



TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCES

THESIS

TITLE:

**“TRAINING WORKSHOPS FOR DEVELOPING THE LISTENING
AND SPEAKING SKILLS DIRECTED TO THE PRE GRADUATES
ENGLISH CAREER STUDENTS OF THE TECHNICAL UNIVERSITY
OF COTOPAXI PERIOD 2012 -2013”.**

**Thesis presented previous obtaining the Sciences of Education Degree with
major in the English language**

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Latacunga – Ecuador

March 2013

THESIS DIRECTOR'S ENDORSEMENT

I, as the thesis director of this investigative work about:

“TRAINING WORKSHOP FOR DEVELOPING THE LISTENING AND SPEAKING SKILLS DIRECTED TO THE PRE GRADUATES ENGLISH CAREER STUDENTS OF THE COTOPAXI TECHNICAL UNIVERSITY PERIOD 2012 -2013”, developed by Nancy Genoveva Mena Martínez, applicant of the English Career, consider that this investigative report contains the methodological and scientific requirements which are enough to be evaluated by the thesis validation court at Honorable Academic Board from the Academic Unit of Administrative and Humanistic Sciences, for its study and qualification.

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The criteria of the present investigation: **“TRAINING WORKSHOP FOR DEVELOPING THE LISTENING AND SPEAKING SKILLS DIRECTED TO THE PRE GRADUATES ENGLISH CAREER STUDENTS OF THE COTOPAXI TECHNICAL UNIVERSITY PERIOD 2012 -2013”**, are the author’s exclusive responsibility.

Nancy Genoveva Mena Martínez

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GRATEFULNESS

My profound thanks to God for allowing me to finish this race and offer me force and support needed during all this work.

A special and wonderful recognition of the Technical University of Cotopaxi as Manager of this degree.

The teachers who guided me and provided the necessary skills that are reflected in this work, as well as also to my thesis supervisor Teacher Martha Cueva who supported me she helped and advised on the implementation of the present work.

Nancy

DEDICATION

I dedicate this work mainly to God, because he has given me the life and allowed me to arrive until this moment so important of my vocational training.

To my family to be the most important moment pillar and always demonstrate their unconditional affection and especially to my daughter Yomary who is the reason of my effort and let me to reach my objective.

Nancy

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Authoress: Nancy Mena

ABSTRACT

The elaboration of the training workshops to develop the abilities of the listening and speaking in the Technical University of Cotopaxi. The necessity to improve the learning of the English language is essential the search of alternatives for the development of this important language for what has been able to evidence that the imperfection of the talkative abilities in the students graduates in English's career is due to the lack of practice of the speaking and listening that it is not very developed when it is being part of the professional curriculum as future teachers. Also for the realization of this work I used the descriptive and applied investigation, for this investigation have gathered students' current data, professors authorities of the Technical University of Cotopaxi, besides it relates with the deductive, inductive, descriptive and scientific methods, with the purpose of detailing the true academic formation of the students and demonstrated the outlined hypothesis, for the attainment of the same The applied techniques as the observation, the interviews and survey.

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INTRODUCTION

The English language is essential to learn in this time, it is used in almost all areas of knowledge and human development every day. At the present time all of students who pre graduate don't practice the language with fluency they don't have the opportunity or the adequate environment for instance they can't unwrap and practice the acquired knowledge.

Listening and speaking skills are important in the English language. Students don't practice consistent for this reason they thwarted and then they don't speak with fluency. To improve the listening they should speak English with dedication and motivation all the time This research will realize at the Technical University of Cotopaxi with the collaboration of authorities, teachers and students also we have seen that there are problems in the pre graduates because they don't practice the listening and speaking every day.

It is necessary to do this research to help students to improve their listening, also it is important to obtain creative professionals in our society, this thesis is original because there is no other thesis about this theme but there are different that refers to the listening and speaking skills in the library of the Technical University of Cotopaxi.

This research helps to development the speaking and listening skills, this proposal will develop to the pre graduates from the career of English of the Technical University of Cotopaxi in order to find the problems, these training workshops are necessary to improve the speaking in the students, It is important to practice the listening and speaking skills every day, this activity should realize immediately to improve the speaking and then they will speak with fluency.

Similarly this training workshops to allow to the students to improve the listening and speaking but there is a problem that, in our society doesn't speak this language, with this project benefits the pre graduated students of the Technical

University of Cotopaxi also students will demonstrate the acquired knowledge of the language.

The first chapter includes a history, and it is briefly mentioned the educational institution to be investigated and the importance, the trainings workshop will help pre graduates of the University; after it will detail methods and techniques that it will use to conduct the research and the elaboration of the training workshop, here also it finds the theoretical foundation that sustains the information about this research.

The second chapter analyzes and interprets the results of surveys, questionnaires applied to students and teachers to know more about the situation of the problem in a way scientific and technical. Here there are conclusions and recommendations on basis of specific goal, also there is a possible solutions to the problems found in the use of the proposal for pre graduates and an alternative to solve the problem.

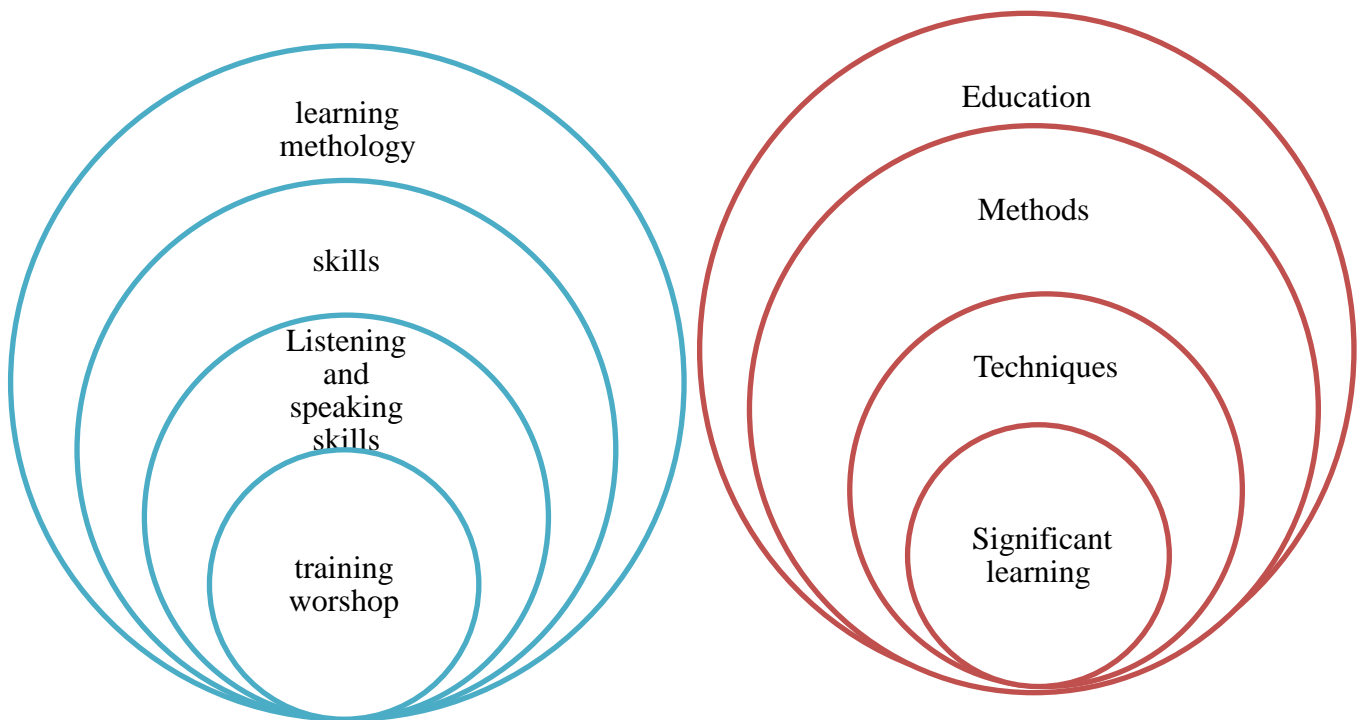
The third and last chapter guides on a designed proposal to solve the problem, as for example the development of training workshops that develop the speaking and listening skills for meaningful learning directed to pre graduates of the English career of the Technical University of Cotopaxi.

CHAPTER I

1.1 THEORETICAL FRAMEWORK

The present chapter will allow me to have a clear vision about the English language, and on the other hand it will help to improve, the communication in the English language.

Next we will mention topics that are important for the development of our investigation



The training is necessary to improve the knowledge of people besides our society requires that it should upgrade to develop our skills and to obtain a critical and competitive professionals.

The training is a systematic, planned and permanent activity whose general purpose is to prepare, develop and integrate to the human resources until productive process, by means of the delivery of knowledge, development of abilities and necessary attitudes for the best acting in all the professionals and to adapt it to the changing demands of the environment.

1.1.1 TRAINING

"Training is a tool that enables learning and it contributes to vocational training"¹

People must train constantly to be updated on their knowledge, at present, it is great importance to the training also it helps to have the best opportunity to develop the potential for a best job.

Training must have certain characteristics in its courses.

First the learning needs of the practice, without practice the training becomes simple information. The practice is a course that takes the experience student, to perform the learned methods and contribute what has been learned, allowing the participant to clarify doubts about anything.

Second the teaching techniques should cover ways of imparting to the participant learn through images, sounds and words, feel and experience different sensations using our mind and body.

1.1.2 IMPORTANCE OF THE TRAINING

The training becomes a necessity when there is a gap in the performance, a gap that prevents, hinders or delay the achievement of goals, purposes and objectives

¹Guía Para capacitadores, disponible en: http://www.gwp.org/Global/GWP-SAM_Files/Publicaciones/Hacer-talleres-guía-para-capacitadores-esp.pdf

of an organization, and this is attributable to the development of the activities of the personnel.

The new knowledge always imply, new responsibilities in all and each one of the inherent stocks to the list that the person develops in the organization. These new responsibilities are in general related with the possibility that it gives the knowledge to people that can make own decisions that before depended of a superior or of a couple qualified previously, It has always the specific function that carries out in the organization and for which is being qualified.

1.1.3 TEACHER TRAINING

The training is not simply to update and use knowledge. "The way how the skills are taught and used in the classroom and in the real world. It is essential to the process of teaching-learning". Training is a human development strategy.²

The education has been transformed and modernized with time and its history, this has been thanks to the formation and training of educators, which is an ongoing process of development and reconsideration in benefit of the educator and the student. Therefore, it is imperative to say that training is a strategic line for the development of education and of the human being.

There are several aspects of the training that can increase the quality of education, it engages the intrinsic motivation of every educator with a look to the present and the future. These aspects are different, and in relation to the needs of the context in which the educational fact develops thus include contents on the theory of

²Realidad de la práctica pedagógica y curricular disponible en: http://www.utpl.edu.ec/educittes/index.php?option=com_content&task=view&id=105&Itemid=52

education of teaching-learning methodology, the introduction of the technologies of information and communication, among others.

The teacher should be prepared to introduce students to a modern world of diverse multiculturalism, respect and tolerance. In this way, students will meet, discuss and reflect on other cultures and realities mediated by an interactive and participatory work where the pedagogical principles can be identified.

1.2 THE WORKSHOP

It is a space of collective construction that combines theory and practice, It is based on the experience of the participants and its training needs.³

It is an activity which is part of University life, it can acquire new knowledge and to develop the speaking and listening skills. The training seminar is important to being a practical tool that helps us to personal develop, social, >g cultural skills and a multidirectional process whereby knowledge, values, customs and ways of acting are transmitted.

Education doesn't only occurs through the word, because it is present in all our actions, feelings and attitudes. Thus, through education, new generations assimilate and learn the knowledge, standards of conduct, ways of being and ways of seeing the world from previous generations.

In teaching, a workshop is a working methodology in which are integrated the theory and the practice. It is characterized by the investigation, the scientific discovery and the team work, that in their external aspect, it is distinguished for the storing (in systematized form) of material specialized according with the

³HacerTalleres,disponibleen;http://www.gwp.org/Global/GWPSAm_Files/Publicaciones/Hacer-talleregu%C3%ADa-para-capacitadores-esp.pdf

treated topic having as end the elaboration of a tangible product. A shop is also a session of training or it guides of several days of duration. It is emphasized in the troubles hooting, training, and it requires the participation of the assistants. Often, a symposium, reading or meeting becomes a shop if they are accompanied by a practical demonstration.

1.2.1 DEFINITION OF THE PEDAGOGIC WORKSHOP

According to Pestalozzi: The knowledge without practical activities constitute the one more fateful gift that an enemy genius has made to our time. A pedagogic workshop is a working meeting where the participants unite in small groups or teams to make practical or applied learning according to the objectives that intend and the matter type that organizes them. It can be developed in a local, but also outdoors.

A workshop isn't conceived where they aren't carried out practical activities, manuals or intellectuals. We could say that the workshop has as objective the practical demonstration of laws, principles, ideas, theories, those characteristic and the relationships that are studied, the solution of the tasks with productive content.

For that reason the pedagogic workshop is a suitable road to form, develop and to perfect habits, abilities and competitions that allow to the student operate with the knowledge and transforming the object.

In fact this active attitude and transformer that it demands the development technical scientist and the formation, one of those reasons constitutes so that the workshop have reborned in the pedagogic daily.

There are art workshops, it can be said that have primacy in the learning, but there are also to develop abilities of all type: to teach methods, design and analyze

theories based in the practice, in those concepts are analyzed, positions are investigated, there are discusses collectively presenting reports, rehearsals, graphic, outlines and objective results.

In other words the workshop should be good to form and to exercise the action creatively intellectual or the students' practice.

MELBA REYES It defines the workshop like an integrative, complex, reflexive reality in that the unit the theory and the practice as motive force of the pedagogic process.

In the workshop the teacher and the students challenge problems on the whole specific also looking for that learning how to be, learning how to learn and learning how to be made gives in an integrated way, like it corresponds one it authenticates education or integral formation.

1.2.2 GENERAL OBJECTIVES OF THE WORKSHOP

1. To promote and to facilitate an integral education and to integrate simultaneously in the learning process how to learn, Making and the Being.
2. To carry out an integrated educational and pedagogic task and concerted among educational, students, institutions and community.
3. To overcome in the action the divided between the theoretical formation and the experience practice.
4. To overcome the concept of traditional education in which the student has been a passive, bank receiver of the knowledge.
5. To facilitate that the students or participants in the workshops are creative of their own learning process.
6. To produce a process of transferring of social technology.

7. To make a contrastation approach, validation and cooperation among the one scientific and the popular knowledge.
8. To approach community student and community professional.
9. To desmitify the science and the scientist, looking for the democratization of both.
10. To facilitate the interdisciplinary integration.
11. To create and to guide situations that implies to offer to the student and others participants the possibility to develop reflexive, objective attitudes, critical and self-critical.
12. To promote the creation of real spaces of communication, participation and self-management in the educational entities and in the community.

1.2.3 DIDACTIC

MATTOS, Alves (1998, PG. 60): "the didactic is a pedagogic discipline of practical and normative character which aims in the teaching technique, the technique to encourage and guide students in their learning".

Today it said that didactics is the science and art of teaching being a oriented discipline, to a greater degree to the practice since its primary object is to encourage education, in each situation the teacher has five components that comprise, altogether the scope or extent of the teaching they are: the educating the teacher goals, subjects and methods.

1.3 SIGNIFICANT LEARNING.

The significant learning is the process for which an individual elaborates and inter analyze the knowledge It doesn't make to the knowledge, if not also to abilities, dexterities, etc. It based on previous experiences related with his own interests

and necessities. The significant learning is it a way that the person goes acquiring knowledge of its daily life, this help in her social behavior. It comes from the individual's interest, it doesn't everything learns is significant the learning by means and for the form in that one person receives and acquires a special sense and value for a person.

El Aprendizaje Significativo, Carreño, G. Inés 2001 "It refers to the acquisition of new meanings in a potential way it is to say that the learning material isn't related in an arbitrary and substantial way with previous knowledge".

This concept is part of the structure education, therefore, education includes learning system, it refers to the action of instructed and the time it takes for such action. Also it is the process by which a person is trained to provide a solution to the situations”⁴

It is important to take into account the knowledge that students have and from there to teach in a consecutive way to obtain a meaningful learning so students become knowledge that there isn't understanding about a given topic. Significant learning is happens when arriving at our minds a new knowledge do it modifies behavior.

