGRTOL | Portugal |
| 7. HALITNAD | Thailand |
| 8. APAMNA | Panama |
| 9. EWN LAZENDA | New Zealand |
| 10. YURTEK | Turkey |
| 11. IDENUT TESAST | United states |
| 12. DESWEN | Sweden |

Interesting and dynamic, and remember the spell.

8) The Lost Word;

Aim: "The message"



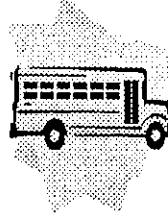
Hello

My friend

I'm going to the park to play...*20000!*..... I will play with some friends. After that I will go to my..... after it by , because it will be my mother's birthday.

8) The Lost Word;

Aim: "The message"



Hello

My friend

I'm going to the park to play.....^{soccer}.....I will play with some friends. After that I will go to my.....^{home}.... after it ^{rainy}..... by ^{bus}....., because it will be my mother's birthday.

I go ↗

6) Open Questions;



What are the people doing?
What are they wearing?
Why are they happy?

- x Provide different pictures, so Ss can develop more.
- x It was interesting, because when they asked their questions to their classmates. Some of them wrote interesting questions that elicit a lot from other Ss
- x They feel secure and motivated to use the lang.

6) Open Questions;



What are the people doing?
What are they wearing?
Why are they happy?

Are you a good student?
Are you a boy?
Do you like swimming?
Do you like play?
What is your address?
Where do you live?
What is your favorite food?
Why do you study english?
Why

3) Words Soup;

U	N	I	V	E	R	S	I	T	Y	F	G	M	B	N
E	O	G	L	T	S	N	H	N	B	G	T	J	C	H
H	L	P	B	N	E	V	J	H	F	T	F	G	H	Y
G	L	E	O	J	R	T	R	A	F	F	L	C	U	F
G	J	Y	P	K	U	C	K	F	D	H	D	L	R	T
J	M	U	O	H	V	D	L	C	A	R	F	M	C	U
F	H	N	L	K	A	S	M	E	D	U	E	O	H	E
D	B	M	I	N	T	N	D	D	G	H	U	N	F	R
C	B	M	K	T	E	W	I	C	O	J	H	E	R	U
A	S	C	T	E	S	Q	E	V	D	K	Y	Y	E	T
P	Z	S	W	R	U	A	W	T	S	L	H	O	W	I
E	S	C	H	O	O	L	S	K	A	O	O	P	Q	N
Q	A	I	P	B	P	T	C	L	T	E	U	I	T	R
T	I	I	O	N	O	Y	T	M	A	R	S	T	Y	U
Y	O	L	S	M	H	U	H	N	C	T	E	R	U	F

I like this activity because it is very interesting and help to your mind.

3) Words Soup:

U	N	I	V	E	R	S	I	T	Y	F	G	M	B	N
E	O	G	L	T	S	N	H	N	B	G	T	J	H	H
H	L	P	B	N	E	V	J	H	F	T	F	G	H	Y
G	L	E	O	J	R	T	R	A	F	F	I	C	U	F
G	J	Y	P	K	U	C	K	F	D	H	D	L	R	T
J	M	U	O	H	V	D	L	C	A	R	F	M	R	U
F	H	N	L	K	A	S	M	E	D	U	E	O	H	E
D	B	M	I	N	T	N	D	D	G	H	U	N	F	R
C	B	M	K	T	E	W	T	D	O	J	H	E	R	U
A	S	C	T	E	S	Q	E	V	D	K	Y	O	R	U
P	Z	S	W	R	U	A	W	T	S	L	H	O	W	I
E	S	C	H	O	O	L	S	K	A	O	U	P	Q	N
Q	A	I	I	P	O	T	S	L	A	E	U	I	T	R
T	I	I	O	B	P	Y	C	L	T	R	U	T	Y	U
Y	O	L	S	M	H	U	H	N	C	T	E	R	U	F

1. This activity is most interesting and fun.

1) While You Complete You Win;

Didactic Sheet

1. Good	14. Old
2. Beautiful	15. Man
3. Strong	16. Girl
4. Tall	17. Under
5. Fat	18. Light
6. Small	19. Dark
7. White	20. Intelligent
8. Positive	21. Happy
9. Right	22. Clean
10. South	23. Love
11. Expensive	24. Delicious
12. Polite	25. Soft
13. Big	26. Early

1 Bad	11 Cheap	5 thin	22 Dirty
2 Black	8 Negative	26 Late	10 North
4 Short	13 small	15 Woman	14 Young
6 Big	23 late	9 Left	16 Boy

It's funny and interesting

1) While You Complete You Win;

Didactic Sheet

1. Good	14. Old
2. Beautiful	15. Man
3. Strong	16. Girl
4. Tall	17. Under / OVER
5. Fat	18. Light
6. Small	19. Dark
7. White	20. Intelligent.
8. Positive	21. Happy
9. Right	22. Clean
10. South	23. Love
11. Expensive	24. Delicious
12. Polite	25. Soft / dull
13. Big	26. Early

1 light	2 Ugly	3 Hate	4 Sad
5 hard	6 Boy	7 Black	8 Negative
9 left	10 New	11 cheap	12 un polite
13 Big	14 disorderly	15 dirty	16 small



I like it!