The man has the disposition of really learning alone that finds it sense or logic. The human being spreads to reject that he doesn't find him sense. The significant learning is the unique learning that has authenticity.

Learning has fundamental importance for the man to be a process by which a person develops and inter analyze knowledge by referring not only these, but also skills, etc. It based on previous experiences related to their own interests and needs.

⁴ Estrategias metodológicas, disponible en www.freeownersmanualpdf.net/ebook/estrategias-metodologicas-para-el-enriquecimiento-lexico.pdf

Meaningful learning is a way that the person acquires knowledge of the daily life, these favors in their social behavior that comes from the interest of the person not everything what it learns it is significant, he learns the things essential and useful.

1.4 LEARNING STRATEGIES

GENERAL DIDACTIC, MS Elsa Pezo Ortiz (p.161-162). These are procedures, it can include several techniques, operations or specific activities; it pursues a certain purpose: the learning and the solution of academics problems.

These training they are more that the study of habits because it is realize out flexibly, they can be open (publish) or frauds (private), they are sociocultural instruments learned and in contexts of interaction with somebody that knows.

It is a learning strategy that is combined procedure of steps or abilities that a student acquires and it uses in an intentional way as flexible instrument to learn significantly and to solve problems and demands academic.

1.5 TECHNIQUES OF LEARNING

They are forms, ways, procedures or means systematized organize, develop cognitive activity, the techniques applied correctly to stimulate and promote the individual and group interest encourage both the internal and external dynamics so that they integrate and direct all its dynamics towards the fulfillment of the objectives.

Learning techniques is a tool, which should be considered for its application such as: the characteristic and content of the subject, the disposition of the group, physical space, teaching resources and ability teacher for his management.

Each technique has its own characteristics and can be used in certain groups, subjects and circumstances, but this doesn't preclude that the teacher will achieve

to adapt, modify or adapt the techniques according their needs and circumstances. This is the educational resource which it comes for a moment in the lesson or part of the method in the realization of learning.

Also the technique is the way to ensure a well-defined process of education. It is a set of instruments, which directs and collecting preserving and transmitting the data and facts knowledge-based, thus giving the development of abilities and both the teacher and the student creativity.

The technique allows to the teacher to organize the educational teaching task, it processes in a way that it serves in form logic and scientist for a correct explanation to the student. In that way the techniques facilitate the teaching learning process allowing a bigger assimilation of the knowledge, applying and promoting correctly the interest and domain of the individual and group matter.

In the point of view didactic is a form of acting in the classroom, a reasonable alternative, it is a plan that is conceived and carried out.

The success or failure of the technique also depends on the capacity and ability of the educational to apply them.⁵

1.5.1 THE DISCUSSION

It allows through the interaction in small groups it can identify common problems, solutions and exchanges of ideas on a certain topic, it is managed by a moderator or coordinator that it guides the thought of the group and it registers the personal contributions.

1.5.2 PROGRESIVE LEARNING

⁵IZQUIERDO ARELLANO ENRIQUE, Didactics And Learning Grupal, Loja) pp.118, 119, 120.

It consists on receiving a lot content and vocabulary in the established period, then it is made reference to all the related with the environment and it leaves increasing in complexity. Besides it has as objective to demand the biggest interaction and it develops the four skills of listening, speaking, writing and listening.

1.5.3 CRISS CROSSING

It interacts the content of several lessons among users in a spontaneous and natural way. It has as objective to promote the answer speed during the observation sessions, it develops two skills the one of to listen and to speak.

1.5.4 CONVERSATIONS

This exercise can be used for the listening and speaking practice. These usually require that the students to work in pairs. It practices conversation, expression, pronunciation, vocabulary, repetitions of conversation and by means of a program of audio the student will develop the speaking. It could be exemplified between two by means of dialogue students that the one discovers information and the other student responds according to the reality.

1.5.5 EXHIBITIONS

They are manifestations of public character in those that an investigated topic or their point of view is exhibited.

1.5.6 WORKING IN GROUPS

It gives the student an opportunity to practice with its partner and to think individually; but at the same time it will maximize the quantity from practice when speaking English. Although some students doesn't adapt or familiarize with this task of working in even, because they think that they don't learn of their partners, but it is proven that this technique helps the student feel in a confidential and it develops its fluency in English because it has more opportunities to speak English during the class, but it is guided always by the professor that will facilitate this process.

1.5.7 ROLE PLAY

This technique develops the fluency of English speaking and also sports students, also it focuses on the creativity of language use and requires that the students uses own resources of the language to accomplish with the task or improvise and keep conversation fluency, entertaining and comprehensive.

1.5.8 TALKING PARROT

It talks and talks without pausing, neither to think, regardless of whether what people are saying makes sense or not. This activity develops fluency and helps to acquire new words and vocabulary.

1.5.9 BRAINSTORMING

It develops ideas and problems of a group. It is an intellectual work that allows the interaction of a small number of participants (8-10), but in the field of education it is also applicable to a group of class, the student should think aloud on a subject and time. It allows absolute freedom of expression. A class through brainstorming

is a great way to show a variety of resources pertaining to group dynamics, cognitive processes, and creativity.

This technique gives opportunity for express their ideas, the members can organize in small groups and choose different topics to discuss, and it helps members to share experiences, ideas and information among itself. It allows young people to participate actively and learn enough. The discussion should focus on a defined direction. The Group should know: what topics are going to discuss.

1.5.10 TECHNICAL QUESTIONS AND ANSWERS

The use of the technique of questions and answers is a fast and effective way to share the knowledge that the group. The leader can develop questions to stimulate attention and concentration the Group presented. A session of questions and answers can be done in different ways: the leader may ask the question and directed specifically to a member of the group.

1.6 LISTENING AND SPEAKING SKILLS

The receptive skills are those that help understand messages in the foreign language in this case in English. Thus, for example, listen to a newscast or read a newspaper for examples of coming business, because it receives the information that surrounds, it is way oral hearing or written to read. This Listening and Reading are two receptive skills.⁶

⁶ Antonia,(2009), Habilidades para aprender el idioma, disponible en:<http://antoniast75.blogspot.com/2009/04/habilidades-para-aprender-el-idioma.html>

1.6.1 LISTENING

This ability develops to the students the sense of hearing and can improve listening with dialogues, readings, songs and discussions, etc. The students become a fluent speaker in English, it is necessary develop strong listening skills. Listening isn't only helps understand what people are saying to whom. It also helps speak clearly to other people, also how to pronounce words properly, how to use intonation, and where to place stress in words and sentences. This makes speech easier for other people listening to understand.

1.6.2 SPEAKING

This skill is clear objective achievement for the students, where the classes must be taught in English, to be able to familiarize with its idioms, phrases formation and capacity of perception.

The best way develop a natural conversational style in English is to pick up phrases, expressions, idioms, and vocabulary from native speakers of the language. A good speaking skill is the act of generating words that can be understood by listeners, a speaker is clear and informative.

When two or more people speak or talk to each other, the conversation is called a dialogue. Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves, In fact, some English learners practice speaking standing alone in front of a mirror it is a good idea to improve the fluency.

Speaking can be formal or informal:

- Informal speaking is used with family and friends typically, or people known well.
- Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Speaking is the language skill probably that most language learners wish to perfect as soon as possible. It used to be the only language skill that was difficult to practice.

1.6.3 WRITING

Writing skills are an important part of communication. Writing skills allow communicating the message with clarity and easy a far larger distance than through face-to-face or telephone conversations.

1.6.4 READING

Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency. It is necessary to read the written form as meaning language, Also it is used to read anything written with Independence, comprehension and fluency, and to mentally interact with the message.

1.7 LANGUAGE SKILLS

According to Jeremy Harmer (1997 p. 16-17) “literally people who speaks a language has a number of skills. “They will be in the ability to talk on the telephone, writing letters, or read books. In other words they possess four basic skills of language, speaking, reading, listening and writing”

1.8. SKILLS OF THE LISTENING AND SPEAKING

1.8.1 LISTENING

The listening skill involves receive messages or information therefore it refers to a receptive skill. The users often practice together various skills at the same time this is the case of Speaking and Listening that usually happen simultaneously, that person speaks without before listening hardly.⁷

Listening is one of the most difficult language skills to master, yet it is probably the least emphasized skill in the language learning classroom. Listening is one of the most difficult language skills to master.

1.8.2 LISTENING THEN AND NOW

In the early days of English Language Teaching, listening chiefly served as a means of introducing new grammar through model dialogues. Commentators have sometimes implied that it was not until the 1970s and the advent of communicative approaches that the skill was first taught in its own right. This version of events is not strictly true. In language schools in Britain, listening practice featured quite regularly in course programmed from late sixties onwards, though materials available were relatively few and on tape rather than cassette.

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- ⁷Peny Ur, 2008, A course in Language Teaching Practice and Theory, Cambridge University press.

1.8.3 CURRENT PRACTICE

Over the years, the original model has been modified. The listening lesson that one encounters in good ELT practice today has a rather different.

1.8.3.1 CURRENT FORMAT FOR A LISTENING LESSON PRE LISTENING.

There are a number of reasons for not pre-teaching all the unknown vocabulary in a recording. It takes time-time which is much better spend listening. Very important it also leaves students unprepared for what happens in a real life listening encounter where, inevitably, there will be words which they don't know and have to work out for them. A third consideration is the effect upon the listening process. By pre-teaching all the new words in a recording, regardless of their importance, the teacher encourages the learner to listen out for those words. Results: the learner's attention is focused upon the language of the text rather than its meaning. It may also misdirect to parts of recording which are not strictly relevant to the main argument.

The current policy is to pre-teach only critical words. Critical is taken to mean those words without which the recording could not be understood for example, in a passage about jogging, we would want to be sure that learners knew the verb to jog In any given listening text, there should be very few such critical items at most four or five.

1.8.4 LISTENING PURPOSE

Another important consideration in listening concerns the listener purpose. Course book for listening learning sometimes seem to imply that listeners grimly focus on every word. This is, of course, simply not true. When listening to television or radio news broadcast, we usually tune in to certain items and exclude others. The exclusion can be due to a lapse in concentration or to a lack of interest in certain topics, or to efficiency in listening.

An important factor in interactive listening is whether or not we are taking part in the interaction. Eavesdropping on a conversation is very different from actually participating in one. Because of this, it may seem a waste of time to involve learners in classroom tasks in which they are involved in listening to conversations among other people. However, such task can be justified on at least two grounds. In the first instance, conviding the conversations are authentic, that is, they were not specifically created for the purpose of illustrating or teaching features of the language, they can provide learners with strategies for comprehending conversation outside the classroom in which they are not actively involved, but which may provide them with input to feed their learning processes.

1.8.5 LISTENING TEXTS AND TASKS TEACHING LISTENING

Teaching Listening comprehension practice in the classroom is that the student should learn to function successful in real life listening situations. This being so, it makes sense to examine first of all what real-life listening is, and what sorts of things the listener needs to able to do in order to comprehend satisfactorily in a variety of situations.

1.8.6 CHARACTERISTICS OF REAL-LIFE LISTENING SITUATIONS

1.8.6.1 INFORMAL SPOKEN DISCOURSE

Most of the spoken language that listens to is informal and spontaneous: the speaker is making it up as he or she goes along rather than reading aloud or reciting from memory.

Listening texts.- The implication of this guideline is that at least some of the students listening practice should be base a text which improvises for the class and which is heard only once.

Advantages.-less recorded material means less of the expense inconvenience and occasional breakdown that the frequent.

1.8.6.2 LISTENER EXPECTATION AND PURPOSE

The listener almost always knows in advance something about what is going to be said: who is speaking, for example, or the basic topic. Linked to this is his or her purpose: we normally have some objective in listening beyond understanding for its own sake to find out something for example. And we expect to hear something relevant to our purpose.

1.8.6.3 LOOKING AS WELL AS LISTENING

Only a very small proportion of listening is done blind to the radio or telephone for example. Normally, we have something to look at that is linked to what is being said usually the speaker him or herself but often other visual stimuli as well for example the environment in general.

1.8.6.4 ONGOING PURPOSEL LISTENER RESPONSE

The listener is usually responding at intervals as the discourse is going on. It is relatively rare for us to listen to extended speech and respond only at the end.

The responses moreover are normally directly related to the listening purpose and are only occasionally a simple demonstration of comprehension.

1.8.6.5 SPEAKER ATTENTION

The speaker usually directs his or her speech at the listener, takes the listener's character, intentions, into account when speaking and often responds directly to his or her reactions, whether verbal or non-verbal by changing or adapting the discourse.

1.8.6.6 REAL –LIFE LISTENING IN THE CLASSROOM

Classroom listening is not real-life listening. However, in order to provide students with training in listening comprehension that will prepare them for effective functioning outside the classroom, activities should give learners practice in coping with at least some of the features of real-life situations

1.8.7 STRATEGY

1. A course of action chosen to bring about a desired future, such as achievement of a goal or solution to a problem.
2. The art and science of planning and marshaling resources for their most efficient and effective use. The term is derived from the Greek word for generalship or leading an army.

1.8.8 TIPS THE LISTENING

- **HEARING**

Hearing just means listening enough to catch what the speaker is saying. For example, it was listening to a report on zebras, and the speaker mentioned that no two are alike. If it can repeat the fact, then it has heard what has been said.

- **UNDERSTANDING**

It is the power to understand, the intellectual faculty, the intelligence, the rational powers collectively conceived an designated, the higher capacities of the intellect, the power to distinguish truth from falsehood, and to adapt means to ends specifically, the discursive faculty, the faculty of knowing by the medium or use of general conceptions or relations. In this sense it is contrasted with, and distinguished from, the reason. The next part of listening happens when it takes what it has heard and understand it in its own way. Let's go back to that report on zebras. When it hear that no two are alike, think about what that might mean.

1.8.9 TIPS FOR BEING A GOOD LISTENER

- Give the full attention on the person who is speaking. Don't look out the window or at what else is going on in the room.
- Make sure the mind is focused, too. It can be easy to let the mind wander if you think you know what the person is going to say next, but you might be wrong! If you feel the mind wandering, change the position of the body and try to concentrate on the speaker's words.

- Let the speaker finish before begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.
- Let yourself finish listening before you begin to speak you can't really listen if you are busy thinking about what you want say next.
- Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such as my point is, or the thing to remember is.
- Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speaker said so that you can be sure your understanding is correct.
- Give feedback. Sit up straight and look directly at the speaker. Now and then, nod to show that you understand. At appropriate points you may also smile, frown, laugh, or be silent.

1.9 SPEAKING

The best way to develop a natural conversational style in English is to pick up phrases, expressions idioms, and vocabulary from native speakers of the language.

The ability to function in another language is generally characterized in terms of being able to speak that language, when someone asks, do you know another language they generally mean, can you speak the language. ¿What is it that one needs to know and be able to do in order to speak in other language? Of course, one needs to know how to articulate sounds in a comprehensible manner, one needs an adequate vocabulary, and one needs to have mastery of syntax. These

various elements add up to linguistic competence is necessary, it isn't sufficient for someone who wants to communicate competently in another language.

1.9.1 COMMUNICATIVE COMPETENCE

It includes linguistic competence (although see canal swain for an alternative perspective) but also includes a range of other sociolinguistic and conversational skills that enable the speakers to know how to say what to whom, when.

Also It is the ability to function in a truly communicative setting- that is in a dynamic exchange in which linguistic competence must adjunct itself to the total informational input, both linguistic and paralinguistic; In addition to being dynamic, rather than static, and involving the negotiation for Sauvignon, communicative competence is not restricted to spoken language, but involves writing as well.

1.9.2 CHARACTERISTICS OF COMMUNICATIVE COMPETENCE

Communicative competence includes:

- a) Knowledge of the grammar and vocabulary the language
- b) Knowledge of rules of speaking
- c) Knowing how to use and respond to different types of speech acts such as request, apologies, thanks, etc
- d) Knowing how to use language appropriately

PURPOSES FOR SPEAKING

One of the most useful schemes for analyzing interactional perspective is that by Martin Bygate (1987). He suggests that conversations can be analyzed in terms of routines. Routines are conventional and therefore predictable ways of presenting information. He discusses two types of routines: information routines (these would encompass what I have called transactional language), and interactional routines (corresponding to my interactional /social category). Information routines contain frequently recurring types of information structures. Bygate adds a conversational management dimension to his scheme, suggesting that participants need constantly to negotiate meaning and to manage the interaction in terms of who says what, to whom, when, about what.

1.9.3 SUCCESSFUL ORAL FLUENCY PRACTICE

Speaking seem intuitively the most important: people who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

1.9.4 PROBLEMS WITH SPEAKING

1.9.4.1 INHIBITION

Unlike Reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in the classroom worried about making mistakes,

fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

1.9.4.2 NOTHING TO SAY.

Even if they are not inhibited, you often hear learners complain that they can't think of anything to say: They have no motive to express themselves beyond the guilty feeling that they should be speaking.

1.9.4.3 LOW OR UNEVEN PARTICIPATION

Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or no or all.

1.9.4.4 MOTHER TONGUE USE

In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in foreign language.

1.10 METHOD

Dictionary of the Spanish language (Pag.530): "It is the ordered way to reach a result or purpose, to discover the truth and systematize the knowledge".

This concept means that the method plays a central role in pedagogy. The pedagogy is a synonym for method as organized and aware of practices, It is implicit or explicit way of mechanisms of action, a make and a how to do.

The method depends on of the where the trend and the path that leads there, it is still a method as it follows a track. A method is not the result or the safe means of producing a result, and consequently a preset solution, but a way of compromising the intended practices. The general idea of a rule to follow, an order to which they must conform, is in the center of pedagogical action.

1.10.1 LEARNING METHODOLOGY

"When we talk about methodology it refers to a path, to a set of steps, through a series of strategies and techniques that help take advantage of our ability to learn"

Learning strategies will help learn how to learn is sought through it that may deepen, improve or meet certain specific tools that can help in the statement that starting from the point in the road where it will find progressively to go ever further in the autonomous management of these strategies, taking advantage, as we said you all its capabilities. We learn throughout our life different knowledge, skills and attitudes and we do it in different ways with this can teach with different examples that a student to write without fail a student to solve mathematical operations. It may be useful to ask that they have in common these situations of learning beyond their differences. Within these last we must distinguish three elements that interact: the student, the teacher and the content to learn. How are they interrelated? They may think that the action of the teacher functions as an aid to the student so that you can take over the contents. Learning is then a joint construction process through which teacher and student share

progressively a greater field of contents. Why we say that the student is which makes the way of learning and Professor participates guiding it, putting it in contact with tools that allow you to access the new content.

People receive and acquire knowledge differently. In addition, they have preferences towards certain cognitive strategies which are will eventually help them to give meaning to the new information". The concept of learning styles refers to these strategies preferred by students and related forms of collecting, interpreting, organizing and thinking about the new information with other words, we could say that they are the cognitive, affective and physiological traits that determine the way in which students perceive, interact and respond to a learning environment more easily the description of the attitudes and behaviors that determine the preferred way of learning of the person the style of learning is ultimately in how our minds process information, how it is influenced by perceptions of each individual, in order to achieve effective and significant learning. For example, when you learn a new concept, some students are focused on the details, others on the logical aspects; others prefer to do this by reading or putting them into practice through activities, styles and learning methodology.

1.10.2 TOTAL PHYSICAL RESPONSE (TPR)

Background

Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. Developed by James Asher, a professor of psychology at San Jose State⁸

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- ⁸Jack C. Richards and Theodore S. Rodgers, 2001, Approaches and Methods in Language teaching, second edition, Cambridge Language Teaching Library.

In a developmental sense, Asher sees successful adult second language learning as a parallel process to child first language acquisition. He claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses. Asher feels adults should recapitulate the processes by which children acquire their mother tongue.

A method that is undemanding in terms of linguistic production and that involves gamelike movements reduces learner stress, he believes, and creates a positive mood in the learner, which facilitates learning.

1.10.3 THE SILENT WAY

Background

The Silent Way is the name of a method of language teaching devised by Caleb Gattegno's name is well known for his revival of interest in the use of colored wooden sticks called cuisenaire rods and for his series Words in Color, an approach to the teaching of initial reading in which sounds are coded by specific colors.⁹

The Silent Way represents Gattegno's venture into the field of foreign language teaching. It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as

- ⁹Jack C. Richards and Theodore S. Rodgers, 2001, Approaches and Methods in Language teaching, second edition, Cambridge Language Teaching Library.

much language as possible. Elements of the Silent Way, particularly the use of color charts and the colored cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs the learning hypotheses underlying Gattegno's work could be stated as follows:

- 1) Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned.
- 2) Learning is facilitated by accompanying (mediating) physical objects.
- 3) Learning is facilitated by problem solving involving the material to be learned.

1.10.4 COMMUNITY LANGUAGE LEARNING

Background

Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associates. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. His application of psychological counseling techniques to learning is known as Counseling-Learning. Community Language Learning represents the use of Counseling-Learning theory to teach languages.

Within the language teaching tradition Community Language Learning is sometimes cited as an example of a "humanistic approach." Links can also be made between CLL procedures and those of bilingual education, particularly the set of bilingual procedures referred to as "language alternation" or "code switching". Let us discuss briefly the debt of Community Language Learning to these traditions.

Another language teaching tradition with which Community Language Learning is linked is a set of practices used in certain kinds of bilingual education programs and referred to by Mackey (1972) as "language alternation." In language alternation, a message, lesson, class is presented first in the native tongue and then again in the second language. Students know the meaning and flow of an L2

message from their recall of the parallel meaning and flow of an L1 message. They begin to holistically piece together a view of the language out of these message sets. In CLL, a learner presents a message in L1 to the knower. The message is translated into L2 by the knower. The learner then repeats the message in L2, addressing it to another learner with whom he or she

Communication is more than just a message being transmitted from a speaker it at the same time both subject and object of his own message, communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to its other. Communication is an exchange which is incomplete without a feedback reaction from the destine of the message. (La Forge 1983: 3)

1.10.5 SUGGESTOPEDIA

Background

Suggestopedia, also known as Desuggestopedia, is a method developed by the Bulgarian psychiatrist-educator Georgi Lozano. Suggestopedia is a specific set of learning recommendations derived from Suggestology, which Lozanov describes as a “science concerned with the systematic study of the nonrational and or no conscious influences” that human beings are constantly responding.¹⁰

Suggestopedia tries to harness these influences and redirect them so as to optimize learning. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behavior of the teacher. The claims for suggestopedic learning are

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- ¹⁰Jack C. Richards and Theodore S. Rodgers, 2001, *Approaches and Methods in Language teaching*, second edition, Cambridge Language Teaching Library.

dramatic. “There is no sector of public life where suggestology would not be useful” (Lozanov 1978: 2). “Memorization in learning by the suggestopedic method seems to be accelerated 25 times over that in learning by conventional methods”.

1.10.6 THE COMPREHENSION APPROACH

The changes have been extensive, but it can be argued that they haven’t been extensive enough. We have made adjustments to the format of the listening lesson; but we haven’t addressed in any fundamental way the question of what it is that we aim to achieve in teaching listening.

Nor have we taken adequate account of recent insights from research into the nature of listening processes. One has to conclude that the current approach doesn’t serve our purpose adequately indeed it misleads us dangerously into believing that we have dealt with the listening problems of our learners when we may have barely touched the surface.

It is a received view that the best way of developing listening skills entails presenting learners with a recorded passage of about three minutes, then checking their understandings of the passage by means of a comprehension exercise.

1.10.7 AUDIO-LINGUALISM

Audio-lingualism has probably a greater impact on second and foreign language teaching than any other method. Unlike some of the more loosely formulated methods which grew out of humanistic psychology, and which we shall examine in the next section. It consists of highly coherent and well developed classroom

pedagogy, with clear links between theory and practice. It was, in fact the first approach which could be said to have developed a technology of teaching, developing in 1940s and as a reaction against more traditional methods and purporting to be based on scientific principles.

1.11 ETYMOLOGICALLY, THE EDUCATION

It has two meanings: I will educate that it means “lead”, It takes to a man of a state to other; and educate that means “extract” take out something inside the man. This etymological notion reveals two notes of the education: on one hand, a movement, a process and, for another it keeps in mind an interiority starting from which it will spring those habits or those forms from living that they determine or they facilitate that it is said that a person this educated one.”

The education is the formation dedicated to develop the intellectual and moral capacity of people to get the development of the intellectual capacities of people in the teaching. The education is also a group of intellectual, cultural and moral knowledge that has a person also appropriate behavior to the social norms.

In all countries, the scholar education is gratuitous for all the students, but however due to the shortage of public schools the society had created private and parochial schools. The function of the education is help and guide to the educating conserve and use the securities of the culture that it is imparted strengthening the national identity, the education embraces many environments, as the formal, informal and not formal education.

But the education refers mainly to the orderly influence exercised on a person to form and to develop its multilevel complementary; in most of the cultures it is the action exercised by the mature generation on the youth to transmit and to conserve their collective existence.

It is a fundamental ingredient in the life of the human being and the society and it goes back to the same origins of the human being, the education is that transmits the culture, allowing its evolution.

CHAPTER II

2. BRIEF CHARACTERIZATION THE TECHNICAL UNIVERSITY OF COTOPAXI

The Technical University of Cotopaxi is a public institution of higher education with legal status of law, secular autonomous, non-profit created by legislation enacted in the official register N° 618 of January 24, 1995. His home and headquarters is located in the city of Latacunga and other offices there are extensions forms programs, partners, academics, cultural centers. In addition, to other administrative units in any city in the country or outside subject to domestic law and covenants made with other foreign higher education institutions upon approval by the National Council of higher education and universities Polytechnics. In 1995 the University started its academic activities with 679 students 57 teachers and 7 employees, offering 8 races; currently has more than 6000 students, 271 teachers, 115 employees and 4 graduates, At the University have come to study Bachelors of 14 provinces of the country. From September of the year 2000 began a transcendental process for the University were agreements to enable students to perform practices both nationally and internationally, is why carrying subscribed to date 101 national conventions and 14 international conventions. The University currently has care medical, psychological, social work, scholarships, College store, and clinical laboratories.

MISSION

The Technical University of Cotopaxi, is a pioneer in developing education for emancipation as humanists and quality professionals, with high academic standards, science and technology, It is based on principles of solidarity, justice,

equality and freedom, also it generates spreads knowledge, science, art and culture through scientific research, and it is linked to society to contribute to the social and economic transformation of the country.

VISION

In 2015 the University will be accredited and a national leader in the formation of critical professional, caring and committed to social change in the implementation of research projects that contribute to solving the problems of the region and the country within a framework of national and international strategic alliances; it equipped with modern technology and physical infrastructure, a faculty and administrative excellence, which through a comprehensive management system allows to ensure the quality of their projects and achieve social recognition.

2.1 ANALYSIS AND INTERPRETATION OF THE RESULTS

2.1.1 ANALYSIS OF THE SURVEYS APPLIED TO STUDENTS AT TECHNICAL UNIVERSITY OF COTOPAXI

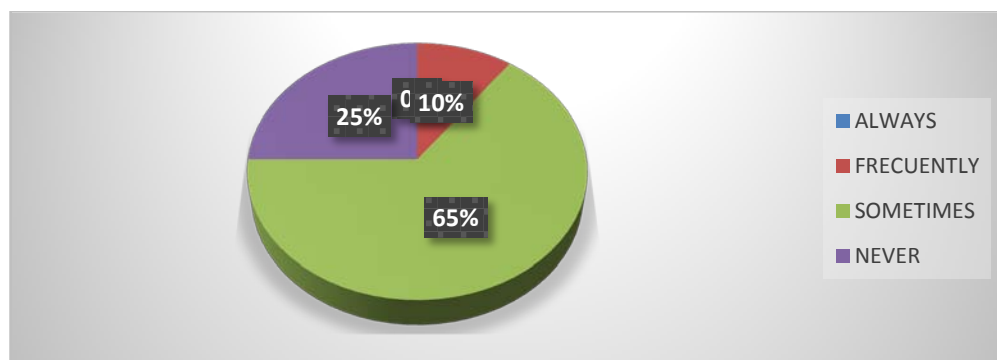
1.-¿How often do you practice English to improve the listening and speaking skills?

TABLE N°1

Question	#Students	%
ALWAYS	0	0%
FREQUENTLY	2	10%
SOMETIMES	13	65%
NEVER	5	25%
TOTAL	20	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC No.1



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 2 students who represent 10% express they practice English frequently, on the other hand 13 students with the 65% practice English sometimes finally 5 students with the 25%, says that they never practice the English language.

In the first question, the most of the students confirmed that the lack of practice the listening and speaking skills because in the city doesn't speak the English language for instance is difficult to develop this skills.

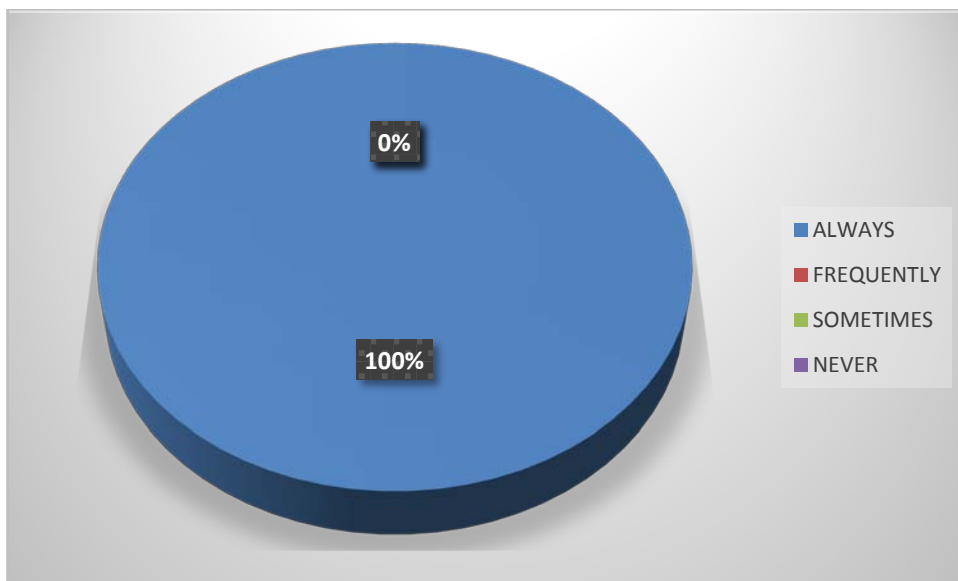
2. - Do you think that the training workshops are useful for improving the listening and the speaking skills?

TABLE N°2

Question	#Students	%
ALWAYS	20	100%
FREQUENTLY	0	0%
SOMETIMES	0	0%
NEVER	0	0%
TOTAL	20	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Geneveva Mena Martínez

GRAPHIC N°2



Source Technical University Of Cotopaxi
Elaborated by Nancy Geneveva Mena Martínez

This question proves that 20 students think that the training workshop is useful to develop the listening and speaking skills and this represent 100%.

For improving the listening and listening skills is necessary to work with different activities into the training workshop to help to the students' achievement the English language.

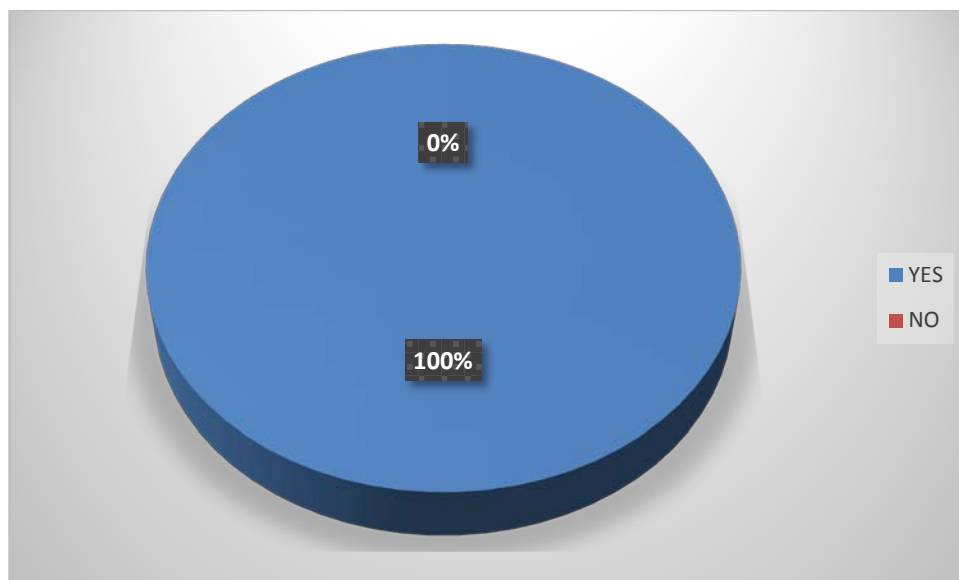
3. - ¿Do you consider that future teachers in the area of English must dominate the listening and speaking skills?

TABLE N° 3

Question	#Students	%
YES	20	100%
NO	0	0%
TOTAL	20	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°3



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 20 students who represents 100% says that all of students must dominate the listening and speaking skills to be excellent teacher, in order to improve their skills.

In this question the result is evident, the future teachers must dominate speak and listen skills of English Language because they will teach to their students these skills.

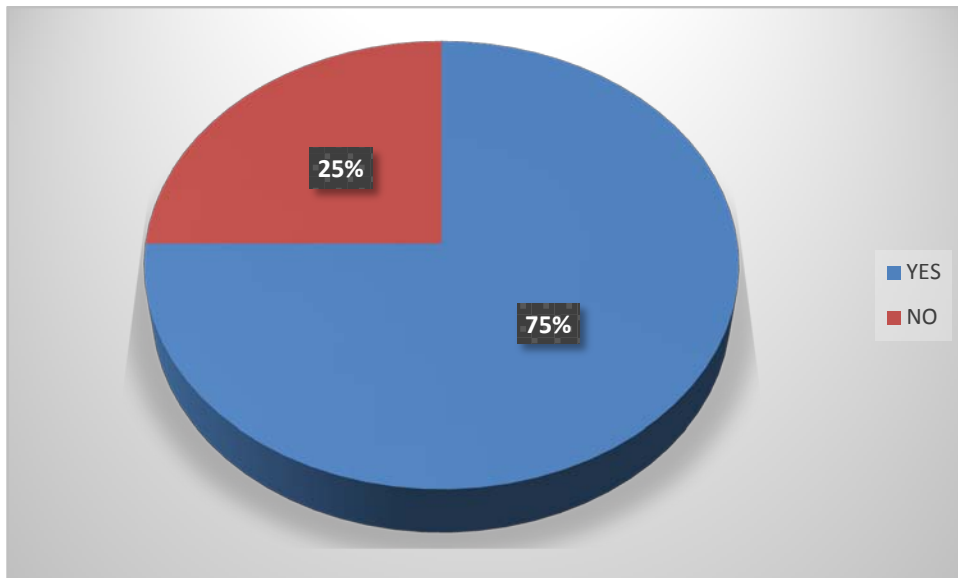
4- ¿Do you detect weaknesses in the teaching learning process of English language?

TABLE N° 4

Question	#Students	%
YES	15	75%
NO	5	25%
TOTAL	20	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°4



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 15 students who represent 75% express they detect weaknesses in the teaching learning process of English language, on the other hand 5 students who represent 25% don't detect the weakness.

In this questions the most of the students think that they don't practice speaking because the most of times they speak the native language therefore they don't speak with fluency, for getting success in the English Speaking practice.

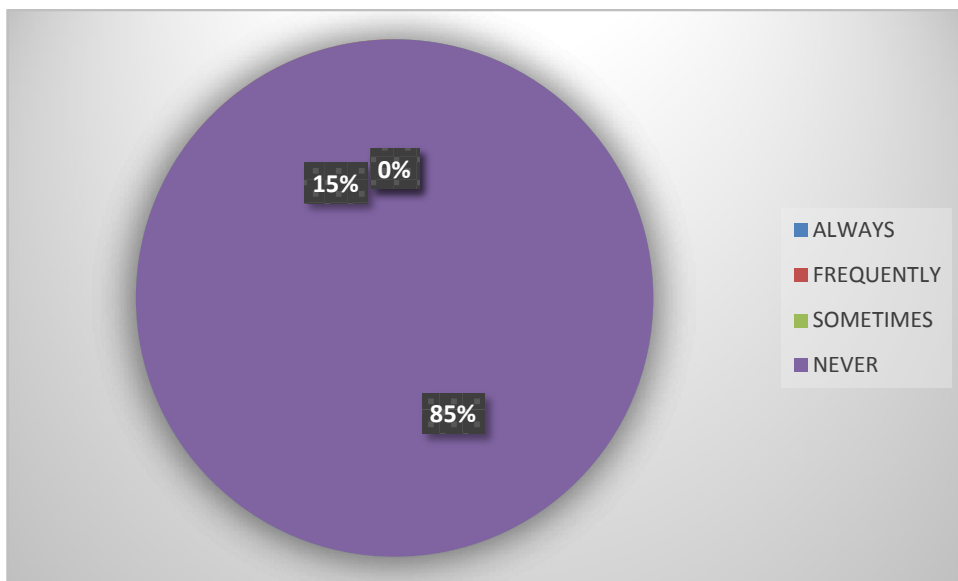
5.- ¿Do you think that is important the implementation of the training workshop to develop the listening and speaking skills?

TABLE N°5

Question	#Students	%
ALWAYS	17	85%
FREQUENTLY	3	15%
SOMETIMES	0	0%
NEVER	0	0%
TOTAL	20	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°5



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 17 students who represent 85% express the implementation always is important, 3 students with 15% say is frequently important.

The training workshop is necessary to develop the listening and speaking skills and then they don't have any problems at the moment to speak with fluency also they can to speak without fear with another people, in different situations for a best communication.

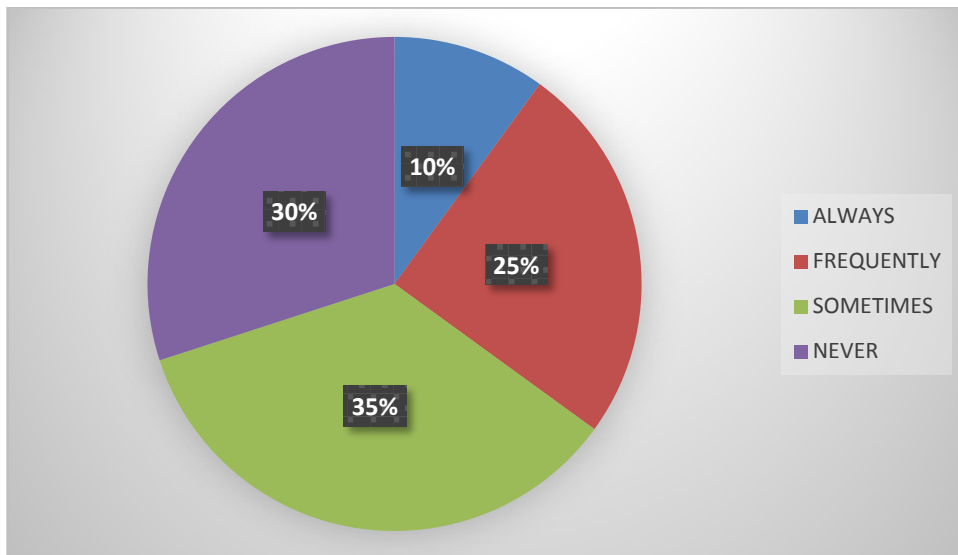
6.- ¿How often do you practice English language?

TABLE N° 6

Question	#Students	%
ALWAYS	2	10%
FREQUENTLY	5	25%
SOMETIMES	7	35%
NEVER	6	30%
TOTAL	20	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°6



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 2 students who represent 10% express they practice English always, on the other hand, 5 students with 25% practice English frequently, 7 students with 35%, say that they practice sometimes, finally 6 students with 30% say that they never practice the English language.

Then, the most of students says that is necessary to practice the English language to improve the fluency at the moment to speak with other people, around the world, in different situations of their lifes.

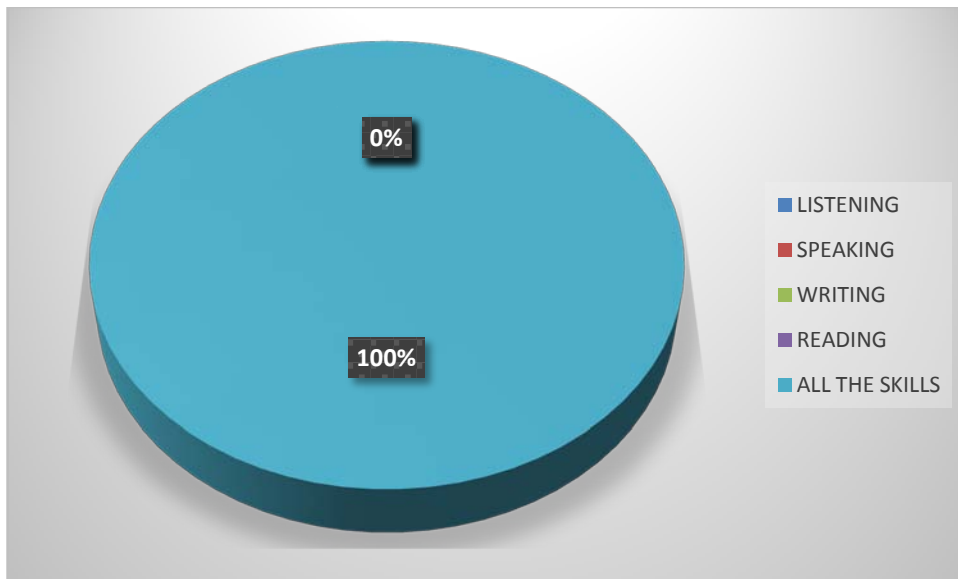
7. - ¿What skills must dominate students to become competent in the English language?

TABLE N° 7

Question	#Students	%
LISTENING	0	0%
SPEAKING	0	0%
WRITING	0	0%
READING	0	0%
ALL THE SKILLS	20	100%
TOTAL	20	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°7



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 20 students who represents 100% express they must dominate the English language to become competent.

Then, there is an average of students who say that is important dominate the four skills of the language to speak with fluency, and communicate in an easy way.

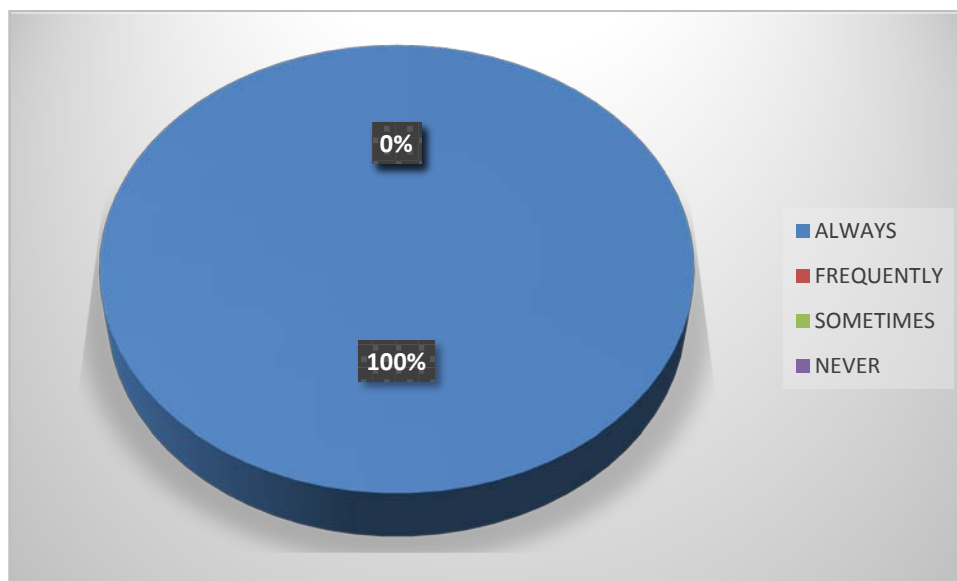
8.- ¿Do you think that training workshop will serve as a means of important support for the practical development of the speaking and listening of English language?

TABLE N° 8

Question	#Students	%
ALWAYS	20	100%
FREQUENTLY	0	0%
SOMETIMES	0	0%
NEVER	0	0%
TOTAL	20	100%

Source Technical University of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°8



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 20 students who represent 100% think that the training workshop serve to improve the listening and speaking skills because they will practice listening and speaking in different activities also in this training participate with their own knowledge that learnt in the university.

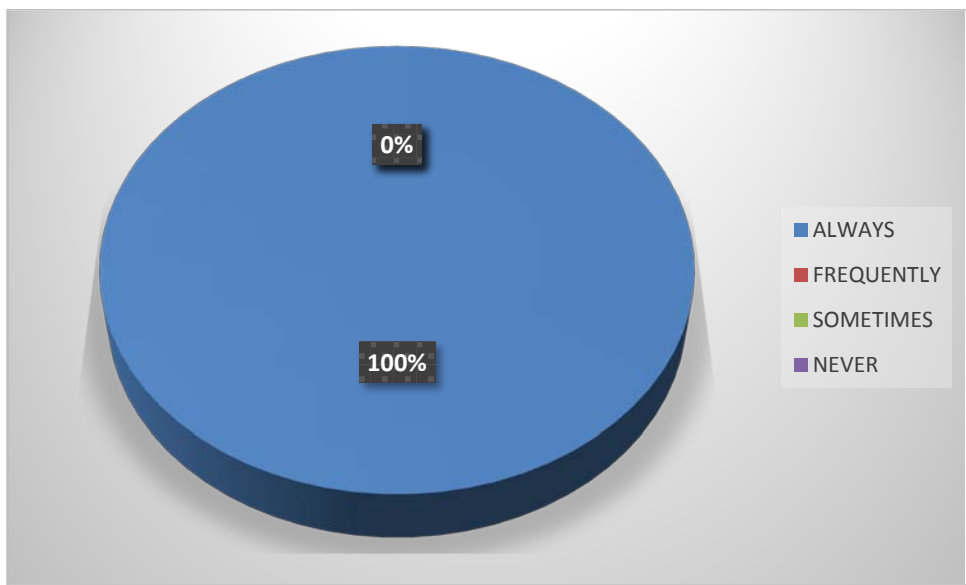
9. - ¿Do you consider that the authorities should support the project of training workshops?

TABLE N° 9

Question	#Students	%
ALWAYS	20	100%
FREQUENTLY	0	0%
SOMETIMES	0	0%
NEVER	0	0%
TOTAL	20	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°9



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 20 students with the 100% consider that the authorities should support the project of training workshops because this will help to solve the weakness on the other hand they need practice the language, it is important to have a regular preparation for a best development to the language.

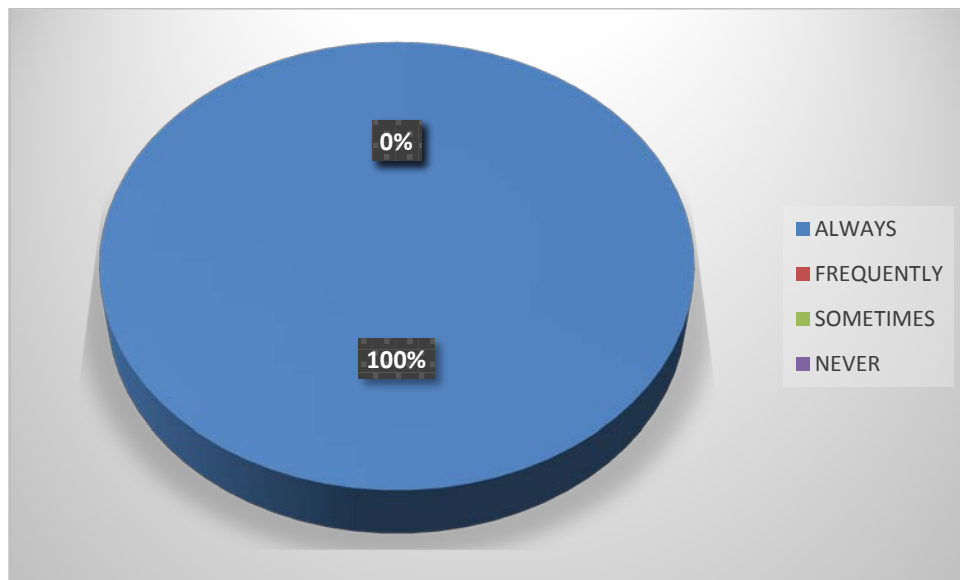
10. - ¿Do you believe to improvement the speaking and listening with the implement the training workshops as part of the teaching learning at the University?

TABLE N° 10

Question	#Students	%
ALWAYS	20	100%
FREQUENTLY	0	0%
SOMETIMES	0	0%
NEVER	0	0%
TOTAL	20	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°10



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 20 students who represent the 100% believe that is important to improvement the speaking and listening skills with the implement the training workshops as part of the teaching learning at the University, because they practice their speaking therefore serve to do the thesis and they can speak with fluency.

2.1.2 ANALYSIS OF THE SURVEYS APLIED TO TEACHERS AT

TECHNICAL UNIVERSITY OF COTOPAXI

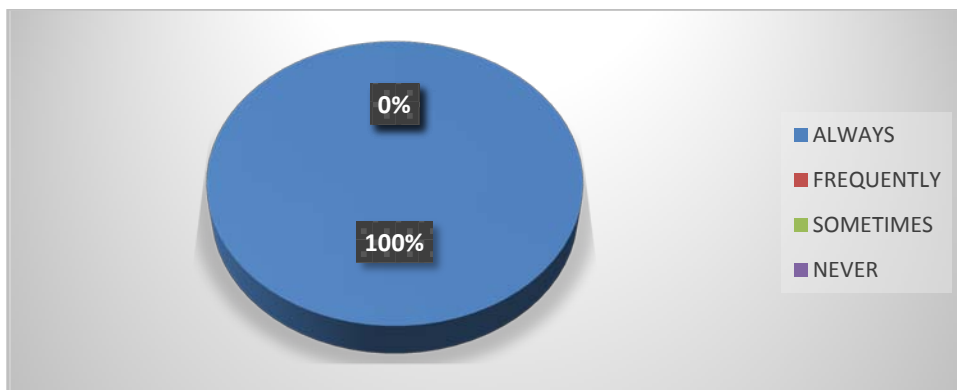
1. - ¿What is the level of knowledge that your students have in listening and speaking skills?

TABLE N° 1

Question	#Teachers	%
EXCELLENT	2	33%
VERY GOOD	3	50%
GOOD	1	17%
BAD	0	0%
TOTAL	6	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N° 1



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 2 teachers with 33% express that has two excellent students, 3 teachers with 50% says that 3 students are very good, on the other hand, 1 teacher with 17% say that has1 student that speak good the language.

In consequence teachers think that the students know English but they have difficult at the moment to speak and then they should practice the speaking and listening for instance they can speak with fluency and they can express your ideas and thoughts in English in any place.

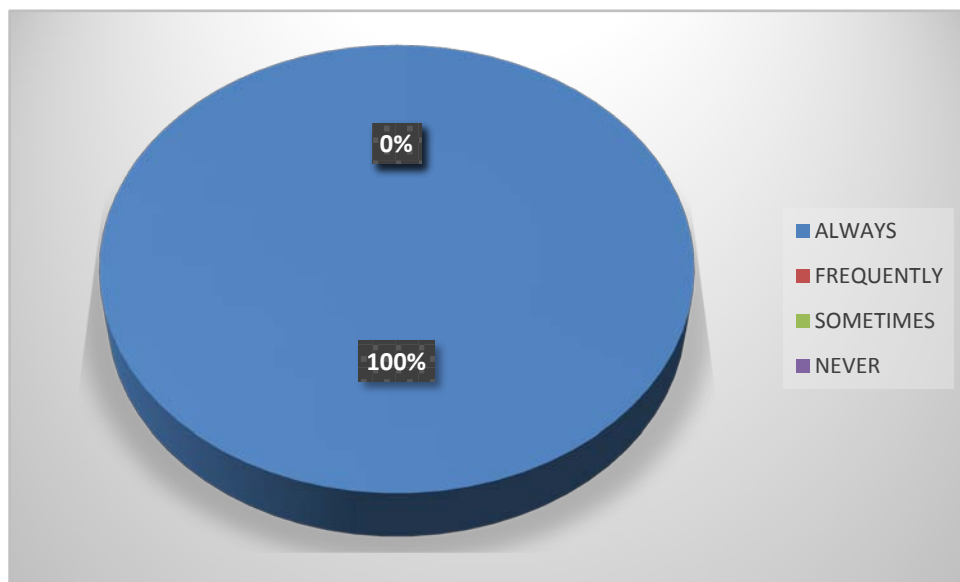
2. - ¿Do you consider that teachers future in the area of English should dominate the listening and speaking skills in the English language?

TABLE N° 2

Question	#Teachers	%
ALWAYS	6	100%
SOMETIMES	0	0%
FREQUENTLY	0	0%
NEVER	0	0%
TOTAL	6	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°2



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 6 teachers who represent 100% think that is necessary to dominate the four skills of the teaching learning process because they should be prepared to achieve their goals and they could unwrap better in the society, so they will have a good development to the skills for a best comprehension and understanding.

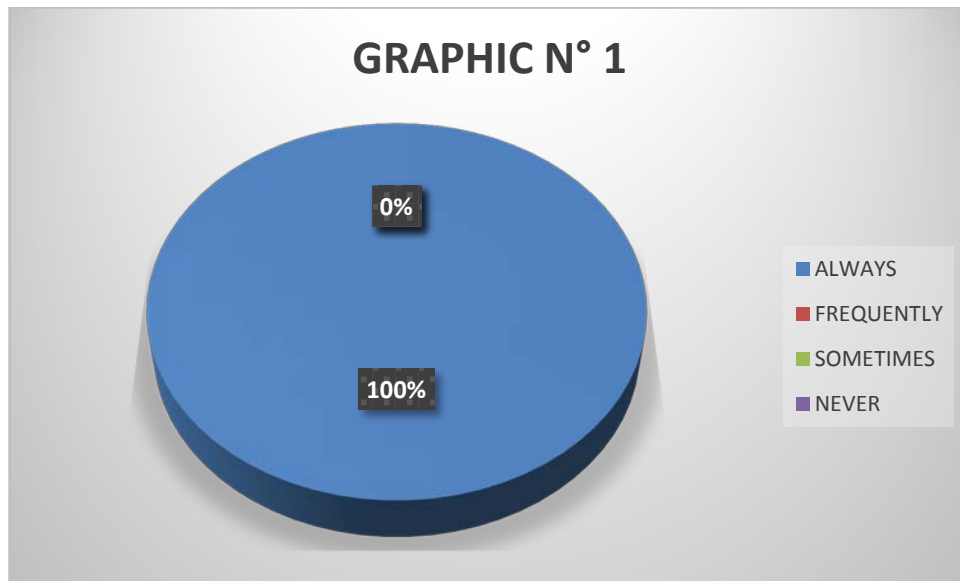
3. - ¿Do you assist to the training workshops to improve the teaching and learning of English language?

TABLE N° 3

Question	#Teachers	%
ALWAYS	6	100%
SOMETIMES	0	0%
FREQUENTLY	0	0%
NEVER	0	0%
TOTAL	6	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°3



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, six interviewed professors with 100% say that they always assisted to the training workshops of the listening and speaking skills because they think that it is necessary to be instructed in what refers to the methods to develop this ability, according the new techniques in the Teaching – Learning Process.

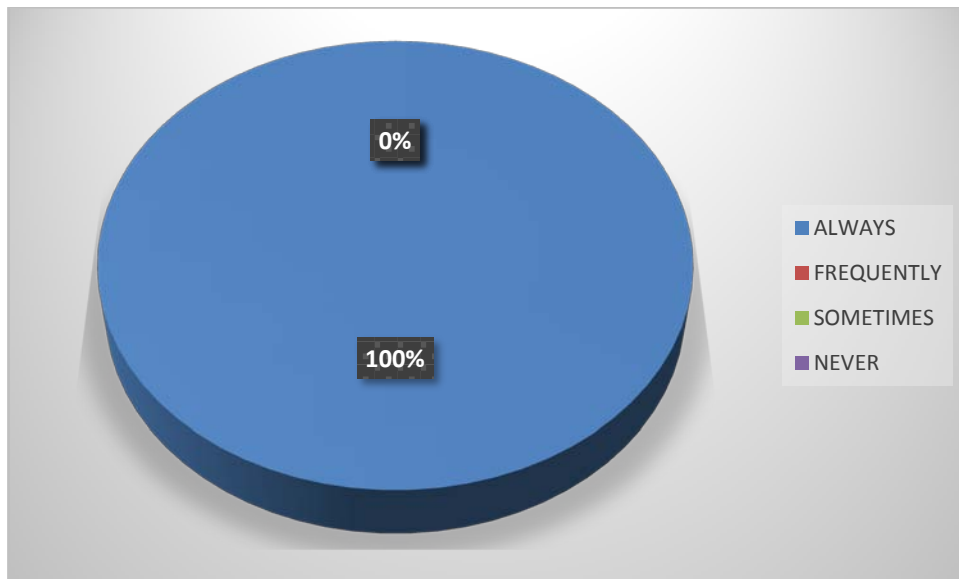
4. - ¿Do you investigate new methodologies for the teaching and learning of English language?

TABLE N°4

Question	#Teachers	%
ALWAYS	6	100%
SOMETIMES	0	0%
FREQUENTLY	0	0%
NEVER	0	0%
TOTAL	6	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°4



Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, six teachers with 100% express that they investigate new methods of teaching learning of the English language, for them it is important to upgrade its knowledge, relating them with the technology time and investigation in which we are.

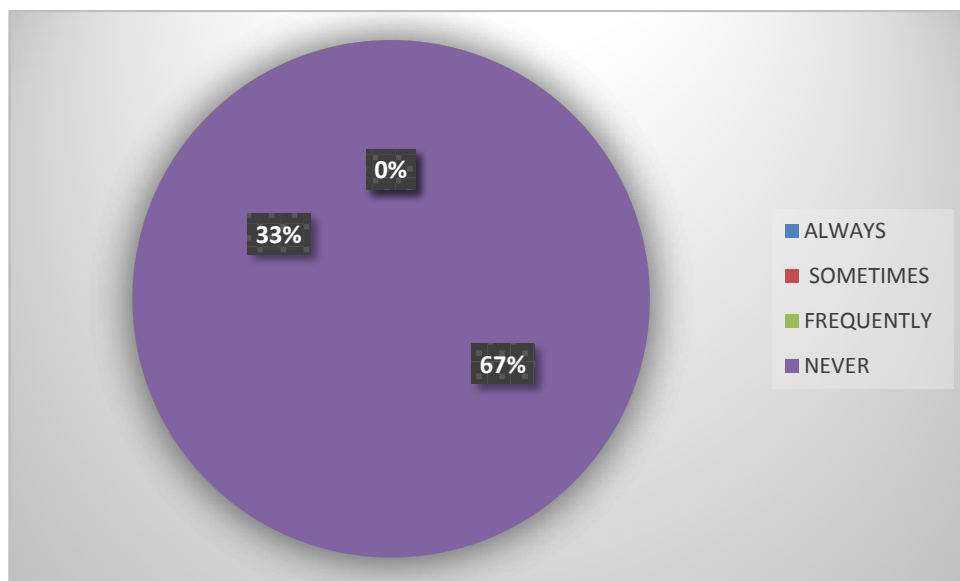
5. - ¿Do you think that is convenient the implementation of the training workshops in the teaching learning process of the English language?

TABLE N°5

Question	#Teachers	%
ALWAYS	4	67%
SOMETIMES	2	33%
FREQUENTLY	0	0%
NEVER	0	0%
TOTAL	6	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°5



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 4 teachers who represent 67% says they always is convenient the implementation of the training workshop, 2 teachers with the 33% express that sometimes is convenient the implementation of the training workshop.

In consequence, they think that this training workshop are a great help for the process of teaching learning to be able to understand better this language.

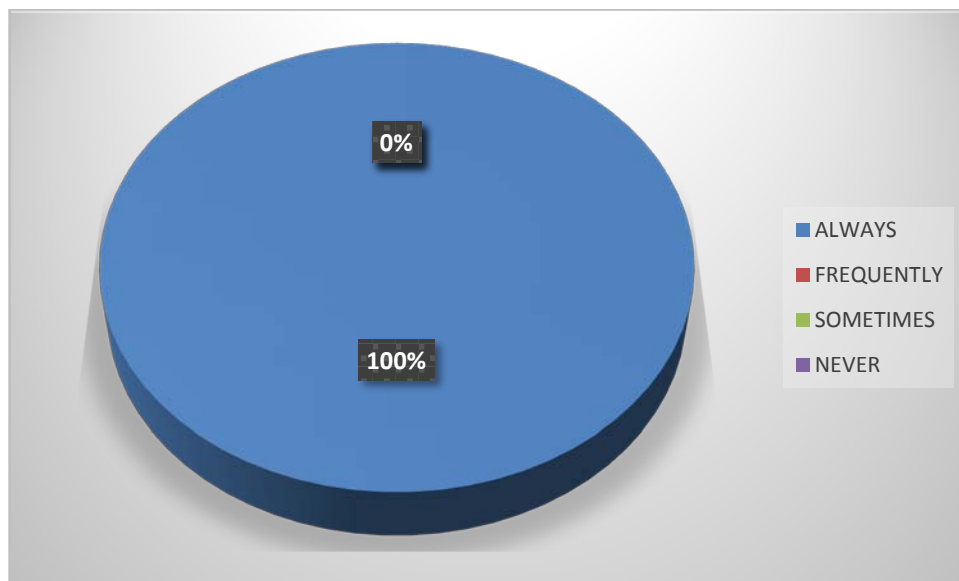
6. - ¿Do you think that the authorities must support this project?

TABLE N°6

Question	#Teachers	%
ALWAYS	6	100%
SOMETIMES	0	0%
FREQUENTLY	0	0%
NEVER	0	0%
TOTAL	6	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°6



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 6 teachers with the 100% thinks that the authorities should support in this project, it is important that the authorities are involved more in what refers to the process of teaching of the English language to be able to offer a level of wider knowledge since this language it is universal and it should be developed in the best possible way.

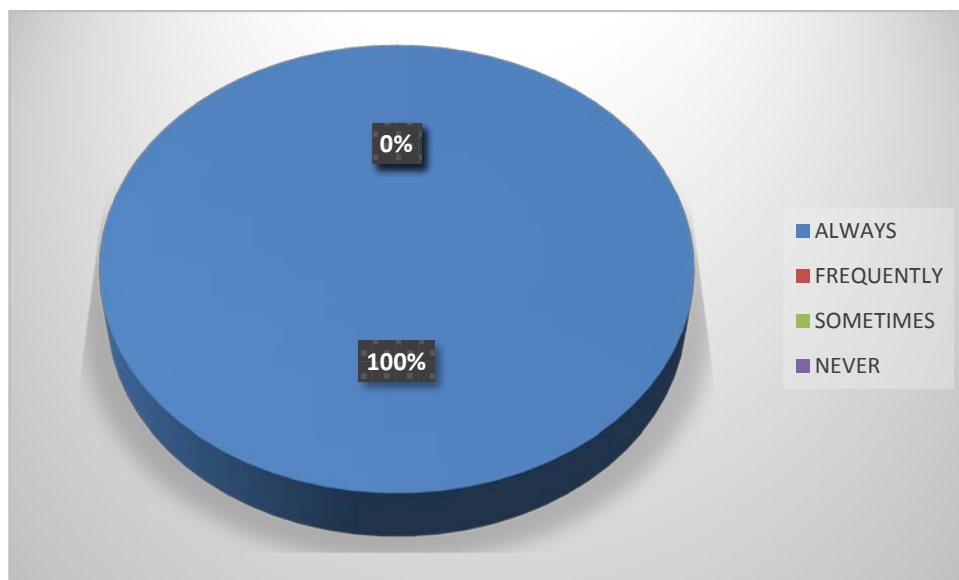
7. - ¿Is necessary the teachers and students training in the teaching process of the English language?

TABLE N°7

Question	#Teachers	%
ALWAYS	6	100%
SOMETIMES	0	0%
FREQUENTLY	0	0%
NEVER	0	0%
TOTAL	6	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°7



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 6 teachers with the 100% agrees which as much the professors as the students should always be qualified in the process of teaching of the English language because it is very important to be in continuous learning in what refers to the process that today in day one comes generating, in consequence they will speak with fluency.

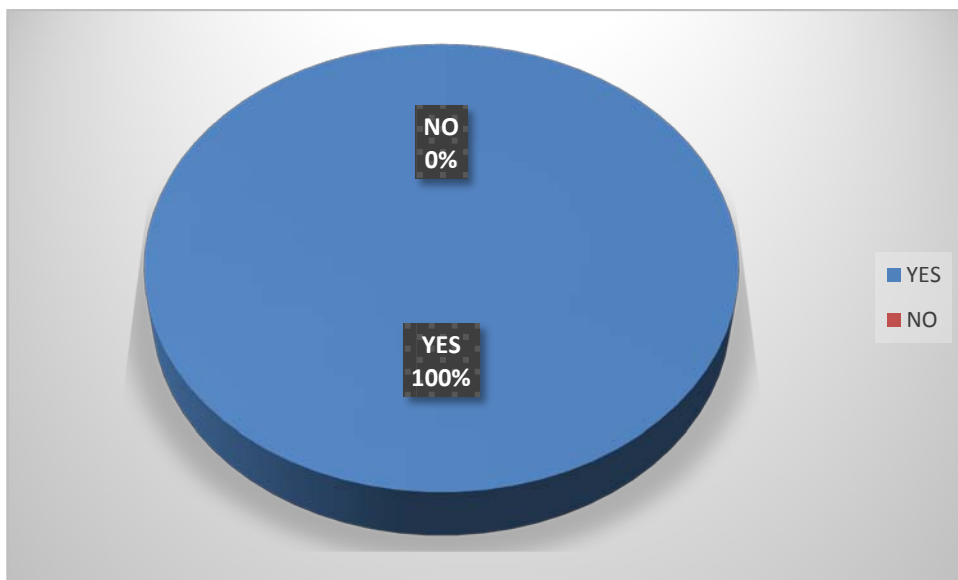
8.-¿Do you support the proposal for the training workshops to develop the Speaking and Listening skills in the teaching learning process of English language?

TABLE N° 8

Question	#Teachers	%
YES	6	100%
NO	0	0%
TOTAL	6	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°8



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 6 teachers who represent the 100% supports the proposal of the training workshops to develop the abilities of the listening and speaking because these have as objective to prepare the students toward the acquisition of abilities that they allow them to carry out different techniques to learn this language.

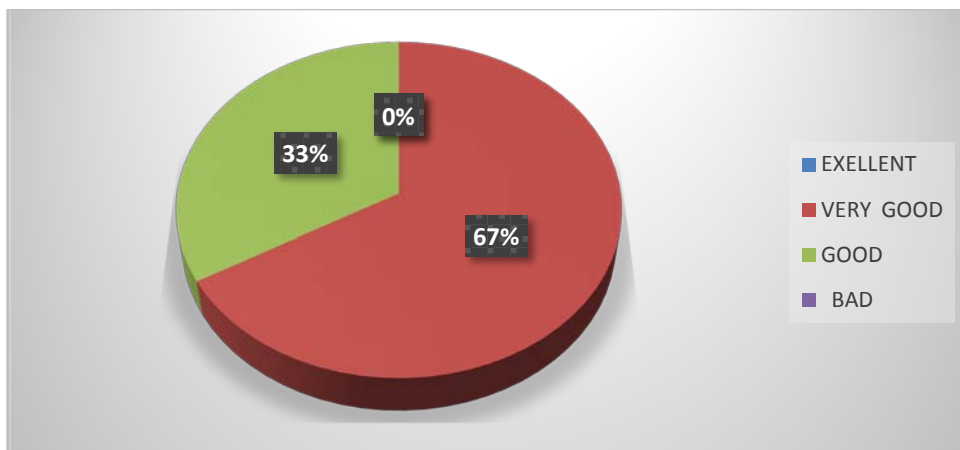
9. - ¿What is the level of development that students have in listening and speaking skills?

TABLE N° 9

Question	#Teachers	%
EXCELLENT	0	0%
VERY GOOD	4	67%
GOOD	2	33%
BAD	0	0%
TOTAL	6	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°9



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 4 teachers who represent 67% say that has students very good, on the other hand, 2 teacher with 33% express that has good students.

In consequence, that it needs to be upgraded more in the new methods that are developing day after day to be able to apply the language in a best way, It is necessary to apply more effective exercises in listening and speaking for a best comprehension inside and outside class.

2.1.3 ANALYSIS AND INTERPRETATION OF THE RESULTS

ANALYSIS OF THE SURVEYS APPLIED TO ADMINISTRATIVES AT TECHNICAL UNIVERSITY OF COTOPAXI

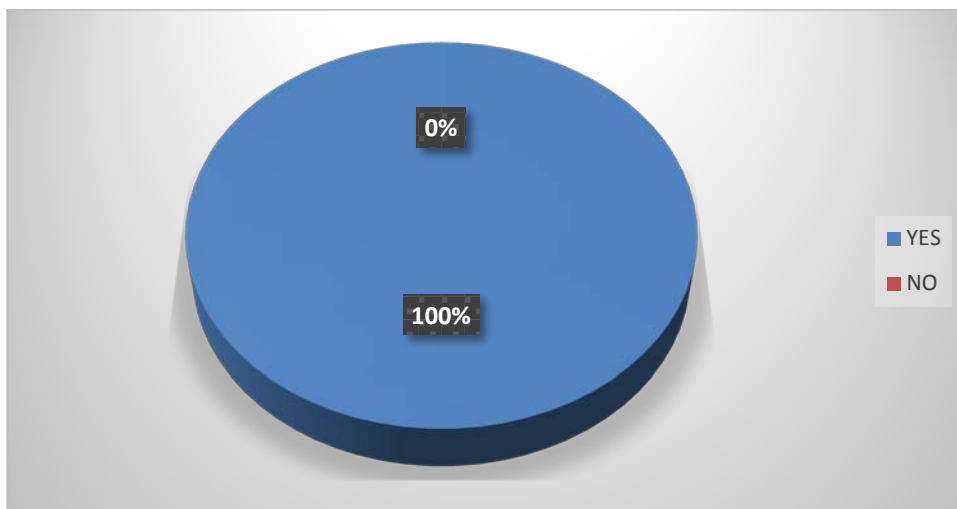
1. - ¿Do you consider the implementation of trainings workshop for pre graduates in the teaching learning process of the English language is necessary?

TABLE N° 1

Question	#Teachers	%
YES	2	100%
NO	0	0%
TOTAL	2	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°1



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 2 administrative who represent 100% express that the training workshop is necessary to improve the listening and speaking skill, also they can unwrap in the modern world therefore they can to speak with fluency, also they practice the listening.

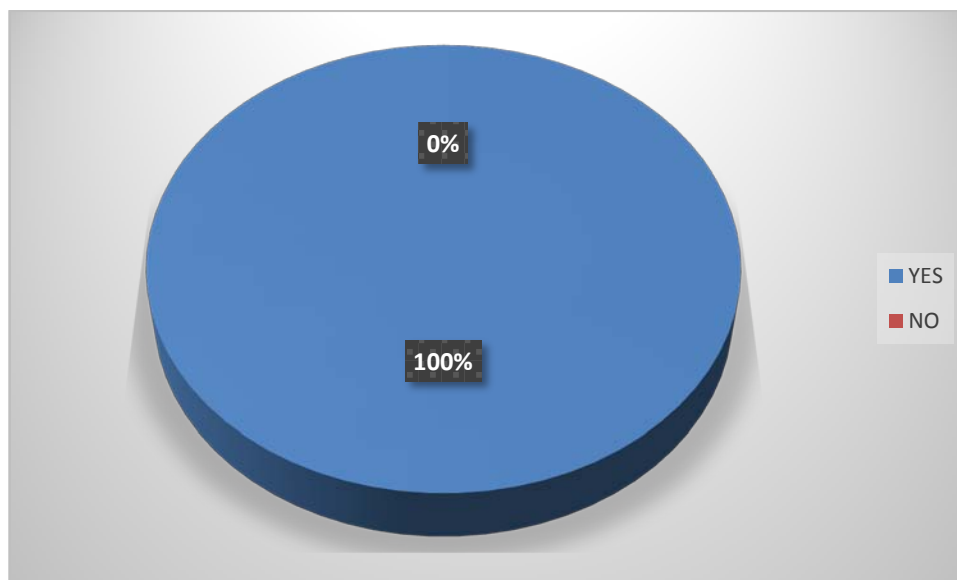
2. - Does it improve the student's fluency in listening and speaking with the use of training workshops?

TABLE N°2

Question	#Teachers	%
YES	2	100%
NO	0	0%
TOTAL	2	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°2



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 2 administrative who represents 100% says that it is important to improve the student's fluency on the other word they will speak with fluency and then they can practice in this training workshop different activities.

Students need to improve fluency in listening and speaking through exercises and new methodology in order to be a successful learning.

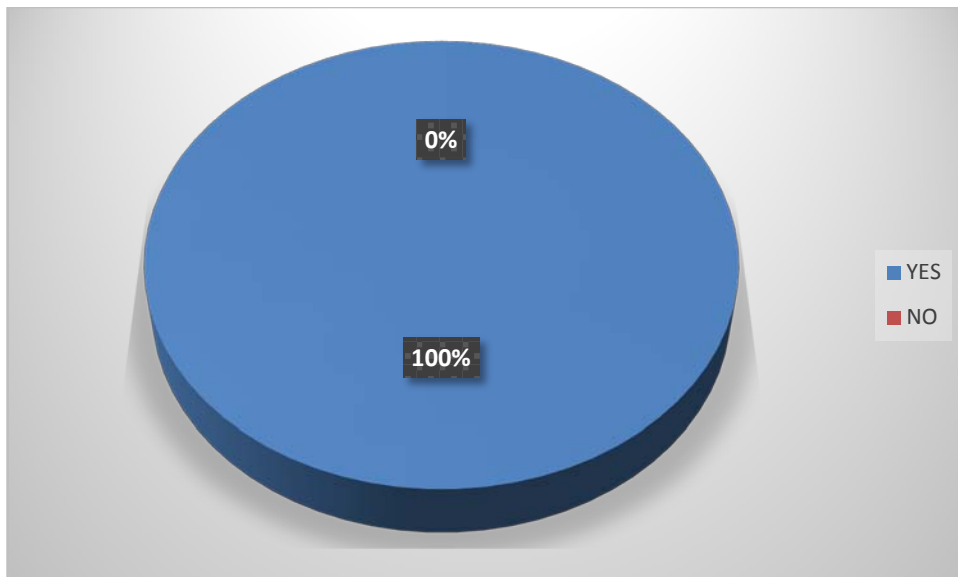
3 - ¿Do you support as authority in the implementation of training workshops to develop the listening and speaking skills of the English language?

TABLE N° 3

Question	#Teachers	%
YES	2	100%
NO	0	0%
TOTAL	2	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°3



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 100% of the authorities confirmed that they support the implementation of training workshops to develop the listening and speaking skills of the English language.

In consequence, the students can speak with fluency and they don't have any problem at the moment to communicate in English.

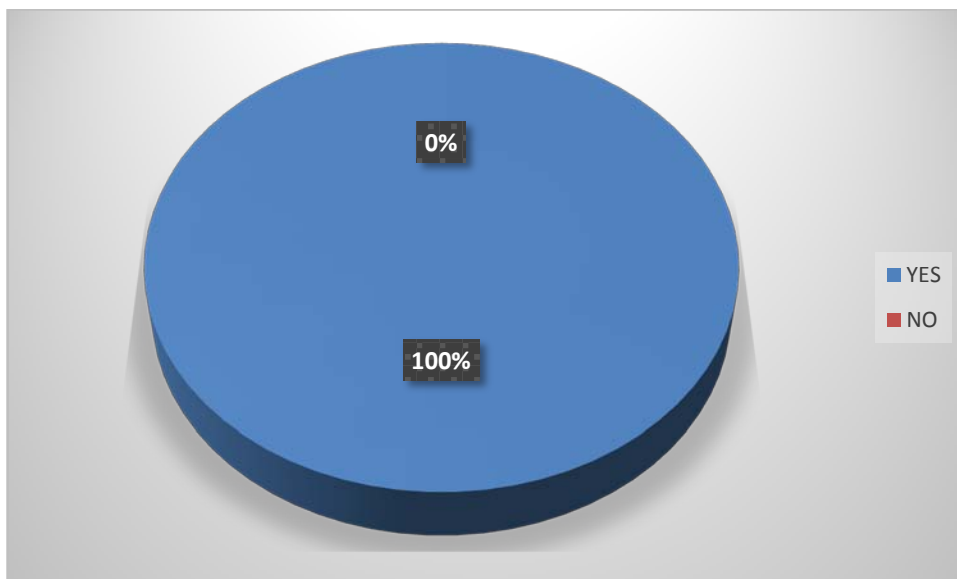
4. - ¿Is necessary the implementation of training workshops in the teaching – learning process of the English language?

TABLE N° 4

Question	#Teachers	%
YES	2	100%
NO	0	0%
TOTAL	2	100%

Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°4



Source Technical University Of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 2 administrative who represent 100% suggest that the training workshop is necessary to achieve an able student to unwrap in the society, also they achieve to be qualified teacher and they have an advanced knowledge for instance they speak with fluency.

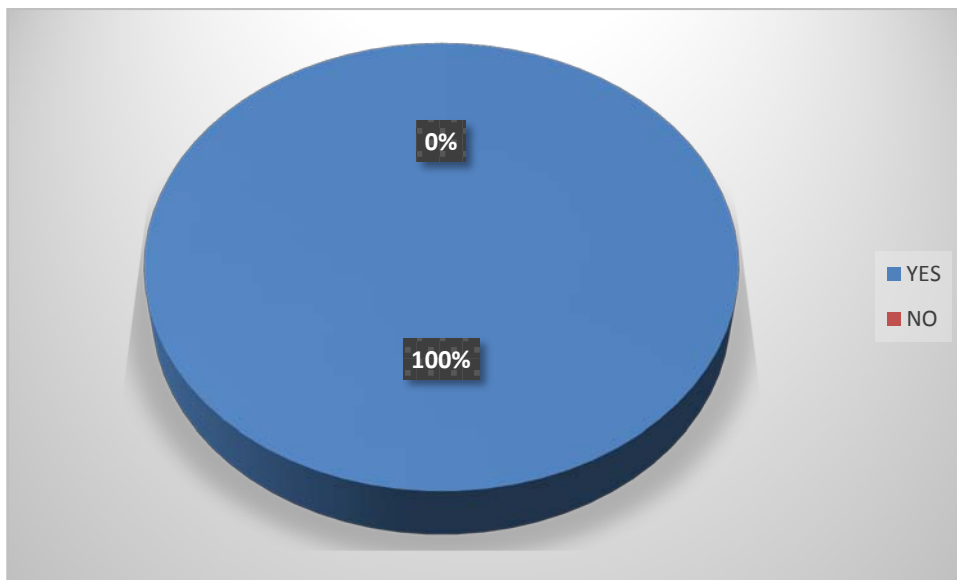
5. - ¿Do you believe that the use of the training workshops to improve the English language skills?

TABLE N° 5

Question	#Teachers	%
YES	2	100%
NO	0	0%
TOTAL	2	100%

Source Technical University of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

GRAPHIC N°5



Source Technical University of Cotopaxi
Elaborated by Nancy Genoveva Mena Martínez

In this question, 2 administrative who represent 100% consider that the use of workshop help to develop the listening and speaking skill.

In consequence they believe that it is important because students can upgrade and reinforce their knowledge also they will be a competitive teacher and then they speak with fluency.

2.4 CONCLUSIONS AND RECOMMENDATIONS

2.4.1 CONCLUSIONS

- English Teachers regularly attend to the training workshop but due to. They don't have enough time to assist.
- Students don't practice the speaking skill after they graduate because they only speak the native language.
- The lack of training workshop obligate to the future teachers lost the speaking skills through the practice.

2.4.2 RECOMMENDATIONS

- The teachers should attend new training workshop to improve the teaching-learning process. They should have available time to attend to this training workshop.
- It is important to motivate students speak in English in order to attend to the training workshop to practice this important language.
- The future teachers must get into the training workshop to continue practice the listening and listening skills.

CHAPTER III

3. DESIGN OF THE PROPOSAL

3.1 INFORMATIVE DATA

INSTITUTION: “Technical University Of Cotopaxi”

CAREER: English

PROVINCE: Cotopaxi

CANTON: Latacunga

PARISH: Eloy Alfaro

NEIGHBORHOOD: El Ejido Sector San Felipe

PHONE: (03) 2 810 - 296

KIND OF INSTITUTION: Public

LEVEL: Pre - Graduates at University Technical Of Cotopaxi

RESEARCHERS: Nancy Genoveva Mena Martinez

STUDENTS NUMBER: 20

TEACHERS NUMBER:

3.2 BACKGROUND

The present work researching is going to an impact work so it will be permit as teacher as students to have an alternative change and this manner the English class will be more active and participative in order to improve the different skills and abilities in the students, consequently to improve the level of English in them.

It puts in consideration the application of Methods and Techniques by means of Plans of Lessons which are formed of different elements like: The informative Data where consist the name of institution, area, topic, technique, year lective, etc. The skills that are the abilities that the students goes have to develop in the workshop; the activities are the practice of the technique to be used; The resources are the material that he/she leave it is necessary to use in the development of the technique.

All the elements that we give to know of the lesson plan are focused that is to say in the constructivism that the student learns making.

3.3 JUSTIFICATION

The present training workshop is very important, so that it will help to improve the Teaching Learning Process at the moment to speak in English, this training workshop has a main purpose that the students should attend to this workshop to practice your speaking and listening to improve the fluency of the language.

It is necessary the application of this training workshop allows the student will be able to develop their task in an autonomous way, to be more investigative, creators and critical. For instance they can speak with fluency.

For this reason I consider that the investigation that we have carried out can be applicable in all the English Career, It can also serve to develop the skill and to improve the fluency of English language.

3.4 OBJECTIVES:

3.4.1 GENERAL OBJECTIVE

To develop speaking skills through the practice in training workshops for improving speaking and listening skills to the pre graduates of the English career Technical University of Cotopaxi during the period 2012 -2013.

3.4.2 SPECIFIC OBJECTIVES

- To improve the English level knowledge to the students with several activities and tools in training workshop which will help in the teaching -learning process using different interesting exercises during the class.
- To motivate the practicing of English language in the students in order to improve their skills.
- To encourage the students to strengthen the learning of the English language, when they practice the language in an adequate class, recurring to dynamics, and exercises that optimize their understanding.

Public Speaking



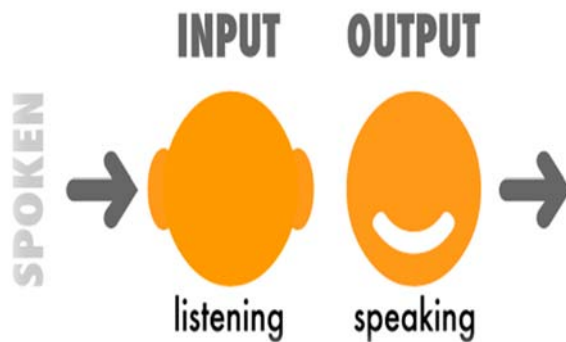
Fearful?



Confident!



Listening
=
Learning



TRAINING WORKSHOPS FOR DEVELOPING LISTENING AND SPEAKING SKILLS TO THE PRE GRADUATES OF THE ENGLISH CAREER OF THE TECHNICAL UNIVERSITY OF COTOPAXI

3.5 PROPOSAL DEVELOPMENT

This proposal is directed to the students whose are preparing the Thesis, and they are apart from the University classrooms at least for about one year, in other cases for longer time. That is the reason for presenting this proposal in order to help to the students to continue practicing the English language that need to be permanently with English especially with speaking and listening.

I could detect a lack after to graduates, so that some skills didn't develop in a total way because we only speak our native language in the society for this reason we don't practice our speaking and can't to speak with fluency. In consequently I encourage to do this searching work titled "Training Workshops for Developing Speaking and Listening skills to the Graduates of the English career Technical University of Cotopaxi", so that my main goal is collaborated at the development and progress academic of students in English Language and so they can face at the different risks and challenges that nowadays the society shows them.

The guide is divided into four units and has developed techniques that fluency of English language when teachers and students applied these activities in a planned way and systematic permit to form expressive and critic's students.

The goal of the proposal is to obtain satisfactory and useful results in this English Area. In other words, they use it to practice the listening and speaking skill and they don't have any problem at the moment that they speak with fluency the English language. For instance they improve your speaking and listening also they can communicate within fear to mistake at the moment to speak.

The learning of the English language demands interactive technology so that this training workshop will help the students develop its ability and auditory, visual and oral capacity in a more way didactic and amusing.

3.5.1 PROPOSAL

Many changes are developing at this moment for all the educative institutions, is for that the urgently necessity to develop a quality education with high standards.

The students in a 95% only speak English in the classroom or for preparing the English lessons, when they are in the regular classes, but when they leave the classrooms to develop the project or thesis, they are out from the relation of the second language with teachers and classmates, they only work with own learning stiles, but not all have the perseverance and determination to continue learning under the own control.

Nowadays the technology and the modern methods and techniques obligate to be at the same level of knowledge but the reality is not everybody can rise the technology because the economic situation do not permit.

This material type allows to hear and to read at the same time, that which helps to develop the hearing and to improve the auditory understanding.

In English practice the listening and speaking is without a doubt one in the best ways of improving the fluency in the English language. While the students more practice the fluency of the language the student can communicate of an efficient way with other people and develop your skills.

3.5.2 INSTRUCTIONS TO PREPARE A SEMINAR

The person, who will conduct the seminar, requires a great deal of preparations and confidence. It is important to follow a step by step to successfully conduct workshops, from the preparation stage to the final evaluation.

Workshops are an excellent way to teach the skills, as listening and speaking English, like the others. In order to be effective, a training workshop must be carefully planned and developed to ensure that the subject matter is covered thoroughly and reinforced in a way that will allow the future trainers use more effectively with the future students. It should be an effective training experience.

New innovations are continually made within the field of teaching. To ensure that they stay abreast of new ideas and theories, teachers commonly take part in educational workshops. By planning and implementing a teacher workshop, you can enable educators to hone their craft and become even more effective. A workshop for educators helps not only the teachers who take part in the workshop but also their students, who benefit from their teacher's enhanced skill and innovative teaching practice.

3.5.3 GENERAL PROCEDURES

- Must identify the specific goals of the training workshop. These will be the learning objectives. What should students know at the end of the training? What should they be able to do? Cannot develop an effective workshop if do not know exactly what are the expectations from the attendees to learn and how they should that knowledge after the training.
- Trainers prepare the identified goals; this will form the core material for the training workshop.
- Develop the workshop material. Get the technical information, and keep into the easy-to understand lessons.
- Should be deciding how the material will be presented at the workshop. Will be breaking in down into individual sessions. Will the material primarily be presented through lectures, or will also be using group activities and other methods. Will be using supplementary materials such as slide shows and handouts. At the end to make sure they understand the material.

- Prepare the workshop presentations, and prepare a schedule. Include enough breaks to keep the students from getting restless and uncomfortable. It's best to schedule a break at least once an hour so people can go use the restrooms, go outside to smoke or attend to personal business.
- In advance prepare a test session of the workshop, using students with similar backgrounds to those who will be attending the actual event. At the end of the test workshop, thoroughly debrief the participants and incorporate their feedback into the final version.
- After run the workshop, conduct an evaluation. Gather feedback from the students on what they liked best and the areas that could be improved. Incorporate their feedback into future presentations of the training material or in development of other training workshops.

3.5.4 CLASSROOM MANAGEMENT PLAN

Classroom management is one of the most difficult parts of teaching. As students continue to change, teacher must modify their classroom management plans to ensure that they remain in control of the class and effective as an educator.

3.5.5 SEMINAR

A seminar is an exhibition on a topic or group of topics of educational character, the same one is realized before a group of people, these groups are usually formed from 10 to 50 assistants, this seminar should be properly planned and directed by a specialist person in the matter. Therefore the pre graduates goes to upgrade their knowledge.

The idea behind the seminar system is to familiarize students more extensively with the methodology of their chosen subject and also to allow them to interact

with examples of the practical problems that always occur during the speaking, It is essentially a place where assigned readings are

GENERAL OBJECTIVE

- To develop a training workshop to improve the listening and speaking skills in the students.

SPECIFIC OBJECTIVE

- To improve the development of listening and speaking skills of the pre graduated students.
- To practice the different activities to improve the fluency of the English language.

TO WHOM IS DIRECTED

This work research is directed to the pre graduated students of Technical University of Cotopaxi.

TOPICS

- ✓ Unit One: Do you like mornings
- ✓ Unit two: Science and technology
- ✓ Unit three: Advertising
- ✓ Unit four: How to make suggestions

SCHEDULE OF THE SEMINAR

This training workshop will evolve in eighty hours which were carried out in four units each units to develop in twenty hours each one.

LESSON PLAN

INFORMATIVE DATA:

HIGH SCHOOL: Technical University of Cotopaxi

YEAR:

CLASS: Pre Graduates

OBJECTIVES: To know about general habits

To increase vocabulary on base adverbs of frequency and present tense

SKILLS	CONTENTS	ACTIVITIES	RESOURCE	EVALUATION
Listening Speaking Reading Writing	Present simple Wh question Adverbs of frequency	Brainstorming Matching heading with paragraphs Discuss the following questions Listen and repeat Complete the sentences pronunciation	Teacher guide cd	Listening speaking



DO YOU LIKE MORNINGS

OBJECTIVES:

- To know about general habits
- To increase vocabulary on base adverbs of frequency and present tense

1 LISTENING AND SPEAKING

a. Read the questionnaire and write your answers

1. What time do you get up?
2. Do you have a shower?
3. What do you have for breakfast?
4. Do you have a shower?
5. What time do you go to work? (university / school)
6. Are you in a hurry in the morning?
7. Do you like morning?

b. Ann White is 29. She works for a music company. Listen and write her answers

Interviewer: What time do you get up?

Anna: very early! At six o'clock

Interviewer: Do you have a shower?

Anna: yes

Interviewer: What do you have for breakfast?

Ann: Fruit or cereal. And coffee.

Interviewer: Do you have breakfast sitting down or standing up?

Ann: sitting down

Interviewer: what time do you go to work?

Ann: At seven. I start work at eight, but my office isn't very near where I live.

Interviewer: Are you in a hurry in the morning?

Anna: No, because I get up at six! I have time for everything.

Interviewer: Do you like mornings?

Anna: Yes, I do. I like my job, I don't get up and think 'oh no! work...

c. Listen and repeat question 1 – 7

d. Ask your partner the questions.

2 VOCABULARY A typical day

a. Listen and repeat the phrases.

IN THE MORNING



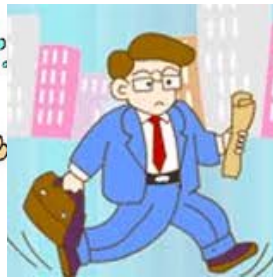
Get up



have breakfast



have a shower



go to work



go to university



have a coffee



have a Sandwich

IN THE AFTERNOON



Have lunch

finish work

go home



go shopping

go to gym

IN THE EVENING



Make dinner

have dinner

do housework



watch TV



go to bed

- b. Can you remember? Mime or draw five verb phases for your partner to guess.

3 PRONUNCIATION. Sentence stress

a. Listen and repeat. Copy the rhythm.

- What time do you get up?
- At seven o'clock
- What time do you have breakfast?
- At half past seven.
- What time do you go to work?
- At eight o'clock

b. Ask and answer the questions with a partner.

What time do you....?

Get up

go home

Have breakfast

have dinner

Have lunch

go to bed

4 GRAMMAR adverbs of frequency

a. Match sentences 1 – 4 with a – d.

1 I always get up at 7.30.....

2 I never drink coffee....

M T W T F

3 I usually finish work at 5.00...

4 I sometimes watch a film on TV...

a. But on Wednesdays I finish at 7.00

b. Or I read and listen to music

c. Because I start work at 8.30.

d. Because I don't like it.

b. In pairs, make true sentences about you. Use always, usually, sometimes, or never.

- Listen to the radio in the car
- Read a newspaper in the morning
- Drink black coffee
- Make dinner
- Have meat for lunch
- Watch films on my computer
- Go to the gym
- Do housework in the evening

5 READING

a Look at the photos. Do you prefer Hammerfest in the winter or in the summer?

HAMMERFEST

Is a small town in the North of Norway? It is about 1,000 kilometers north of Arctic Circle. Only 9,407 people live here. In the winter it is light for summer, it is light for 24 hours, and people go to bed very late. Some people play golf in the midnight sun!

b Read the introduction about Hammerfest and answer the question

- Where is the Hammerfest?
- How is life different in the winter and in the summer?

c Now read the interview with k-nut Arne Iversen. Match the question with his answers.

- ___ Do you like life in Hammerfest?
- ___ Do you prefer the summer or the winter?
- ___ Is the winter very cold
- ___ Do a lot of tourists come to Hammerfest?
- ___ What do people do in the winter?
- ___ What do people do in the summer?
- ___ When do they usually come?

D Re – order the words to make questions. Then answer them from memory.

- Knut – Arne from where is _____
- Norway in Hammerfest is _____
- does Knut – Arne work where _____
- in do sea the problem swim _____

e Can you remember? Complete the phrases with a verb from the list

Do eat go have listen go read
watch

- 1 I _____ shopping.
- 2 I _____ TV.
- 3 I _____ magazines.
- 4 I _____ to the radio.
- 5 I _____ housework.
- 6 I _____ to the gym.
- 7 I _____ dinner.
- 8 I _____ fast food.

f Listen and repeat the words and sounds.

Wher there their hairdresser

What watch hot long

How town mountains outside

you yes usually music computer newspaper

g Listen and say the sentences. copy the sounds and rhythm.

Where do you live ? over there

What TV programmes do you watch?

What music do you usually listen to?

How do you relax? I walk in the mountains.

6 SPEAKING

a In pairs, ask and answer the questions.

Do you do sport or exercise? Yes, I do

What do you do? I play football on Wednesday night.

In the weekend

/do sport or exercise? What / do?

/listen to music? What music / listen to?

/ watch TV? What programs / watch?

At the weekend

/ go out on Friday or Saturday night? What / do?

/ go shopping? Where / go shopping?

/ walk or do sport? What / do?

/ go to the beach or the mountains? Where / go?

/read a Sunday newspaper? What paper / read?

Where / usually have lunch on Sunday?

How / relax on Sunday evening?

What time / go to bed on Sunday night?

b Listen. Can you hear the difference?

1 a We can park here.

b We can't park here.

2 a I can help you.

b I can't help you

3 a We can stop here.

b We can't stop here.

4 a You can sit here.

b You can't sit here

5 a Mark can go with me

b Mark can't go with me

6 a I can walk home.

b I can't walk home

LESSON PLAN

1. INFORMATIVE DATA:

INSTITUTION: COTOPAXI TECHNICAL UNIVERSITY

TOPIC: FAST FORWARD

COURSE: PRE GRADUATES

TEACHER:

PERIOD: 2012 – 2013

OBJECTIVES:

- To identify the new words and their function
- To know about the science and technology

SKILLS	CONTENTS	ACTIVITIES	RESOURCES	EVALUATION
-Reading the past predictions. -Listening to check predictions. -Talking about the future, Writing	Future will Future going to Future progressive	Brainstorming. Match the word in the boxes. Read the text. Listen to the CD. Describing the pictures. Making predictions.	Teacher guide Cd	Listening speaking

SCIENCE AND TECHNOLOGY

FAST FORWARDS.

OBJECTIVES:

- To identify the new words and their function
- To know about the science and technology

1 Listen the past predictions about future. Decide which of them are came true. Then match the extracts 1 – 6 with the picture a-f.

1

Well-informed people know that it is impossible to transmit the voice over wires. If it were possible to do so, the thing would be of no practical value. Newspaper editor, 1865



a

2

Machines will scan newspaper, magazines, videotapes, films and other material and match them against the individual's interest profile. Computer specialist, 1965



b

3

Within the next five years, doctors will eventually be able to carry out the first heart transplant, Doctor, 1967



c

4

TV will certainly become worldwide, linked up satellites in fixed orbits. Magazine article, 1971



d

5

In the future, there will be more motorways and so traffic will be able to move along at a far brisker and steadier pace. Magazine article, 1971



e

6

By the year 2000, everybody will be taking their lunch in pill form, getting around in driverless cars and watching holographic TV. Newspaper article, 1980



f

2 Discuss the statement below:

In the future:

- a. The world will be a scary place to live in because of environmental problems.
- b. Eating habits will change drastically.
- c. Working from home will become very popular.
- d. Space travel will be quite common.
- e. The population will increase resulting in a number of problems.

3 Now you will hear a radio talk show with Dr Martin Davis about life in the future. Listen carefully and decide which of the statement above are mentioned in the dialogue. Thick the appropriate boxes a-e.

Virtual reality will be invaluable in the future

Virtual reality is already widely used for entertainment purposes as well as in medicine to train future doctors and assist in operations sometimes it is a hard to say where reality stops and virtual reality begins as computers become more advanced the virtual experience will become even more realistic in the future virtual reality will be used more and more to begin with virtual reality will make learning much easier and more fun for instance people will be able to experience things they could only read about before like living in a medieval castle meeting an Egyptian pharaoh or exploring the inside of a volcano reality is also the future of computer games people will not just play games on their computers they will quite literally be inside the games escaping into a fantastic 3-D world actually it will not be long before we can all enjoy the virtual reality experience in the comfort of our homes on the whole virtual reality is the future and in my opinion it will undoubtedly change every aspect of our lives .

a. b. c. d. e.

4 DISCUSS THE FOLLOWING:

- . How do you often do you travel?
- . Which means of transport do you prefer travelling by? Why?
- . Which means of transport do you use?
- . How often do you use it?

5 The photographs below show different types of trains. Look at them and decide which of the words in the box can be used to describe each one.

Fuel consumption	environmentally friendly	Hypersonic travel	magnetic levitation
On-board computer	streamlined design	Conventional	inefficient



6 Compare and contrast these photographs, saying what you think the advantages and disadvantages of each train are. Use the words in the box above any your own ideas.

7 Discuss the following:

- . Do you think that travelling to other planets might become a reality one day?
- . If you could, would you try it, why / why not?

8 Match the words in the boxes.

Artificial	infrared	humanoid	buit-in
Robots	sensors	intelligence	signal

9 The photographs below show different forms of labour. Compare and contrast these photographs, describing the different forms of labour. Use the words above and your own ideas

• **a**



b



10 discuss the following:

- . Is a robotic workforce better than a human workforce? Why / why not?
- . Do you think people will become lazier in the future? If so, in what way?
- . How would you feel about robots performing surgery?

LESSON PLAN

INFORMATIVE DATE:

HIGH SCHOOL: Technical University of Cotopaxi

DATE:

CLASS: Pre Graduates

PERIOD: 2012 - 2013

OBJECTIVES: To know about phrasal verbs

To read and listen information about them

SKILLS	CONTENTS	ACTIVITIES	RESOURCE	EVALUATION
Listening Speaking Reading Writing	Phrasal verbs Word building Adverbial clauses	Matching heading with paragraphs Discuss the following questions Read the text Complete the sentences Find the mistake	Teacher guide	Listening Speaking

ADVERTISING

STOP TO SHOP

- To know about phrasal verbs
- To read and listen information about them

1 Discuss the following .

- . Do you enjoy shopping? Why / why not?
- . What do you usually take into consideration before you decide to buy something?
- . What do you usually take into consideration when buying gift?
- . What was the best present you ever received? Why was it so special?

2 Read the article bellow about the ways in which shopkeepers make consumers spend more money and choose one of the heading a-f for each of the paragraph 1-6.

- | | | |
|----------------------------|-------------------|---------------|
| a At your service
going | b looking great | c time to get |
| d what a bargain | e window dressing | feeling good |

BORN TO SHOP

It's time to wise up and be wary; shopkeepers are using every trick at their disposal to separate you from your hard-earned cash. And the battle begins before you've even set foot in the store....

1

First impressions count a lot, so a striking window display that will stop you in your tracks is very important, indeed. That gorgeous red dress in the window looks too good to resist trying it on. Now you just have to go inside....Does it look a bit good on you? Maybe it's got something to do with all those pins and clips that the fashionable mannequins are wearing these days...

2

Research into consumer behavioural patterns has shown that interaction between the customer and the shop assistant is so important that it can actually increase sales. So, by paying more attention to you, shop assistants are encouraging you to a bit longer. And buy a bit more.

3

Have you ever noticed how supermarket parking lots often smell of cinnamon? Or how most shops, particularly teen clothing stores, play loud, catchy music? These are clever tactics that shopkeepers use to simulate the senses and encourage customers to spend, spend, spend...

4

You've found the 50 per cent off rack and you're delighted. But, you soon discover that there's such a small selection to choose from that you'd rather hang on to your money, regardless of the low prices. Of course, if you continue searching, you might find something on sale that's worth buying.

5

You're in the changing room and you notice that you suddenly look a bit slimmer and your complexion seems to have cleared up. Could it be the slightly tilted mirrors and the lo-wattage light bulbs...? Yes, shopkeepers are sneaky enough to go to any lengths to persuade you that you look fabulous, Darling!

6

You've made your selection and you're approaching the till to pay when yet another sunny shop assistant tries to talk you into getting a store card. Beware! Having a card going to encourage you to spend more and there are no benefits. Repeat: no benefits. We advise you to pay for your purchase, take your receipt and run!

4 Look at the phrasal verbs and expressions in bold in the article and match them with the meaning given.

a. suddenly stop because something has frightened or surprised you

b. Persuade you to do something

c. become aware of the truth about a situation

d. put a great deal of effort into something

e. improved

f. available for use as desired

4 Complete the sentences with the correct form of the words in the boxes.

Receipt account bill

- a. I'm sorry, madam, I can't Exchange this scarf without a (n) _____
- b. It's getting late, we should ask the waiter for the _____.
- c. David decided to open a (n) _____ at the bank.

Price	value	cost
-------	-------	------

- a. The _____ of living is much higher now than it was five years ago.
- b. Mary's old photographs are of great sentimental _____.
- c. How much are these socks? There doesn't seem to be a _____.

Sale	offer	discount
------	-------	----------

- a. I can't believe that coat's on _____; I can actually afford it now!
- b. Meryl paid in cash and the shopkeeper gave her a (n) _____.
- c. Special Valentine's Day _____: buy a teddy bear and get a box of chocolates free!

Spends	pare	waste
--------	------	-------

- a. Janet _____ 300 on a pair of shoes!
- b. You shouldn't _____ your time trying to explain it to him.
- c. I'd lend you the money, but I don't have a cent to _____.

5 Read the following sentences from the presentation and answer the question.

- a. ...interaction between the customer and the shop assistant is so important that it can actually increase sales.
 - Why does interaction between the customer and the shop assistant increase sales?

Because

- b. ...there's such a small selection to choose from that you'd rather hang on to your money...
 - Is there a big selection to choose from?

 - What's going to happen as a result?

6 Join the sentences below using so....that or such That. There may be more than one answer.

- a. There was heavy traffic on the highway. I missed my appointment.

- b. The book was really interesting. She finished it in a few hours.

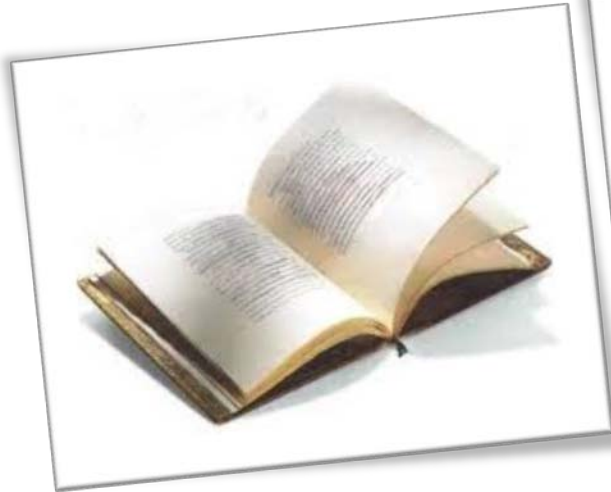
- c. Jack's job is very demanding. He spends most weekends working.

- d. The children were very excited about the trip. They weren't able to sleep the night before they left.

7 Find the mistake in each of the following sentences and correct it.

- a. He is so short to play basketball
- b. Sally was such cold that she wore two jumpers!
- c. I have too many clothes that there's hardly any space in my wardrobe any more.
- d. The car was such badly damaged that they decided not to have it repaired.
- e. Mr Martin is too old for drive. He might have an accident.
- f. It was so a beautiful day that we decided to go on a picnic.
- g. Tom isn't old so to drive.

8. Imagine that you and your partner have been invited to a friend's birthday party. You have decided to buy him/her a present together. Look at items below, talk to each other and decide which one would make the ideal gift, taking into account his/her likes and dislikes. Give reasons for your choices. Then decide why the rest of them would be unsuitable.



9. Practice the dialogue with your partner

A: Can I help you?

B: Yes, I'm looking for a T-shirt.

A: What size are you?

B: I'm a medium.

A: What color would you like?

B: A blue one.

A: Here you are.

B: Thank you. Can I try it on?

A: Certainly, the changing room is over there.

B: Thank you.

A: How does it fit?

B: It's fantastic. I like it.

A: Yes it looks nice on you.

B: Thank you. I'll buy it.

A: OK, how would you like to pay?

B: Do you take credit cards?

B: Yes, we do.

A: OK, here's my credit card.

B: Thank you. Have a nice day!

A: Thank you, goodbye.

10 Discuss the following question

- . Do you prefer buying or receiving presents? Why?
- . Do you think that a present is valuable only if it's expensive? Why/why not?

11 Match the formal phrases with the informal ones.

FORMAL PHRASES

1. I believe I am entitled to a full refund
2. I expect an immediate response
3. Mentioned in your advertisement
4. Your advertisement was misleading

INFORMAL PHRASES

- a. Your ad was full of lies
- b. I want my money back
- c. Like you said in your ad
- d. I'll be waiting for your answer

1	
---	--

2	
---	--

3	
---	--

4	
---	--

LESSON PLAN

INFORMATIVE DATA:

HIGH SCHOOL: Technical University of Cotopaxi

TOPIC: How to make a suggestion

CLASS: Pre Graduates

OBJECTIVES: To improve the listening and speaking skill.

To make suggestions.

SKILLS	CONTENTS	ACTIVITIES	RESOURCE	EVALUATION
Listening Speaking Reading Writing	Phrasal verbs There isn't there aren't New words - too + adjective; not + adjective + enough	Matching heading with paragraphs Discuss the following questions Read the text Complete the sentences Matching	Teacher guide cd	Listening Speaking

HOW TO MAKE A SUGGESTIONS

OBJECTIVES:

- To improve the listening and speaking skills.
- To make suggestions.

Too big not big enough holiday accommodation; stress in
long words

VOCABULARY holiday accommodation

- 1 Match the words with meaning 1 – 5

Self-catering apartment

bed and breakfast

Accommodation campsite

hotel

- 1 You sleep outside in a tent.
 - 2 You stay in a room and you don't clean or cook. You can stay all day
 - 3 You stay in a flat and you clean and cook.
 - 4 You stay for the night and have breakfast, but usually you can't stay all day.
 - 5 A place where you can stay.
- 2 Which type of accommodation do you prefer when you go on holiday?
Why? Tell your partner

READ AND FIND

- 3 Look at accommodation in the area opposite. One of the adverts is a joke (not real, just for fun) find it
- 4 Find the best accommodation for these people.
 - a. I want top lay golf. The five ways hotel
 - b. I want to go swimming in the sea.

- c. I want a cheap room for one person.
- d. I'd like a cheap apartment for three people.
- e. I'd like a fishing holiday.
- f. I'd like to stay in a quiet hotel, but not too expensive.

5. Don't look at the page opposite. Listen to Ana and Jim. Write Ana's problems with the accommodation.

accommodation	Problem
Hotel	Too expensive
Self – catering	
Campsite	
Bed and breakfast	

GRAMMAR too + adjective; not + adjective + enough

6 Complete the grammar box

Too	Not...enough
The bed's too small	The bed isn't big enough
The tent's _____ short.	The tent _____ long _____ .

7 Complete the sentences Use too or enough.

1 Why don't you go swimming in Alaska? **Warm**

The water isn't _____

2 Why don't you stay in five-star hotels? **Expensive**

They're _____

3 Why don't you leave at three in the morning? **Early**

It's _____

4 Why don't you sleep in your car? **Big**

It isn't _____

5 Why don't you buy a home in Hollywood? **Rich**

I'm not _____

HOW TO SAY WHAT'S WRONG

Too much / many, not enough rooms and furniture long and
short vowel sounds

8 VOCABULARY rooms and furniture

a Which furniture do you have in these rooms at home?

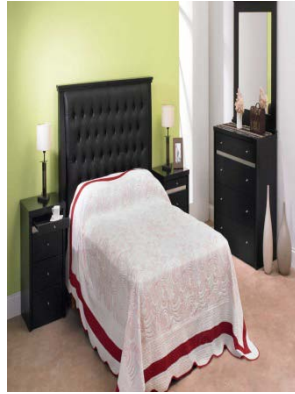
Bathroom

bedroom

dining room



livingroom



kitchen



Example bedroom – a cupboard, a chair, a bed....

b Write more examples in the box

Short vowel sounds

Long vowel sounds

1 vowel symbol

2 vowels symbols

1 vowel symbol + :

Bed

sofa

Hall

c Find these words in your dictionary. Is the vowel sound short or long?

Bath

room

Enough

space

Fridge

stairs

Mouse

too

d Read the Estate Agent opposite. Match these problems with things in the flat.

- 1 It's too small. The living room, the window the bedroom
- 2 There aren't enough plates.
- 3 There isn't enough light.
- 4 There isn't a bath.
- 5 There isn't a fridge.
- 6 There isn't enough space

3.6. - CONCLUSIONS AND RECOMMENDATIONS

3.6.1. - CONCLUSIONS

- Teachers should attend all of the possible seminars to get a new knowledge and applied in the real situations.
- If the teacher doesn't practice Listening and Speaking activities, students don't do it, and it is a problem in class when they have to do these kinds of tasks.
- Teacher should use only English Language in class in order to familiarize student and language.

3.6.2. - RECOMMENDATIONS

- The training workshops are necessary to the pre – graduated students to develop the listening speaking skills.
- The pre – graduated should attend to the workshop to practice the English to communicate with fluency.
- The training workshops help to the teachers to get a knowledge based in real experiences and situations.

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ANNEXES

6. - ¿Do you think that the authorities must support this project?

ALWAYS

FREQUENTLY

SOMETIMES

NEVER

7. - ¿Is necessary the teachers and students training in the teaching process of the English language?

ALWAYS

FREQUENTLY

SOMETIMES

NEVER

8. - ¿Do you support the proposal for the training workshops to develop the Speaking and Listening skills in the teaching learning process of English language?

YES

NO

9. - ¿what is the level of development that students have in listening and speak English skills?

EXCELLENT

BAD

GOOD

VERY GOOD

Thank you for your Collaboration



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCES

SURVEY ADDRESSED TO STUDENTS

OBJECTIVE: To determine the degree of knowledge and implementation of the training workshops for teaching learning in English language.

INSTRUCTIONS:

- Read and answer the question carefully marked with an (x) in the alternative that you create convenient.

- answer the questions honestly

1. - ¿How often do you practice English to improve the listening and speaking skills?

ALWAYS

FREQUENTLY

SOMETIMES

NEVER

2. - Do you think that the training workshops are useful for improving the listening and the speaking skills?

ALWAYS

FREQUENTLY

SOMETIMES

NEVER

3. - ¿Do you consider that future teachers in the area of English must master the skills of listening and speaking?

YES

NO

4. - ¿What weaknesses do you detect in the teaching learning process of English language?

ALWAYS

FREQUENTLY

SOMETIMES

NEVER

5. - ¿Do you think that is important the implementation of the training workshop to develop the listening and speaking skills?

ALWAYS

FREQUENTLY

SOMETIMES NEVER

6. - ¿how often do you practice English language?

ALWAYS FREQUENTLY
SOMETIMES NEVER

7. - ¿What skills must master students to become competent in the language?

LISTENING WRITING
SPEAKING READING

8. - ¿Do you think that training workshop will serve as a means of important support for the practical development of the speaking and listening of English language?

ALWAYS FREQUENTLY
SOMETIMES NEVER

9. - ¿Do you consider that the authorities should support the project of training workshops?

ALWAYS FREQUENTLY
SOMETIMES NEVER

10.- ¿Do you believe to improvement the speaking and listening with the implement the training workshops as part of the teaching learning at the University?

ALWAYS FREQUENTLY
SOMETIMES NEVER

Thank you for your collaboration.



TECHNICAL UNIVERSITY OF COTOPAXI
ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC
SCIENCES

SURVEY ADDRESSED TO ADMINISTRATIVES

OBJECTIVE: To determine the degree of approval and implementation of the training workshops for teaching learning in English language at the Technical University of Cotopaxi.

INSTRUCTIONS:

- Request to answer with sincerity since the data will help to determine whether the training workshops are applied.
- Read and answer the question carefully in order to collect the information to plane.

QUESTIONNAIRE OF THE INTERVIEW

1. - ¿Do you consider the implementation of trainings workshop for pre graduates in the teaching learning process of the English language is necessary?
2. – Does it improve the student´s fluency in listening and speaking with the use of training workshops?
3. - ¿Do you support as authority in the implementation of training workshops to develop the listening and speaking skills of the English language?
4. - ¿Is necessary the implementation of training workshops in the teaching – learning process of the English language?
5. - ¿Do you believe that the use of the training workshops to improve the English language skills?

THANK FOR YOUR COLLABORATION